Education Specialist: Deaf and Hard of Hearing Credential Program
Program Assessment

College of Health and Human Services
CALIFORNIA STATE UNIVERSITY, FRESNO

Prepared for Institutional Review by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE)
Document revised January 2012
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Directions for Readers

This report is comprised of four sections:
Section One is the program’s response to the Program Standards. The Program Standards are in blue, the program’s responses in black. The *preconditions, common standards addendum, standards for Education Specialist credentials, and specialty standards for the Education Specialist: Deaf and Hard of Hearing Credential* are included in this section.

Section Two contains the expanded syllabi for each course in the program. The expanded syllabi detail the course objectives, readings, topics and activities for each lesson. Descriptions of each course assignment are also provided. Appendices and Section Two are hyperlinked to the program standards of Section One. Section One reports where and how the program meets each standard. Section Two and Appendices provides the supporting evidence of how each standard is met.

Section Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program’s 2010 Biennial Report.

Section Four is the Executive Summary of the Deaf and Hard of Hearing Credential program.
SECTION ONE – RESPONSE TO STANDARDS
PRECONDITIONS

General Preconditions for the All Educator Preparation Programs

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

(1) Accreditation and Academic Credit. To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that

(a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations.

California State University, Fresno (CSUF), was last accredited through the Western Association of Schools and Colleges (WASC) in 2005 and is due for its next review in 2013.

(b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both.

California State University, Fresno grants both baccalaureate degrees in over 50 areas and over 40 post baccalaureate degrees, including a Master’s Degree in Communicative Disorders – Deaf Education.

(2) Responsibility and Authority. To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).

The Deaf Education program, which has been in effect on our campus since 1969, is housed in the Department of Communicative Disorders and Deaf Studies (CDDS), within the College of Health and Human Services (CHHS). Ongoing oversight for the Deaf Education program is provided by Deaf Education Program Coordinator and the CDDS Department Chair. The Deaf Education faculty works closely with the faculty of KSOEHD to provide a cohesive credential program.

The Deaf Education Program Coordinator and the CDDS Department Chair report to the Dean of the College of Health and Human Services. The CHHS Dean and the Dean of the Kremen School of Education and Human Development (KSOEHD) report directly to the Provost and Vice President for Academic Affairs, who is the chief academic fiscal and administrative officer in the School. The Deans are responsible for ongoing oversight of the DHH credential preparation program offered by California State University, Fresno. The Dean of KSOEHD also can serve as director of Teacher Education for the university or, in consultation with the Provost, may appoint an individual to serve in this position.
(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

The Director of Teacher Education, who can also be the Dean of the KSOEHD or who is appointed by the Dean in consultation with the Provost, is delegated full responsibility by the President and by the Provost for administering the laws and policies for all credential programs offered at Fresno State. Serving in this capacity the director is to serve as liaison with all local, state, national, and international agencies with bearing on the credential programs. The managers who coordinate each credential program offered by the institution are titled Program Coordinators. The Program Coordinator is responsible for all academic functions of the program which he/she coordinates.

(3) Personnel Decisions. To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

California State University, Fresno is committed to a program of equal opportunity for all, regardless of race, color, national origin, gender, age, marital status, religion, disability, or sexual preference. California State University, Fresno’s Policy Statement and the Affirmative Action Program address equal opportunity in employment, retention, and promotion of employees and equal opportunity for student in recruitment, admissions, retention, graduation, financial aid, placement counseling, curricula, and housing.

(4) Demonstration of Need. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Not applicable. The DHH credential program has been granted initial program accreditation.

(5) Practitioners’ Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

When the Deaf Education program was established in the fall of 1969, two major sources were used as guidelines in structuring the coursework: (a) existing state credential requirements for teachers of deaf and hard of hearing children, and (b) existing CED standards. As the program expanded, guidelines from other states (Illinois and Massachusetts) were consulted and incorporated into the course offerings. These guidelines are still evident in our program today. We have continued to revise and update
our program based on guidelines from CED/CEC, the California Commission on Teacher Credentialing, ASHA, and NCATE.

The current Deaf Education program receives regular feedback from graduates through an Exit Interview, from alumni and employer surveys, from university supervisor site visits of recent graduates, master teachers, the CDDS Advisory board, and the Deaf Education Professional Preparation (DEPP) program Advisory board, consisting of teachers, administrators, parents, community members, and parents.

(6) Commission Assurances. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must

(a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission;

All applicable standards of program quality and effectiveness have been reviewed and incorporated into the program design.

(b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and

The DHH credential program welcomes an evaluation and any reviews of particular aspects of the program.

(c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.

The DHH Credential program will cooperate with Commission requests.

(7) Requests for Data. To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

The Program Director for the Deaf Education credential or the CDDS Department Chair will provide data as requested by the Commission. The Kremen School of Education and Human Development Associate Dean report may also report unit data to the Commission.

(8) Instructor Participation. Each instructor who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b).
All full-time and part-time faculty who teach a professional methods course or Deaf Education methods have actively participated in a public school and classrooms within the past three years. Following are the names of all full and part-time instructors and their roles and/or activities related to the public schools that they participate in on a regular basis.

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Full or Part time</th>
<th>Role/ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nan Barker, M.A.</td>
<td>Full time</td>
<td>Supervise student teachers, observe DHH Clear credential teachers, provide in-service to districts, Advisory board - Kremen School of Education and Human Development,</td>
</tr>
<tr>
<td>Cynthia Cavazos, AuD, CCC/A</td>
<td>Part time</td>
<td>School Audiologist, Clovis Unified, consult with California Dept. of Ed., Diagnostic Center, Central California, School Site Council, Clovis Unified, Parent Club</td>
</tr>
<tr>
<td>Timothy Conway, M.A.</td>
<td>Part time</td>
<td>School Psychologist, Fresno Unified</td>
</tr>
<tr>
<td>Chantel Cox, M.A.</td>
<td>Part time</td>
<td>DHH teacher, Interpreting Supervisor, Fresno Unified</td>
</tr>
</tbody>
</table>

(9) **Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252 (f) and 44225 (a)(1).

All candidates in the DHH credential program will pass the CBEST test or one of the approved alternatives prior to taking professional education courses. Candidates are advised of university supports for acquiring the information needed to pass the CBEST test during undergraduate advising for the Deaf Education major.

(10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate’s personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. Reference: Education Code Section 44320 (d).

All candidates in the DHH credential program will obtain a Certificate of Clearance from the Commission prior to taking professional education courses. Current Fresno State students in Deaf Education, in addition to Communicative Disorders and Deaf Studies (CDDS) coursework, will apply to the Fresno State Kremen School of Education and Human Development (KSOEHD) for their choice of credential programs: (1) Multiple Subject, (2) Multiple Subject-Early Childhood, or (3) Single Subject. All KSOEHD credential programs require a Certificate of Clearance prior to taking coursework.
Preconditions for Preliminary Education Specialist Teaching Credential Program. (11) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.

Candidates for the Education Specialist: DHH credential must have the equivalent of 22 semester units of professional credential coursework. Students on the Fresno State campus will take courses from one of the credential programs in the Fresno State Kremen School of Education and Human Development (KSOEHD), Multiple Subject, Single Subject or Multiple Subject – Early Childhood. All Fresno State credential programs meet the standards for teaching English Learners.

Most DHH credential candidates choose the Multiple Subject coursework, which includes 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 and the Arts in Grades K-3.

#MULTIPLE SUBJECT MATRIX

LEE 172: Cultural and Language Contexts of the Classroom, is a foundational course in the theories and methods of teaching diverse students. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, are introduced to pedagogical theories and principles and practices for English language development that will support students’ acquisition of comprehensive literacy in English, the development of academic language and comprehension, and knowledge in the subjects of the core curriculum. Candidates are taught to implement an instructional program that facilitates English language acquisition and literacy development through the use of Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies.

Teacher candidates are taught to utilize assessment information to diagnose students’ language abilities and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards through multiple sample case studies presented in class and through the completion of case studies in both reading classes. Through class simulation exercises and discussion, candidates learn how cognitive, pedagogical, and individual factors affect students’ language and literacy acquisition.

Teacher candidates are given multiple systematic opportunities to acquire the knowledge, skills, and abilities to deliver comprehensive instruction to English learners. The use of visuals, realia, gestures, multiple examples, vocabulary development activities, and adapted instruction are emphasized in relation to literacy instruction in both classes. Candidates must demonstrate knowledge and application of pedagogical theory, principles, and practices for English Language Development in lessons planned and implemented in the required field experiences taken concurrently with the two reading classes.

#SYLLABUS LEE 172
#SYLLABUS LEE 173
#SYLLABUS EHD 174
(12) Program Admission. The sponsor of an education specialist teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Candidates for the Education Specialist: DHH credential have the option to take Multiple Subject or Single subject teacher preparation courses. Candidates must pass the appropriate California Subject Examinations Test (CSET) prior to taking CI, LEE or EHD courses. Candidates apply directly to either the multiple subject or single subject credential programs.

MULTIPLE SUBJECT CREDENTIAL PROGRAM APPLICATION

(13) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall

1. Pass the Commission-approved Multiple Subject subject matter examination; or
2. Pass a Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.
5.

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

a. For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
b. For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

c. Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

DHH credential candidates must pass all three subtests of the California Subject Examinations for Teachers (CSET): Multiple Subjects or a single subject CSET test before student teaching in a DHH classroom. DHH credential candidates who enter the DHH credential program as a graduate student and possess a current California Multiple Subject credential will have already met this requirement.

**(14) Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227,) and 44283.2(a).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) [ Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

DHH candidates who have completed the DHH credential program will apply for their Preliminary credential through the Fresno State Credential Analyst’s office. Candidates will provide a copy of their transcripts, and application form. The Deaf Education program coordinator will provide evidence of program completion to the Credential Analyst. Candidates will provide the Credential Analyst evidence of passing the Basic Skills Requirement, completion of subject matter requirement, and passage of the Reading Instruction Competence Assessment (RICA).
Preconditions for Clear Education Specialist Credential Programs

In addition to the Commission’s ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

(11) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.

Upon application to the Clear Education Specialist: Deaf and Hard of Hearing (DHH) credential program, all candidates will complete a Communicative Disorders and Deaf Studies (CDDS) Department application and provide evidence of an Preliminary Education Specialist: DHH credential. Candidates will admitted to the university with approval of the Deaf Education Program Director. All DHH Clear credential candidates must satisfy the Fresno State requirements for a DHH Preliminary credential before beginning the DHH Clear credential program.

#CDDS Department Application for Clear Credential Program

(12) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.

Clear Education Specialist: DHH credential candidates will develop a professional portfolio documenting 12 units of college coursework and a minimum of 60 hours of professional development in the areas of: advancement of personal communication skills, special populations within the Deaf and hard-of-hearing community, early childhood intervention and education, and involvement with the Deaf community. DHH Clear credential students will design their Individual Induction Plan (IIP) with the support of Fresno State Deaf Education faculty and a Deaf Education professional in the area where they are employed. CDDS 278 Application of Theory into Practice in Deaf Education Settings is a required course in the first semester of employment. CDDS 279: Induction Plan-based Field Experience in Deaf can be taken any time within the 5 year time frame of a candidate’s Preliminary credential. For the remaining 6 units of required coursework, DHH Clear credential candidates may take a computer course, health class, or other approved electives.

#SYLLABUS CDDS 278
#SYLLABUS CDDS 279

(13) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate’s teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.

In the initial course of the Clear Education Specialist: DHH credential program, CDDS 278, each Clear DHH candidate will identify a potential support provider and provide a current Curriculum Vitae or resume to the University supervisor for approval.

#SUPPORT PROVIDER
(14) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.

Clear credential candidates, university faculty and employers will collaborate in identifying a support provider for each candidate.

(15) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment. The IIP will be initiated with the first class meeting of CDDS 278, held on a Saturday morning in the first month of the semester.

(16) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

Each Clear Education Specialist: DHH candidate will provide a verification of employment on the Verification of Employment as a Special Education Teacher In Deaf Education form.

#EMPLOYMENT_VERIFICATION
Common Standards Addendum

Standard 1 Who in the Unit will have leadership responsibilities for this program?
The Deaf Education program, which has been in effect on our campus since 1969, is housed in the Department of Communicative Disorders and Deaf Studies (CDDS), within the College of Health and Human Services (CHHS). Ongoing oversight for the Deaf Education program is provided by Deaf Education Program Coordinator and the CDDS Department Chair with the support of the College of Health and Human Services Dean. The Deaf Education faculty works closely with the faculty of Kremen School of Education and Human Development (KSOEHD to provide a cohesive credential program.

The Deaf Education Program Coordinator and the CDDS Department Chair report to the Dean of the College of Health and Human Services. The CHHS Dean and the Dean of the Kremen School of Education and Human Development report directly to the Provost and Vice President for Academic Affairs, who is the chief academic fiscal and administrative officer in the School. The Deans are also responsible for ongoing oversight of the DHH credential preparation program offered by California State University, Fresno. The Dean of KSOEHD also can serve as director of Teacher Education for the university or, in consultation with the Provost, may appoint an individual to serve in this position.

Standard 2 How will evaluation of this program fit into the Unit Assessment System?
The Kremen School of Education and Human Development (KSOEHD) on the Fresno State campus provides leadership for all credential programs on the campus. The Associate Dean meets regularly with Program Directors within the Unit, providing updates, support, and direction for the Unit. KSOEHD leaders collect data from all credential programs and coordinate documentation. This DHH credential program participates with KSOEHD and provides evidence of equivalent measures of all assessments of credential candidates within the Unit.

Standard 3 How will this program be supported with resources?
The Dean of the College of Health and Human Services, along with the Department Chair of the Communicative Disorders and Deaf Studies department oversee financial resources. Support from the program comes from the university annual budget. Physical resources for the CDDS department are student study areas, a graduate research lab, an ASL computer lab, and a Media Center that serves as a materials production and resource center for both the deaf education and speech pathology students with a wide array of text materials, instructional materials, games, and standardized assessment tools for elementary and secondary students who are hearing, deaf, or hard of hearing as well as for those who have other communicative disorders.

The Deaf Education credential program is also supported by all the physical resources of the California State University, Fresno campus. The Henry Madden Library (HML) recently completed a $105 million expansion and renovation and is now the largest academic library between Sacramento and Los Angeles., housing more than one million volumes and serving over 500,000 visitors a year. The library also provides access to government publications, access to databases (i.e. ERIC, PsychInfo, etc.), an Information Competence Center (reference librarians), inter-library loans, and an electronic reserves center so students can access reserved materials 24 hours a day. Technology
enhancements include an updated campus data network, a faculty laptop program, SMART classrooms. Faculty is supported with access to technology training, and professional development. Currently, Fresno State provides support and resources for students through Advising Services, Technology Innovations in Learning, and Teaching (TILT) labs, the Learning Resource Center, and Services for Students with Disabilities. Health services are available at the Student Health Center. Students within the program are supported financially by a United States Department of Education grant, Deaf Education Personnel Preparation Project, CFDA 84:325 K. Student support services on campus include

**Standard 4** What will be the criteria for selection of faculty and instructional personnel for this program?

Faculty for this program will have an advanced degree, M.A., Ph.D. or Ed.D., have knowledge of the subject matter, and preferably be certified by the National Council on Education of the Deaf (CED). Faculty teaching methods classes and supervising student teachers will have a minimum of 3 years of experience teaching deaf and hard of hearing students. Faculty is hired by the Dean of the College of Health and Human Services, with the support of the department chair and Deaf education program director.

**Standard 5** Are there particular admission criteria for the proposed program?

Candidates applying for the Preliminary Education Specialist: DHH credential program must have a 3.0 GPA in the last 60 units and a 3.0 GPA in all CDDS coursework, provide three letters of recommendation, submit a letter of intent, and GRE scores to the Communicative Disorders and Deaf Studies Department. All complete applications are evaluated and reviewed by the CDDS Department Graduate Committee and recommendations for acceptance must be approved by the faculty.

**Standard 6** How will candidates be provided with timely and accurate information about the program? How will candidates requiring additional assistance be guided and supported?

Candidates who are interested in the Education Specialist: DHH program can find information about the program on the California State University, Fresno web site, can request information by phone or email. Candidates enrolled in the program will receive timely and accurate information about the program through faculty advising each semester and through email messages sent to all students. Students needed additional assistance will first be encouraged to meet with faculty during office hours and with their assigned faculty advisor. If additional support is needed, candidates will be referred to the Learning Resource Center for tutoring, the Health Center for physical or mental health support or to Services for Students with Disabilities.

**Standard 7** What will the field experiences and clinical practice include? How will sites be selected and evaluated?

Candidates follow an intensive program of over 600 hours of practicums and student teaching experiences as follows: Initial Regular Education student teaching in EHD 174 and EHD 178, supervised by the Kremen School of Education and Human Development, student teaching for approximately six hours a week for 12 weeks (Total clock hours 144)

#SYLLABUS EHD 174
#SYLLABUS EHD 178
Clinical practicum teaching in deaf education settings in CDDS 260, under direct supervision of a DHH classroom teacher or Itinerant DHH teacher with additional supervision of a deaf education faculty member, for an average of two hours a week for a total of 30 clock hours.

#SYLLABUS CDDS 260

Practicum in speech with individual deaf children in local schools in CDDS 262, with supervision from deaf education faculty, for a total of 13 clock hours.

#SYLLABUS CDDS 262

Full-time student teaching in a local school deaf and hard of hearing program in CDDS 258 for 8 weeks for a minimum of 200 clock hours.

#SYLLABUS CDDS 258

Culminating experience of full-time student teaching externship in a residential school in the area of specialization (Early, Elementary, Secondary) in CDDS 268. While this also requires a minimum of 200 clock hours, candidates often work with students in dormitory activities after school in exchange for room and board. (Note: Those students for whom this externship will cause undue hardship will repeat CDDS 258).

#SYLLABUS CDDS 268

Master teachers must meet the following minimum requirements: They must have a professional clear credential from the state of California and have a minimum of three years of teaching experience with deaf and hard of hearing children. Most, if not all, master teachers in the local schools have graduated from our program and thus they are eligible for CED certification. For the California residential schools, all of their faculty and staff are required to have credentials from the state as a condition of employment by the California Department of Education. We also request that they have a minimum of three years of teaching experience.

Selection of master teachers is based on recommendations from school site administrators, our own knowledge of the teacher (especially if they have graduated from our program) and other teachers in the area. We make personal contact to ask them if they would be willing to supervise a student teacher. They are under no obligation to accept our request. University supervisors observe in the classrooms and make every effort to ascertain that the master teachers are providing the kind of experiences and feedback expected. Informal and written evaluations from the student teacher, and feedback from our Student Outcomes Assessment Program are used to ensure that our students are receiving a good practicum experience.

**Standard 8** What will be the criteria for selection of district-employed supervisors? There will not be any district-employed supervisors.

**Standard 9** What will be the program assessments used to determine candidate competence as they move through the program?

Candidates for the DHH credential are assessed at various points in the program. All preliminary Education Specialist: DHH credential candidates will complete graduate level Deaf Education coursework, elementary or secondary credential coursework, have basic sign language skills, and will have either a BA degree in Deaf Education or will complete prerequisite course requirements in addition to DHH program courses.
Candidate competence will be assessed prior to candidates entering the program through the Deaf Education graduate program application. Within the program, candidates will be assessed through signature assignments in Communicative Disorder and Deaf Studies (CDDS) coursework, master teacher evaluations in field placements, through the Kremen School of Education and Human Development Credential program courses and Fresno Assessment of Student Teachers (FAST), a sign language assessment, final student teaching evaluations and comprehensive exams.

# ASSESSMENT IN THE DHH CREDENTIAL PROGRAM
# TPE MATRIX
Program Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials Program

Standard 1: Program Design, Rationale and Coordination
Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

Children who are deaf or hard-of-hearing present a broad range of needs and modality preferences. Teachers need to be prepared to work in a variety of settings ranging from a self-contained classroom to itinerant positions serving children who are widely distributed, both developmentally and geographically (Marschark and Spencer, 2003; Stewart and Kluwin, 2001). With that in mind, it is illogical to expect deaf educators to specialize in one teaching methodology. Fresno State graduates must be able to support major instructional methods and evidenced-based practices in deaf education and early intervention. Additionally, a substantial segment of the deaf education student population is part of the diverse English language learner (EL) cohort (USDOE, 2004). Teachers must be prepared to meet their unique and complex social and educational needs despite the challenge of also being prepared to address the preferences and needs of deaf children and their families who choose to be a part of the Deaf Community (Andrews, Leigh & Weiner, 2004; Ross, 2001).

Fresno State is able to offer coursework in birth-22 deaf education to address the needs of children with hearing loss through course delivery methods using a combination of Internet and on-campus instruction, service-based courses, and extensive field experiences. The program does this while maintaining requirements for admissions, endorsements, and degrees that reflect university, department, state and national standards of quality. The faculty and the program are highly rated by students for their effective instructional approaches based on an active and ongoing Student Outcomes Assessment Program (SOAP) that has been reviewed by NCATE, California Department of Education and the Council on Education of the Deaf. Many of the approaches used for teaching on-campus classes are based on McKeachie’s (1999) and Nilson’s (1998) strategies, research and theory for university faculty. Both of these approaches require ongoing reflection and planning by the instructors and continuous course revisions.

Fresno State also promotes the use of The Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson 1987, 1991), which will provide the rubric for evaluating instructional effectiveness in this project. Required courses will be offered in as a hybrid online course with 80% of the instruction in an online format and 20% in a face to face setting. All courses were developed through rigorous research-based guidelines required by the U.S. Department of Education’s Title V (CFDA
84.031S grant for Developing Hispanic-Serving Institutions Program (See Digital Campus, 2002).

The faculty at Fresno State is continuously updating course material to reflect the latest research and evidence-based practices. The program provides a comprehensive curriculum ranging from American Sign Language and Deaf Culture to Speech, Audiology, and Cochlear Implants. In the Seminar courses: Language, Speech, and School Subject courses, theory is taught along with practical application. CDDS 262 Speech for D/HH has a 12-hour field-based component in addition to theoretical instruction. The language instruction component of the program (CDDS 263) is based primarily on the compilations in texts focusing on research-based practices by Rose, McAnnally, and Quigley (2004), Easterbrooks and Baker (2002), Schirmer (2000), Marschark and Spencer, (2004), and Easterbrooks and Stephensen (2006). Students are also required to do written literature reviews on the various literacy practices used in deaf education and present them to their classmates using American Sign Language (ASL) as the mode of communication. Knowledge of linguistics is critical to teaching efficacy in language, particularly with students who are English Learners as are most students who are deaf or hard of hearing (Diaz-Rico 2008; Baker, 2006; Reagan, 1997).

Instruction for the content teaching (CDDS 264), assessment (CDDS 255), and parent education (CDDS 141) portions of the program is also derived from research-based practices. For content methods, the courses rely on the compilations of Stewart and Kluwin (2001), Marschark, Lang, and Albertini (2002), Livingston(1997) and Schirmer (2000). Given the wide diversity of academic skills that are shown in classrooms by children who are D/HH, coursework particularly focuses on differentiated instruction practices in CDDS 264 based on the work of Tomlinson and Eidson (2003) and Tomlinson (2001).

Assessment is an integral part of all of the methods coursework but there is also a course specifically focused on this topic (CDDS 255) based on the work of Spragins, Blennerhassett, and Mullen (1998), and Traxler (1998) of Gallaudet Research Institute regarding the use of specific assessment measures with children who are D/HH. Curriculum Based Measurement (CBM) as developed by Deno (1985, 1992, 2003) and shown to be scientifically valid and reliable, is one of the focuses of this course. A review of CBM used with D/HH students (Rose, 2007) has indicated that CBM measures can be a valid and reliable assessment. Instruction is also provided on issues related to special education assessment based on the Pierangleo and Giuliani (2006) text including legal issues, determination of student disability, bias in testing, formal and informal assessment methods.

For parent education, (CDDS 141), focus is on the works of Ogden (1996) on working with parents of children who are deaf in general and Christensen and Delgado (2000) especially for diverse populations. Early intervention practices based on the SKI-HI Institute family-centered programming for infants and young children with hearing loss (Watkins, 2004). Students in this course are also required to learn about ethical practices in deaf education based on the works assembled by Beattie (2001).

Candidate will demonstrate sign language competency on the Sign Language Proficiency Interview in ASL, established by the North Carolina American Sign Language Teachers Association (NC ASLTA). The SLPI: ASL interviews are conducted through videophone and recorded for the raters.

The Deaf Education Credential program at Fresno State has been a campus-based program encompassing Communicative Disorders and Deaf Studies (CDDS) courses, Kremen School of Education and Human Development (KSOEHD) credential courses. In response to Deaf Education programs being discontinued at San Francisco State University and San Jose State University in the last 5 years and numerous requests for an online option to pursue an Education Specialist: Deaf and Hard of hearing Credential, the Deaf Education faculty with support of the CDDS Department, Dean of the College of Health and Human Services, Dean of KSOEHD, Graduate Dean, Associate Provost, and Provost of the University are seeking to provide multiple avenues for students to receive the training needed to become credentialed teachers for deaf and hard of hearing students.

The undergraduate degree in Deaf Education will not change and will continue as an option within the CDDS Department of the College of Health and Human Services. Local students will continue to take credential classes within the KSOEHD Multiple Subject credential program and will participate in the hybrid online graduate level courses with all other Deaf Education credential candidates.

A proposal to the Western Association of School and Colleges (WASC) to begin offering all CDDS graduate level courses in Deaf Education in a hybrid online model (80% online and 20% face to face), will be submitted in the Spring 2012 semester with hybrid online classes to begin as WASC approval is granted. As there are not currently any DHH approved credential programs at universities in Northern California, it is anticipated students from a greater geographic area will have access to the Deaf Education program at Fresno State.

All preliminary Education Specialist: DHH credential candidates (local or online) will complete graduate level Deaf Education coursework, elementary or secondary credential coursework, have basic sign language skills, and will earn a BA degree in Deaf Education or will complete prerequisite course requirements in addition to the graduate level courses.
Candidates will begin the Education Specialist: DHH Credential program with a variety of academic backgrounds.

A. Candidates with a Multiple or Single Subject credential and a BA degree in Deaf Education will take 200 level (graduate) Deaf Education courses in the Communicative Disorders and Deaf Studies (CDDS) department.

B. Candidate without a Multiple Subject Credential or Single Subject Credential must complete one of the following options prior to or during their graduate studies:
   1. complete a Multiple Subject or Single Subject credential program with CLAD certification in their home geographic area,
   2. complete a Multiple Subject or Single Subject credential with CLAD certification program offered online through the CalStateTEACH program,
   3. complete the on-campus KSOEHD Phase I and Phase II Multiple Subject credential courses

C. Candidates with a BA degree in Deaf Education will begin taking 200 level Deaf Education graduate courses in the first semester and credential classes from one of the credential options listed above.

D. Candidates with a BA degree in a field related to Deaf Education will be required to complete prerequisite course requirements prior to taking 200 level courses and will take credential classes from one of the credential options listed above.

To enter the Education Specialist: Deaf and Hard of Hearing credential program, students will:
   1. satisfy all the graduate study application requirements of the CDDS Department
   2. demonstrate basic sign language skills,
   3. meet Deaf Education and credential program prerequisite course requirements
   4. Required CDDS courses for the Preliminary DHH Credential
      CDDS 95 Introduction to Speech and Language Development (3)
      CDDS 114 or equivalent course, Education of Exceptional Children (3)
      CDDS 139 Deaf Culture (3)
      CDDS 141 Education of Deaf Children and Their Parents (3)
      CDDS 200 Graduate Studies and Research in Communicative Disorders and Deaf Studies (3)
      CDDS 201 Interviewing and Counseling in Communicative Sciences and Disorders (3)
      CDDS 202 Aural Rehabilitation (3)
CDDS 255 Seminar: Assessment of Deaf & Hard of Hearing Students (3)
CDDS 260 Advanced Clinical Practice: Deaf & Hard of Hearing Children & Youth (2)
CDDS 262 Seminar: Speech for Deaf & Hard of Hearing Children & Youth (3)
CDDS 263 Seminar: Language for Deaf & Hard of Hearing Children & Youth (3)
CDDS 264 Seminar: School Subjects for Deaf & Hard of Hearing Children & Youth (3)
CDDS 258 Student Teaching: Deaf and Hard of Hearing (6) and
CDDS 268 Externship with Deaf Children or Youth (6), or
CDDS 258 Student Teaching: Deaf and Hard of Hearing (12)

Required Credential courses for candidates who do not have a Multiple Subject credential. Equivalent coursework is available for a Single Subject option.

LEE 172 Cultural and Language Context of the Classroom (3)
LEE 173 Teaching Reading and Social Studies in Grades 4-8 (3)
LEE 177 Teaching Reading and The Arts in K-3 (3)
CI 171 Understanding the Learner, Instructional Design, and Assessment (3)
CI 175 Science Instruction and Applied Technology (3)
CI 176 Mathematics Instruction and Applied Assessment (3)
EHD 174 Field Study A/Grades 4-8 (2)
EHD 178 Field Study B/Grades K-3 (2)

CDDS = Communicative Disorders and Deaf Studies
CI = Curriculum and Instruction
EHD = Education Interdepartmental Programs and Courses
LEE = Literacy and Early Education

Standard 2: Professional, Legal and Ethical Practices
Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

CDDS 114 Education of Exceptional Children provides a foundation of knowledge in the philosophy, history and legal requirements, and ethical practices of special education. Course topics include: the purpose and history of special education, provisions of the Individuals with Disabilities Education Act (IDEA), specific information for each disability category of IDEA, planning and service delivery options, requirements and writing of individualized education programs (IEP) and infant family service plans (IFSP). Service delivery models are discussed for infants and toddlers, preschool, elementary, and transition from school to adult life. Also in this course, candidates will review the Council for Exceptional Children Ethical Principles for Special Education Professionals.
CDDS 255 Seminar in Assessment of Deaf and Hard-of-Hearing Children and Youth focuses on reviewing appropriate assessments for students who are deaf or hard of hearing and appropriate planning of Individualized Educational Programs (IEP). Candidates review IDEA, Section 504, and ADA for children who are Deaf and hard of hearing in CDDS 255. #ASSESS_DEAF_255. Candidates will shadow an itinerant DHH teacher during an assessment and IEP meeting. #OBSERVE_ASSESS_255. Candidates observe the IEP process in CDDS 260 Advanced Clinical Practice: Deaf Education #OBSERVE260 and participate in the IEP process of obtaining parent consent, assessment, attending IEP team meeting, developing goals, and discussing appropriate placement with the IEP team during final student teaching, CDDS 258. #ASSESS_IEP

#SYLLABUS CDDS 114
#SYLLABUS CDDS 255
#SYLLABUS CDDS 260
#SYLLABUS CDDS 258

Standard 3: Educating Diverse Learners
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations. Instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served can be found in most CDDS classes. The diversity among deaf and hard of hearing students is a common discussion topic for all graduate seminar classes. CDDS 114 Education of Exceptional Children provides a general framework for understanding and accepting different family cultures of students and candidates review Council for Exceptional Children new diversity terms. CDDS 139 Deaf Culture introduces diversity with the Deaf community and dual minority identity status. CDDS 201 Counseling addresses strategies for working with diverse families. CDDS 263 Seminar in Language and CDDS 264 Seminar in School subjects provide opportunities to design lessons for students with a variety of language learning abilities. Candidates demonstrate understanding and acceptance of differences in student teaching placements in CDDS 258 Student Teaching: Deaf and Hard of Hearing and CDDS 268 Externship with Deaf Children and Youth.

#SYLLABUS CDDS 114
#DIVERSITY_114
#SYLLABUS CDDS 139
#DIVERSE_FAMILY_201
#SYLLABUS CDDS 263
#SYLLABUS CDDS 264
LEE 172: Cultural and Language Contexts of the Classroom, is a foundational course in the theories and methods of teaching diverse students. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, are introduced to pedagogical theories and principles and practices for English language development that will support students’ acquisition of comprehensive literacy in English, the development of academic language and comprehension, and knowledge in the subjects of the core curriculum. Candidates are taught to implement an instructional program that facilitates English language acquisition and literacy development through the use of Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies.

Teacher candidates are taught to utilize assessment information to diagnose students’ language abilities and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards through multiple sample case studies presented in class and through the completion of case studies in both reading classes. Through class simulation exercises and discussion, candidates learn how cognitive, pedagogical, and individual factors affect students’ language and literacy acquisition.

Teacher candidates are given multiple systematic opportunities to acquire the knowledge, skills, and abilities to deliver comprehensive instruction to English learners. The use of visuals, realia, gestures, multiple examples, vocabulary development activities, and adapted instruction are emphasized in relation to literacy instruction in both classes. Candidates must demonstrate knowledge and application of pedagogical theory, principles, and practices for English Language Development in lessons planned and implemented in the required field experiences taken concurrently with the two reading classes.

Standard 4: Effective Communication and Collaborative Partnerships
The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. The program emphasizes communication strategies with students who are deaf or hard of hearing throughout the program. Strategies for communicating with parents and caregivers are discussed in CDDS 141 Deaf Children and Their Parents, in CDDS 201
Interviewing and Counseling in Communicative Disorders and Deaf Studies, and in CDDS 202 Aural Rehabilitation. Working collaboratively with other school personnel is presented in CDDS 114 Education of Exceptional Children and discussed in-depth in CDDS 262 Seminar in Speech for Deaf and Hard of Hearing Children and Youth and CDDS 264 Seminar in School Subjects for Deaf and Hard of Hearing Children and Adults. Although most deaf and hard of hearing students are now identified through newborn hearing screening with the Early Hearing Detection and Intervention Act of 2010, Public Law No. 111-337, Stat. 3588, Response to Intervention strategies and collaboration with general education teachers and administrators are presented in CDDS 255. Communication with the business community and public/non-public agencies is part of the adult transition planning in the IEP process in CDDS 255 and the resources assignment in CDDS 264

Communication with the business community and public/non-public agencies is part of the adult transition planning in the IEP process in CDDS 255 and the resources assignment in CDDS 264

All field placements emphasize working in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. Advocating for deaf and hard of hearing students and their parents is an integral component of every course in the program. Collaboration skills with general education teachers and principals are acquired through multiple general education field work experiences with the Introduction to teaching course, EHD 50, the fieldwork of EHD 174 Field Study A/Grades 4-8 and EHD 178 Study B/Grades K-3

Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

In the May 2011 United States Government Accountability Office Report to Congressional Requesters regarding Deaf and hard of hearing children, the need for an education that is individualized, including delivery by qualified professionals with knowledge of hearing-related issues was reiterated. Trained teachers of deaf and hard of hearing students are fully qualified in the assessment of children who are deaf or hard of hearing. Teachers with an Education Specialist: Deaf and hard of hearing credential are
not qualified to assess children who do not have a hearing loss. Candidates acquire background knowledge of assessment, eligibility, diverse backgrounds, and services in CDDS 114 Education of Exceptional Children. Formal and informal assessment techniques are presented for each disability category under IDEA for academic achievement, adaptive skills, and curriculum based assessments in CDDS 114. In the CDDS 255 Seminar in Assessment of Deaf and Hard of Hearing Youth, candidates gain in-depth knowledge in assessing deaf and hard of hearing children using formal and informal assessments designed for deaf and hard of hearing students and formal assessments that include deaf and hard of hearing children in the norming population. Formal and informal assessments are used to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions in field placements in CDDS 262 Seminar in Speech, CDDS 260 Advanced Clinical Practice: Deaf Education, CDDS 258 Student Teaching: Deaf and Hard of Hearing, and CDDS 268 Externship with Deaf and Hard of Hearing Children. Student teaching and externship placements also provide opportunities for demonstrating knowledge of required statewide assessments and local, state and federal accountability systems and participate in ongoing program improvements. Student teachers assess and monitor students' performance on specific lessons, through curriculum based assessments, formal district designed assessments, state-wide assessments, observation, portfolio assessment, and three-year evaluations required in the IEP process.

The entire program will be using examples from the new SmarterBalance assessment related to California Common Core Standards as adopted by the state.

Faculty supervising student teachers are Council on the Education of the Deaf certified and/or California credentialed teachers for deaf and hard of hearing students. Dr. Paul Ogden, Ms. Nan Barker, and Ms. Chantel Cox supervise student teachers.

#SYLLABUS CDDS 114
#SYLLABUS CDDS 260
#SYLLABUS CDDS 258
#SYLLABUS CDDS 268
#STUDENT TEACHING EVALUATION

Standard 6: Using Educational and Assistive Technology
The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

New credential candidates will take CI 100 Educational Applications of Technology with their KSOEHD credential courses. The course syllabus is in the final phases of course design. Ongoing credential candidates will make appropriate use of advanced technologies to enhance teaching and learning: accessing and evaluating information, analyzing and solving problems, and communicating ideas in CI 225 Integration of
Technology across the Curriculum. Candidates will discuss technology specific to DHH classrooms in CDDS 264 Seminar in School Subjects. With many CDDS courses in an online format and the planned course conversions to a hybrid 80/20 format with 80% of instruction through synchronous and asynchronous instruction strategies, candidates will experience online learning themselves and will have opportunities to teach computer-based lessons. Candidates will demonstrate knowledge of assistive technology in CDDS 114 Education of Exceptional Children in a written summary of the trip to the assistive technology lab at UCP where assistive technology devices are demonstrated. Candidates have the opportunity to use communication assistive devices and computers accessible to individuals with severe and multiple disabilities.

Standard 7: Transition and Transitional Planning
The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Transitional life experiences, transitional planning, self-determination, and expression skills are discussed in CDDS 114 Education of Exceptional Children and CDDS 255 Seminar in Assessments. Candidates collaborate with Fresno County Office of Education, Fresno Unified School district, and the Deaf and Hard of Hearing Service Center to plan for successful transitions.

Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

Candidates will learn to participate as case managers for the IFSP/IEP/transition planning process in CDDS 201 Interviewing and Counseling in Communicative Disorders and Deaf Studies. #IFSP_CDDS201 and in the Assessments course, CDDS 255 #IFSP_IEP_DEV_255 Background knowledge of the process is provided in CDDS 114 Education of Exceptional Children with a review of the IDEA regulations for Part C services, as well as Part B services. #IEP #IFSP. For each disability category covered in the CDDS 114 course, preschool, elementary, and middle school to high school accommodations are presented.

Candidates review transition from services for infants to services for preschool age students in CDDS 255 Assessments. #TRANSITIONtoIEP_255 Designated instructional
services are discussed in CDDS 114. #DIS_C114_STD_11 Candidates in the teacher training program benefit from ongoing partnership with the local service provider, Deaf and Hard of Hearing Service Center (DHHSC). Adult transition is covered in CDDS 255 and local resources are discussed in CDDS 264 #TRANSITION_ADULT_255 #RESOURCES_264

Candidates observe or participate in the IFSP/IEP process in the assessments course, CDDS 255, in a 30 hour practicum placement, and during their student teaching placement for CDDS 258 and Externship for CDDS 268.

**Standard 9: Preparation to Teach Reading/Language Arts**

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught. The Education Specialist credential program prepares candidates to do the following:

<table>
<thead>
<tr>
<th>Instructional Planning/Objectives/Design</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
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<tbody>
<tr>
<td></td>
<td>Strategic selection and sequencing of curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills</td>
<td>#CURR_THEORY_CI171 #ASSESSMENT_CI171 #CASE_STUDY_LEE173 #PLAN_READING_EHD174 #SYSTEMATIC_LEE177</td>
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<tr>
<th>Instructional Delivery</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:  • word analysis  • fluency  • vocabulary, academic</td>
<td>Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:  • The systematic progression of instruction and application of foundational writing strategies, applications, and</td>
<td>Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:  • The systematic progression of instruction and application to develop listening and speaking strategies and</td>
</tr>
</tbody>
</table>
1. Demonstrate knowledge of language, and background knowledge
   • reading comprehension
   • literary response and analysis

2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007).
   For example:
   • orientation (e.g., engagement, teacher demonstration)
   • presentation (e.g., explicit instruction, modeling, pacing)
   • structured practice (e.g., reinforcement, questioning, feedback)
   • guided practice (e.g., questioning, feedback, corrections, peer mediated instruction) independent practice and application
   • independent practice (e.g. opportunities for students to show level of mastery)

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<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007).</td>
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<tr>
<td></td>
<td></td>
<td>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to</td>
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#WORD LEE177
#COMPREHENSION LEE177
#READING LEE173
#READING_PROCESS LEE177

#WRITING LEE173
#WRITING LEE177
#WRITING_PROCESS LEE173

#LISTENING LEE173
#SPEAKING LEE177
<table>
<thead>
<tr>
<th>Universal Access/ Differentiated Instruction</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
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<tbody>
<tr>
<td>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners. For example:</td>
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<td>be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</td>
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<tr>
<td>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</td>
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<td>• recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)</td>
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<td>• using remediation strategies, accommodations, and modifications for students with special needs.</td>
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<td>• using flexible grouping, individualized instruction, and whole-class instruction as needed</td>
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<td>• using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve.</td>
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<td>#DIFFERENTIATE_CII71</td>
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<td>#ELD_ASSESS_LEE_172</td>
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Candidates will complete all assignments for LEE 172, LEE 173 and LEE 177.
#SYLLABUS LEE 172
#SYLLABUS LEE 173
#SYLLABUS LEE 177

**Standard 10: Preparation to Teach English Language Learners**

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs.

In LEE 172: Cultural and Language Contexts of the Classroom, candidates are introduced to the state and federal requirements for assessment, placement and instruction of English learners, as well as the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners. In addition to course readings, discussion, and classroom lesson observations, candidates participate in school visits and interview students and teachers of English learners to enrich their practical knowledge of school-based structures, philosophy, student outcomes and goals as a requirement of this class. As a part of the school-site visits and interviews, candidates are introduced to school structures that enable them to see the connections being made in the school to bridge the ELD Standards with the English/Language Arts Standards. Structured classroom observations focus on the ways in which teachers are using SDAIE (Specially Designed Academic Instruction in English) strategies to meet the needs of English learners at various grade levels and in various content area instruction.

#SYLLABUS LEE 172
In LEE 177: Teaching Reading and the Arts in Grades K-3, candidates are introduced to language acquisition theory and other factors (cognitive, social, and psychological) as they apply to the beginning reader. During LEE 173: Teaching Reading and Social Studies in Grades 4-8, and LEE 177: Teaching Reading and the Arts in K-3, Multiple Subject credential candidates assess an English Learner (EL) child in kindergarten - third grade (LEE 177) and grades 4-8 (LEE 173) and write a summary of their findings and an individual instructional plan based on the results of reading and language assessments.

#SYLLABUS LEE 173
#SYLLABUS LEE 177

The Multiple Subject credential candidates participate in a performance assessment in which they score and analyze assessments given to a young child and write an instructional plan for that child. The assessments given to the child include reading, writing, and language assessments. In addition to the assessment requirements, Multiple Subject credential candidates participate in simulation activities in which they practice writing lesson plans that include adaptations for EL and relate to the Reading/Language Arts and the English Language Development Standards. As a part of a unit of study developed by each candidate, lesson plan adaptations for EL are required. In the primary grade field placement (EHD 178: Field Study B:Grades K-3) that is taken concurrently with the LEE 177: Teaching Reading and the Arts in K-3 class, candidates are required to write and teach lesson plans that support the needs of diverse students and that relate to the state English Language Arts (ELA) and English Language Development (ELD) Standards.

Candidates learn about state and federal legal requirements for the placement and instruction English learners and ethical obligations for teaching English learners.

LEE 172: Cultural and Language Contexts of the Classroom is a required course where candidates are introduced to state and federal laws pertaining to the education of English learners and how the laws impact student placements and instructional programs. They are made aware of the impact of Proposition 227 on the state laws and placement options available for English learners as a part of class discussion and school visits. Candidates participate in school site visitations in which school-based structures for English learners are observed. Candidates view, discuss, and analyze classroom video demonstrating exemplary practices in teaching English learners and appropriate uses of student placement and instructional practices for meeting diverse needs. [See LEE 172 syllabus: Legal, Professional and Ethical Obligations Reflection.]

Current Federal and California laws related to the testing and placement of English language learners are discussed, and the implications for instruction and training of effective teachers are explored. Candidates examine the practices in effect in the schools and classrooms in which they are experiencing fieldwork. Groups of teacher candidates placed at the same school do research on the demographics of the school population, including the programs available for English language learners at the site. Candidates demonstrate their knowledge of school law with a written assessment.

Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language
Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

In LEE 172: Cultural and Language Contexts of the Classroom, candidates have multiple systematic opportunities to learn, understand, and effectively use materials, methods, and strategies for English language development that are responsive to students’ assessed levels of English proficiency during readings, discussions, and classroom observations of English Language Development (ELD) and content area instruction Specially Designed Academic Instruction in English (SDAIE) strategies.

During the classroom observations, participants are required to observe and conduct interviews at their EHD 174: Field Study A – Grades 4-8 school site in addition to observation requirements in LEE 172. Required elements for these observations are explored in class prior to the observations and address such things as: interviews of school personnel and students; school-based structures available to English learners; philosophy and goals for English learners; and ways in which ELD and ELA standards are used to make instruction appropriate for students of differing language and developmental stages. Through an examination, candidates demonstrate their proficiency in interpreting assessment data and planning instruction appropriate for English Learners, responding to their levels of English Language Proficiency, literacy, and background knowledge. Based on appropriate assessment information, candidates select instructional materials and strategies to develop students’ abilities to comprehend and produce English. SYLLABUS LEE 172

In LEE 177: Teaching Reading and the Arts in K-3, Multiple Subject Credential candidates are taught to use assessments to plan appropriate instruction for ELL students. They are given multiple opportunities to write and implement lesson plans in the reading class and the primary grade field placement that is taken concurrently. Materials, methods, and strategies for ELL are demonstrated in class, and candidates are required to include adaptations for ELL in planning all lessons. LEE 177 teacher candidates are introduced to effective teaching strategies for English language learners on a weekly basis and are expected to implement these strategies as a part of their concurrent field placements.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

In LEE 172: Cultural and Language Contexts of the Classroom, candidates have multiple systematic opportunities to learn, understand, and effectively use materials, methods, and strategies for English language development that are responsive to students’ assessed levels of English proficiency during readings, discussions, and classroom observations of English Language Development (ELD) and content area instruction Specially Designed Academic Instruction in English (SDAIE) strategies.
SYLLABUS LEE 172

During the classroom observations, participants are required to observe and conduct interviews at their EHD 174: Field Study A: Grades 4-8, school site in addition to observation requirements in LEE 172. Required elements for these observations are explored in class prior to the observations and address such things as: interviews of school personnel and students; school-based structures available to English learners; philosophy and goals for English learners; and ways in which ELD and ELA standards are used to make instruction appropriate for students of differing language and developmental stages. Through an examination, candidates demonstrate their proficiency in interpreting assessment data and planning instruction appropriate for English Learners, responding to their levels of English Language Proficiency, literacy, and background knowledge. Based on appropriate assessment information, candidates select instructional materials and strategies to develop students’ abilities to comprehend and produce English.

SYLLABUS EHD 174

In LEE 177: Teaching Reading and the Arts in K-3, Multiple Subject credential candidates are taught to use assessments to plan appropriate instruction for ELL students. They are given multiple opportunities to write and implement lesson plans in the reading class and the primary grade field placement that is taken concurrently. Materials, methods, and strategies for ELL are demonstrated in class, and candidates are required to include adaptations for ELL in planning all lessons. LEE 177 teacher candidates are introduced to effective teaching strategies for English language learners on a weekly basis and are expected to implement these strategies as a part of their concurrent field placements.

SYLLABUS LEE 177

Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

The primary learning outcomes, objectives, and activities provided in LEE 172: Cultural and Language Contexts of the Classroom course include:

Primary Learning Outcomes:
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

Topics and Objectives:
1) Purpose(s), History(ies) and Cultural Traditions in United States Education
(CCTC 3, 9, 10, 12; TPE 7, 8, 11, 12; NCATE 1.4, 1.6 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)
Objectives:
e) Explore the purposes, roles, and functions of education in American society.
f) Discuss the historical and cultural traditions of the major cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
g) Examine one’s stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
h) Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2) Equity and Access (CCTC 3, 5, 9; TPE 8, 11; NCATE 1.4, 1.6 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)
Objectives:
a) Examine principles of educational equity and diversity and their implementation in curriculum content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.
b) Describe the relationship between background characteristics of students and inequities in academic outcomes of schooling.

3) Bias, Racism and Schooling (CCTC 9; TPE 11; NCATE 1.1, 1.3 – Critical Thinking, Professional Ethics)
Objectives:
a) Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting.

4) Accountability, Standards and Testing (TPE 3; NCATE 1.7 – Professional Ethics, Valuing Diversity)
Objectives:
a) Understand the relationship between equity, accountability, standards, and high stakes testing and the implications for student learning.

5) School Law And Policy (CCTC 10; TPE 12; NCATE 1.1 – Critical Thinking)
Objectives:
b) Understand relevant state and federal educational laws and policies currently and historically, including those related to English Learners and students’ and parents’ rights and responsibilities.

6) Professional and Ethical Responsibilities (TPE 12; NCATE 1.6 – Reflection, Professional Ethics)
Objectives:
a) Understand and meet professional and ethical obligations of teachers.

7) Language Acquisition Theory (CCTC 4, 9, 12; TPE 7, 9; NCATE 1.1, 1.3, 1.4 – Reflection, Critical Thinking, Valuing Diversity)
Objectives:
a) Demonstrate understanding of adaptations necessary for English Learners at various proficiency levels by observing and reporting on a classroom observation of an ELD lesson.
b) Make suggestions for improving the lesson observed (in writing.)

8) SDAIE Strategies (CCTC 4, 5, 6, 9, 12, 13; TPE 4, 9; NCATE 1.1, 1.3, 1.4 – Reflection, Critical Thinking, Valuing Diversity)
Objectives:
a) Demonstrate understanding of strategies for making content accessible to English Learners.
b) Observe and report on a classroom observation of a SDAIE lesson.
c) Make suggestions for improving the lesson observed.

9) Appropriate Assessment Practices for English Learners (CCTC 9 13; TPE 3, 4, 8;
NCATE 1.7 – Reflection, Critical Thinking, Valuing Diversity)
Objectives:
a) Interpreting assessment results
b) Designing approaches to assessment
c) Building a sequence of learning based upon students’ ELD development levels and content-related assessments.

10) Assessing and Building Background Knowledge (CCTC 12, 13; TPE 4, 6, 8;
NCATE 1.4, 1.6 – Collaboration, Valuing Diversity)
Objectives:
a) Integrating home cultures and values into instruction.
b) Communicating effectively with families across cultures.

In LEE 172: Cultural and Language Contexts of the Classroom, candidates acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development during readings, discussions, and classroom observations of English Language Development (ELD) and content area instruction using Specially Designed Academic Instruction in English (SDAIE) strategies. During the classroom observations, participants are required to observe and conduct interviews at their EHD 174: Field Study A: Grades 4-8, school site. Required elements for these observations will be explored in class prior to the observations and will address such things as: interviews of school personnel and students; school-based structures available to English learners; philosophy and goals for English learners; and ways in which ELD and ELA standards are used to make instruction appropriate for students of differing language and developmental stages.

The case studies in the two required reading classes (LEE 173: Teaching Reading and Social Studies in Grades 4-8 and LEE 177: Teaching Reading and the Arts in K-3) do require that candidates administer a battery of assessments to English learners and design an appropriate instructional plan to meet needs identified in the testing. In addition, the analysis of the assessments and the writing of instructional plans based on the assessments emphasizes the need for differentiating between reading and language errors, appropriate instructional strategies for English learners, and the need to focus on vocabulary and comprehension strategies for English learners. Readings related to the teaching of English learners have been added to both reading classes and will be explored by discussion, modeling, and classroom observations in the concurrent field experiences required with both reading classes.

#SYLLABUS LEE 173
#SYLLABUS LEE 177
In LEE 177, teacher candidates are introduced to first and second language acquisition theory. Teaching strategies for facilitating language development throughout the day and across the curriculum are emphasized. In both LEE 173: Teaching Reading and Social Studies in Grades 4-8 and LEE 177: Teaching Reading and the Arts in K-3, the impact of first language literacy on second language. Special emphasis is put on vocabulary development and active-learning strategies for developing vocabulary and comprehension in both classes.

Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates are introduced to appropriate assessment for English learners and the importance of identifying and monitoring language development in an ongoing manner in LEE 172: Cultural and Language Contexts of the Classroom. In this course, they learn to use observation matrices and anecdotal records for documenting student language development through modeling, discussion, and classroom observations. They are introduced to the California English Language Development Test (CELDT) and its purposes and use.

Candidates are introduced to appropriate formative and summative assessment in CI 171: Understanding the Learner, Instructional Design and Assessment and learn to administer assessments related to math, science, and social studies content standards in the methodology courses.

ELD Standards are introduced in LEE 172: Cultural and Language Contexts of the Classroom, and candidates observe in classrooms, focusing on ELD Standards, their relationship to English/Language Arts Standards and ways that teachers adapt instruction for non-fluent English speakers. [See LEE 172 syllabus: Topics and Description.] ELD Standards are examined closely in LEE 177 in order for candidates to understand the prerequisite requirements for students to be successful in acquiring English literacy and oral fluency.

Lessons are implemented in EHD 174: Field Study A: Grades 4-8, EHD 178: Field Study and B: Grades K-3 English learners are assessed and observed, and ELD Standards are related to student levels of English development in order to identify appropriate instructional goals and sequences for individual students. Expectations and appropriate teaching strategies for each level of English language development are addressed in both reading classes and other methodology classes. Lesson adaptations based on assessed ELD stages are a part of the expectations on all lesson plans written in fieldwork courses.

In both LEE 173: Teaching Reading and Social Studies in Grades 4-8 and LEE 177: Teaching Reading and the Arts in K-3, candidates are taught to monitor student spelling, fluency, reading, writing, vocabulary, and comprehension progress through ongoing assessment, anecdotal records, and periodic sampling of student work. Candidates are taught to gather baseline assessment information, and to determine appropriate instructional strategies.
Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.
In LEE 172: Cultural and Language Contexts of the Classroom, candidates have multiple systematic opportunities to learn, understand, and effectively use materials, methods, and strategies for English language development that are responsive to students’ assessed levels of English proficiency during readings, discussions, and classroom observations of English Language Development (ELD) and content area instruction Specially Designed Academic Instruction in English (SDAIE) strategies.

During the classroom observations, participants are required to observe and conduct interviews at their EHD 174: Field Study A: Grades 4-8, school site in addition to observation requirements in LEE 172. Required elements for these observations are explored in class prior to the observations and address such things as: interviews of school personnel and students; school-based structures available to English learners; philosophy and goals for English learners and ways in which ELD and ELA standards are used to make instruction appropriate for students of differing language and developmental stages. Through an examination, candidates demonstrate their proficiency in interpreting assessment data and planning instruction appropriate for English Learners, responding to their levels of English Language Proficiency, literacy, and background knowledge. Based on appropriate assessment information, candidates select instructional materials and strategies to develop students’ abilities to comprehend and produce English.

In LEE 177: Teaching Reading and the Arts in K-3, Multiple Subject Credential candidates are taught to use assessments to plan appropriate instruction for ELL students. They are given multiple opportunities to write and implement lesson plans in the reading class and the primary grade field placement that is taken concurrently. Materials, methods, and strategies for ELL are demonstrated in class, and candidates are required to include adaptations for ELL in planning all lessons. LEE 177 teacher candidates are introduced to effective teaching strategies for English language learners on a weekly basis and are expected to implement these strategies as a part of their concurrent field placements.

Standard 11: Typical and Atypical Development
The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk.
conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

Candidates demonstrate knowledge of typical and atypical development through reading, discussions and study guides for the CDDS 114 Education of Exceptional Children. Specific topics include each disability category of the Individuals with Disabilities Education Act (IDEA), laws governing Special Education, cultural and linguistic diversity, early intervention, and transition planning. CDDS 95 Speech and Language Development provides candidates in-depth knowledge of typical and typical development of speech and language. Candidates demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning in CI 171. #TYPICAL_CI171 Differentiated instruction in a general education setting is presented in CI 171 Understanding the Learner, Instructional Design, and Assessment. #DIFFERENTIATE_CI171 Candidate skills in sharing information with parents is demonstrated through in-class assignments in CDDS 201 Interviewing and Counseling in Communicative Sciences and Disorders and CDDS 202 Aural rehabilitation. #FAMILY_CDDS201 #TYPICAL_CDDS202 Candidates will develop a differentiated theme unit for deaf and hard of hearing students in CDDS 264. #THEME_UNIT_264 Applying knowledge of typical and atypical behavior to appropriate intervention and instruction is demonstrated in CDDS 260 Clinical Practicum, CDDS 258 Student Teaching: Deaf and Hard of Hearing and CDDS 268 Externship with Deaf Children and Youth.

#SYLLABUS CDDS 95
#SYLLABUS CDDS 114
#SYLLABUS CDDS 260
#SYLLABUS CDDS 258
#SYLLABUS CDDS 268

**Standard 12: Behavioral, Social, and Environmental Supports for Learning**

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

Candidates attend a Classroom Management interactive seminar during field practice for Phase I. EHD 174. Assessing behavior, behavior management strategies, active learning approaches, and classroom management for students who are deaf or hard of hearing are taught in CDDS 264 Seminar: School Subjects. Candidates will contrast behavior norms.
in a residential school setting with a general education setting, observe positive classroom behavior plans, and create their own classroom behavior management plan. Establishing optimal linguistic environments and application of the Cummins model for DHH students is presented in CDDS 263 Seminar: Language. Laws and regulations pertaining to promoting positive behavior are covered in CDDS 114 Education of the Exceptional Child. Functional assessment of behavior, intervention plans, evaluating learning environments, and student classroom behaviors are addresses in CDDS 255. #BEHAVIOR_255 Candidates will learn strategies for helping parents address challenging behaviors in young children #BEHAVIOR_CDDS201 Demonstration of knowledge and application of effective student behavior management is evaluated in final student teaching and externship with students who are deaf and hard of hearing. #SYLLABUS EHD 174 #SYLLABUS CDDS 263 #SYLLABUS CDDS 264 #STUDENT TEACHING EVAL

Standard 13: Curriculum and Instruction of Students with Disabilities
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Modifying core curriculum to meet the linguistic needs of students who are deaf or hard of hearing is practiced in all seminar classes at the graduate level: Speech, Language and School Subjects. Weekly lesson plans for speech practicum include using core language arts curriculum to teach speech and language concepts. In the Theme Unit project for CDDS 264 Seminar: School Subjects, candidates demonstrate knowledge and application of differentiated instruction techniques across the curriculum on a related theme.

Standard 14: Creating Healthy Learning Environments
Candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates are exposed on a variety of levels to training as to how personal, family, school, community, and environmental factors are related to students’ academic, physical, emotional, and social well-being in CI 171: Understanding the Learner, Instructional Design and Assessment.
Prior to final student teaching with deaf and hard of hearing students (CDDS 258 and CDDS 268), all teacher candidates are required to attend four seminars provided by the Kremen School of Education and Human Development (KSOEHD) in serving at-risk students, child abuse reporting, creating a supportive, healthy environment for student learning environments, teaching strategies for health, and physical health.

The seminar for serving at-risk students focuses on activities that help the candidates access community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources. Each candidate is given a resource guide produced by the Fresno Metro Ministry. Group work and scenarios are used to help the candidates become familiar with the resources. A second component of the seminar is a presenter from Child Protective Services. This presenter helps candidates become familiar with the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse. Their role as a mandated reporter responding to inappropriate and or violent behavior is reviewed.

A team of school nurses leads the three-hour seminar on creating a supportive, healthy environment for student learning. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. The physiological and sociological effects of alcohol, narcotics, drugs, alcohol, drugs, and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates also learn effective strategies for encouraging the healthy nutrition of children and youth. The nurses show slides, video clips, give handouts, and have the candidates participate in group activities.

In the physical health seminar, teacher candidates participate in a variety of games and activities that are effective for teaching the state-adopted academic content standards for students in physical education, including the development of a variety of motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

The seminar for teaching health provides teacher candidates content-specific teaching strategies that are effective in teaching the state-adopted academic content standards for students in Health. Candidates learn where and how to access resources for teaching health including acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of growth and development, and informed use of health-related information, products, and services.

Laws and principles related to student and parent rights, and student placements are examined in CDDS 114 Education of Exceptional Children and in LEE 172: Cultural and Language Contexts of the Classroom. In both courses candidates are introduced to effective communication with parents and the laws that govern special education and at-risk students (CDDS 114) and bilingual education placements (LEE 172).

HEALTH_SEMINARS
#SYLLABUS LEE 172
Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. The family structures and community values of diverse groups living in the Fresno State service area are explored in LEE 172: Cultural and Language Contexts of the Classroom. In CDDS 114, Education of Exceptional Children, candidates examine family structure and culture as it relates to their views of disabilities and to the services available for students with special needs. They reflect presentations by guest speakers to expose and sensitize candidates to family perception to the IEP process and services. Cross-cultural communication and the language and value challenges encountered are explored through video and class discussions in LEE 172: Cultural and Language Contexts of the Classroom. Guest speakers from diverse cultures in the Fresno State service area provide candidates multiple opportunities to interact with people of many cultures and to practice cross cultural conversations. During the EHD 178 Field Placement, candidates participate in an interactive seminar where candidates learn to practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence. Our presenter has an extensive background in mediation and conflict resolution with young students which is integrated into this seminar. Small group activities include video clips, role plays, and simulations. Candidates have opportunities to practice strategies in the seminar and then apply what they learn in their field placements. Participating in these lessons and then practicing in their field placement helps candidates learn how to develop safe, inclusive positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross. Studies on student health and its impact on learning are explored in CI 171: Understanding the Learner, Instructional Design and Assessment. During spring fieldwork courses 178 candidates are required to attend seminars to learn about the effects of student health and safety on learning and study the legal responsibilities of
teachers related to student health and safety with special emphasis on their responsibility and the steps to take to report abuse (CPS). Candidates learn effective strategies for encouraging the healthy nutrition of children and youth, along with required immunizations, and how to make referrals common, chronic and communicable diseases of children when they are recognizable at school in a required seminar conducted by school nurses. They also are required to understand the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems during seminars and though use of the Resource Manual provided. Physical growth and development, nutrition, and exercise issues are examined in CI 171.

CDDS 114 Education of Exceptional Children addresses students with health impairments and their safety. At-risk youth and behaviors that can compromise health and safety are also addressed in CDDS 114. The inclusion of health education into integrated units of study is required for lesson planning in the candidates’ field placements: EHD 178: Field Study B: Grades K-3 and EHD 170: Field Study C Final Student Teaching.

A team of school nurses leads a three-hour seminar on creating a supportive, healthy environment for student learning. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. The physiological and sociological effects of alcohol, narcotics, drugs, alcohol, drugs, and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates also learn effective strategies for encouraging the healthy nutrition of children and youth. The nurses show slides, video clips, give handouts, and have the candidates participate in group activities.

In CI 171: Understanding the Learner, Instructional Design and Assessment, candidates learn ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional, or social health problems. During the Multiple Subject orientation teacher candidates are informed that they must complete CPR certification within one year of applying for their Preliminary Multiple Subject teaching credential.

#SYLLABUS CI 171: Case Study Assignment
#SYLLABUS CDDS 114
#SYLLABUS EHD 178

Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and

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experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

Candidates for the Education Specialist: DHH credential follow an intensive program of over 700 hours of practicums and student teaching experiences. More than 300 hours are in a general education setting and more than 400 hours are in settings with students who are deaf and hard of hearing.

Field experiences for teacher candidates begins with an Introduction to Education course EHD 50, where candidates observe in a general education setting. A minimum of 45 hours of observation and participation on the general education classroom are required. For each of the Teaching of Reading courses, a companion field experience course is required. EHD 174 is a co-requisite of the Teaching Reading and Social Studies in Grades 4-8 and EHD 178 is a co-requisite of Teaching Reading and the Arts in Grades K-3. A minimum of 12 hours per week of field experience, supervised by the School of Education, is required for each course for 12 weeks Total clock hours 144 per course in a general education setting.

Deaf Education Field experience may be in a Special Day Class setting, Itinerant, Early Intervention, or residential school setting. Candidates complete 30 hours in one setting in CDDS 260 Advanced Clinical Practice: Deaf & Hard of Hearing Children & Youth, under direct supervision of a deaf education faculty member. Practicum for the CDDS 262 Seminar in Speech includes working with individual deaf children in local schools under the direct supervision of the classroom teacher once a week for a total of 12 clock hours.

After completing all required course work, eligible candidates are placed in a full-time student teaching field experience within a local school deaf and hard of hearing program, CDDS 258 Student Teaching: Deaf and Hard of Hearing is an 8 week placement for a minimum of 200 clock hours. All candidates will have one practicum experience that includes working with students birth - 5. The culminating experience of full-time student teaching is an externship in a residential school in the area of specialization (Early, Elementary, Secondary) in CDDS 268 Externship with Deaf Children or Youth. While this experience also requires a minimum of 200 clock hours, candidates often work with students in dormitory activities after school. (Note: Those students for whom this externship will cause undue hardship will repeat CDDS 258).
Standard 16: Assessment of Candidate Performance
Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exit the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program. (TPEs may be found on pages 73-86 of this document).

Candidate performance is evaluated by both a university supervisor and the master teacher in field experiences. Performance in the general education setting is documented using the Fresno Assessment of Student Teachers (v.1.2). Performance in settings with students who are deaf or hard of hearing is documented in student portfolios for Advanced Clinical Practicum and the Graduate speech practicum. Final student teaching placements require approval from the Director of the Deaf Education program. Written and verbal feedback is provided for candidates in all practicum placements by both the university supervisor and the master teacher. Individual development plans will be written at the culmination of student teaching or externship.

#TPE MATRIX
#FAST MANUAL
#DHH STUDENT TEACHING EVAL
Programs
Candidates for the DHH credential complete Multiple Subject credential program coursework in addition to coursework in the Communicative Disorders and Deaf Studies department. TPE competencies are demonstrated through the 22 units of Phase I and Phase II of the Multiple Subject Credential program and the CDDS course signature assignments. The Fresno Assessment of Student Teachers (v.1.2) (FAST) utilizes Comprehensive Lesson Plan in Phase I and the Site Visitation Project in Phase II to assess competencies. The Case study assignment in CDDS 255 Assessments, the Speech Practicum Portfolio in CDDS 262 Seminar: Speech for Deaf & Hard of Hearing Children & Youth, the Cummins Model Journal assignment in CDDS 263 Seminar: Language for Deaf & Hard of Hearing Children & Youth, the Theme Unit project in CDDS 264 Seminar: School Subjects for Deaf & Hard of Hearing Children & Youth and Portfolios from CDDS 260 Advanced Clinical Practice are cornerstone projects used to assess Teaching Performance Expectations prior to placement in final student teaching.
TPE MATRIX
FAST MANUAL
<table>
<thead>
<tr>
<th>Making Subject Matter Comprehensible to Student</th>
<th>Assisting Student Learning</th>
<th>Engaging and Supporting Students in Learning</th>
<th>Planning Instruction and Designing Learning Experiences for Students</th>
<th>Creating and Maintaining Effective Environments for Student Learning</th>
<th>Developing as a Professional Educator</th>
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<tbody>
<tr>
<td>(1) Specific Pedagogical Skills for Subject Matter Instruction</td>
<td>(2) Monitoring Student Learning During Instruction</td>
<td>(3) Interpretation and Use of Assessment</td>
<td>(4) Making Content Accessible</td>
<td>(5) Student Engagement</td>
<td>(6) Developmentally Appropriate Teaching Practices</td>
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References


Bailes, C. (2001). Integrative ASL-English Language Arts: Bridging paths to literacy. Sign Language Studies, 1(2), 147-174. (access thru the library’s electronic journal site. This works best on campus)


California Commission on Teacher Credentialing (October, 2011). *Education Specialist Teaching and Other Related Services Credential Program Standards* [PDF].


and Early Childhood Department at the Maryland School for the Deaf. *Odyssey: New Directions in Deaf Education*, 12, 14-19.


Most if not all of these readings will be posted in Course Documents. More readings may be added as the instructor sees fit.


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Van Dijk, R., Nelson, C., Postma, A., & van Dijk, J. (2010). Deaf children with severe multiple disabilities; Etiologies, intervention, and assessment, In M. Marschark, & P. Spencer (Eds.), The Oxford handbook of deaf studies, language, and education (pp. 172-191). New York; Oxford University Press


Website: http://www.needsoutreach.org/Pages/sl.html Embe Outreach, American Sign Language Library. The Deaf and Hard of Hearing Information Clearinghouse.


TPEs for Education Specialist Preliminary Teaching Credential Programs

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students’ Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.
Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.
Teaching Mathematics in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
Teaching English-Language Arts in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to
have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

**Teaching Mathematics in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

**Teaching Science in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

**Teaching History-Social Science in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations,
case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.
Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction
Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student’s Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments
Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.
C. Engaging and Supporting Students in Learning

TPE 4: Making Content Assessable
Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement
Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure that the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions. Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

TPE 6: Developmentally Appropriate Teaching Practices
Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

Developmentally Appropriate Teaching Practices for Education Specialists
Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**
During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**
During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and overenthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**
During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being "different" means for high school students.

**TPE 7: Teaching English Learners**
Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can
apply theories, principles, and instructional practices for English Language Development leading
to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and
characteristics of programs for English language development, including structured English
immersion. They implement an instructional program that facilitates English language
development, including reading, writing, listening and speaking skills, that logically progresses to
the grade level reading/language arts program for English speakers. They draw upon information
about students’ backgrounds and prior learning, including students’ assessed levels of literacy in
English and their first languages, as well as their proficiency in English, to provide instruction
differentiated to students’ language abilities. They understand how and when to collaborate with
specialists and para-educators to support English language development. Based on appropriate
assessment information, candidates select instructional materials and strategies, including
activities in the area of visual and performing arts, to develop students’ abilities to comprehend
and produce English. They use English that extends students’ current level of development yet is
still comprehensible. They know how to analyze student errors in oral and written language in
order to understand how to plan differentiated instruction.
Candidates for a Teaching Credential know and apply pedagogical theories, principles and
practices for the development of academic language, comprehension, and knowledge in the
subjects of the core curriculum. They use systematic instructional strategies, including
contextualizing key concepts, to make grade-appropriate or advanced curriculum content
comprehensible to English learners. They allow students to express meaning in a variety of ways,
including in their first language, and, if available, manage first language support such as para-
educators, peers, and books. They use questioning strategies that model or represent familiar
English grammatical constructions. They make learning strategies explicit.
Candidates understand how cognitive, pedagogical, and individual factors affect students’
language acquisition. They take these factors into account in planning lessons for English
language development and for academic content.

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students
Candidates for a Teaching Credential draw upon an understanding of patterns of child and
adolescent development to understand their students. Using formal and informal methods, they
assess students’ prior mastery of academic language abilities, content knowledge, and skills, and
maximize learning opportunities for all students. Through interpersonal interactions, they learn
about students’ abilities, ideas, interests and aspirations. They encourage parents to become
involved and support their efforts to improve student learning. They understand how multiple
factors, including gender and health, can influence students’ behavior, and understand the
connections between students’ health and their ability to learn. Based on assessment data,
classroom observation, reflection and consultation, they identify students needing specialized
instruction, including students whose physical disabilities, learning disabilities, or health status
require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning
Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the
subject matter to be taught and in accordance with state-adopted academic content standards for
students. They establish clear long-term and short-term goals for student learning, based on state
and local standards for student achievement as well as on students’ current levels of achievement.
They use explicit teaching methods such as direct instruction and inquiry to help students meet or
exceed grade level expectations. They plan how to explain content clearly and make abstract
concepts concrete and meaningful. They understand the purposes, strengths and limitations of a
variety of instructional strategies, including examining student work, and they improve their
successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning
Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students. Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

TPE 11: Social Environment
Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students. Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations
Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors.
for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

**TPE 13: Professional Growth**
Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

#TPE MATRIX
Specialty Standards for the Education Specialist: Deaf and Hard of Hearing (DHH) Preliminary Teaching Credentials Standards

#DHH STANDARDS AND COURSE MATRIX

DHH Standard 1: Characteristics of Learners
Candidates demonstrate knowledge of etiologies related to hearing loss, the research regarding access to language and theories of learner characteristics that impact the unique needs for education, language and cognitive development, as well as social growth of students, ages birth to 22, who are deaf or hard-of-hearing including students who are deaf-blind, and/or said learners with additional disabilities.
Characteristics of learners who are deaf or hard of hearing are discussed within the context of every graduate level Communicative Disorders and Deaf Studies (CDDS) course. Prerequisite courses CDDS 139 and CDDS 141 Deaf Children and Their Parents provide an overview. In-depth information regarding etiologies of hearing loss and the impact on a learner are demonstrated in the Case Study project in CDDS 202 Aural Rehabilitation. Current research in all areas related to students who are deaf and hard of hearing, including those who are deaf-blind and have additional disabilities will be the basis of instruction in the CDDS 200 Research class. #DEAF_BLIND_READINGS_200
Signature projects in CDDS 263 Seminar: Language and CDDS 264: Seminar School Subjects will include differentiated instruction within the classroom instruction and incorporate theories of language and cognitive development. CDDS 262 Seminar: Speech addresses specific communication strategies for deaf-blind students. Field work experiences, CDDS 260, CDDS 258 and CDDS 268 provide opportunities for applying theory to practice in a variety of educational environments.

#SYLLABUS CDDS 139
#SYLLABUS CDDS 141
#CDDS 200 STANDARD 1
#CDDS 262 STANDARD 1
#CDDS 263 STANDARD 1
#SYLLABUS CDDS 260
#SYLLABUS CDDS 258
#SYLLABUS CDDS 268

DHH Standard 2: Development of Professional Perspectives
Candidates demonstrate an understanding of essential themes, concepts, and issues related to philosophical, historical, and legal foundations of the education of students who are deaf or hard of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates are able to apply their understanding of the models and theories of deaf education and demonstrate sensitivity to and respect for varied beliefs, languages, whether spoken or signed, modes of communication, parental choices, and cultural differences, including Deaf culture. Candidates demonstrate the ability to plan and implement instruction about the contributions of individuals and technological innovations that have benefited both deaf and hearing people.
As a comprehensive teacher training program in Deaf Education, professional perspectives of all modes of communication in classroom instruction are presented
throughout the curriculum. Specific strategies for instructional language of ASL, spoken English, and sign support systems are provided in academic courses as well as in field work placements. Support for parents seeking information about communication with their child begins in our program with CDDS 139 Deaf Culture and CDDS 141 Deaf Children and Their Parents. In-depth learning occurs in CDDS 201 Counseling and Interviewing Parents in Communication Sciences and Disorders, CDDS 202 Aural Rehabilitation, CDDS 262 Seminar: Speech, and CDDS 263 Seminar: Language. Technology resources for supporting audition, signed and written communication are presented in CDDS 202 Aural Rehabilitation, CDDS 262 Seminar: Speech and CDDS 263 Seminar: Language. Legal foundations of providing services within the educational setting is introduced in CDDS 114 Education of Exceptional Children and applied in CDDS 255 Assessments and CDDS 264 Seminar: School Subjects.

#CDDS 141 STANDARD 2
#CDDS 202 STANDARD 2
#CDDS 262 STANDARD 2
#CDDS 263 STANDARD 2
#CDDS 114 STANDARD 2
#CDDS 255 STANDARD 2
#CDDS 264 STANDARD 2

**DHH Standard 3: Candidate Communication Skills**

Each candidate demonstrates skills in a repertoire of communication strategies that facilitate communication exchanges in signed and spoken language usage, as appropriate. Each candidate demonstrates appropriate language proficiency to communicate directly and effectively with students who are deaf and hard-of-hearing, including those who are deaf-blind, and/or those with additional disabilities, to engage and sustain student interest in the learning process. Communication and language proficiency should be sufficient to ensure that a comprehensible flow of information; to develop higher-order cognitive and linguistic skills; and for the development of literacy skills.

Candidate sign language proficiency at a basic level is required prior to admittance to Deaf Education graduate level courses. Demonstration of conversational proficiency through a national assessment with good reliability and validity or satisfactory completion of college level advanced sign language coursework is a prerequisite. Demonstration of advanced sign language skills is required prior to beginning final student teaching or externship placements. Use of appropriate communication with ASL is evaluated in course projects in CDDS 255 Assessment of Deaf and Hard of Hearing Students, CDDS 263 Seminar: Language and CDDS 264 Seminar: School Subjects. Appropriate spoken language for instruction is evaluated in a weekly speech practicum in CDDS 262 seminar: Speech. **Candidates will demonstrate communication skills with students who are deaf-blind, and/or those with additional disabilities in CDDS 262.** Candidates have fieldwork placements in settings utilizing ASL, spoken English, and sign supported English. Throughout the Deaf Education credential program, students are encouraged to participate in local community activities related to children, youth and adults who are deaf and hard of hearing. CDDS 200 requires at least 5 hours of participation in at least two Deaf Community events.
DHH Standard 4: Language and Cognitive Development Strategies
Candidates demonstrate the knowledge of and ability to apply techniques to engage students in the learning process in order to develop language and cognitive skills, whether through visual (signed) and/or auditory (spoken) input, in students who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities.

Training candidates to understand and apply techniques for developing language and cognitive skills in order to engage students who are deaf or hard of hearing in the learning process is the core of the Deaf Education credential program. Typical language development is covered in CDDS 95 Speech and Language Development. Language and cognitive development is introduced in CDDS 141 Deaf Children and Their Parents. Application of developmental and remedial language strategies are incorporated into all assignments and practicum experiences in CDDS 262 Seminar: Speech, CDDS 263 Seminar: Language and CDDS 264 Seminar: School Subjects. Seminar classes have either a weekly practicum experience or weekly hands-on demonstrations and practice. Evaluation of effective and receptive communication systems for students who are deaf-blind is incorporated into Early Intervention assessment and communication strategies for deaf-blind student in CDDS 262 Seminar: Speech. The ability to apply techniques to engage students is critically evaluated by master teachers and university supervisors in CDDS 260 Advanced Clinical Practice: Deaf Education, CDDS 258 Student teaching: Deaf and Hard-of-Hearing and CDDS 268 Externship with Deaf Children and Youth.

DHH Standard 5: Specialized Assessment
In addition to the Special Education Program Standard: Assessment of Students with Disabilities, candidates demonstrate the ability to select, adapt, administer (where appropriate), interpret and explain assessments, and make recommendations regarding services and educational progress for students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates understand the importance of appropriate, ongoing, and a variety of assessments using the language and the communication system of students who are deaf or hard-of-hearing.
Formal and informal assessment of children who are deaf or hard of hearing, curriculum based measurement, and writing appropriate IEP goals are infused into lesson planning assignments in CDDS 262 Seminar: Speech, CDDS 263 Seminar: Language, and CDDS 264 Seminar: School subjects. Checking and monitoring students’ assistive devices is taught in CDDS 202 Aural Rehabilitation and put into practice in the graduate speech practicum. Test selection, administration and interpretation is demonstrated through the assessment presentations, administering three assessment tools, and a case study in CDDS 255 Assessment of Deaf and Hard of Hearing Students.

DHH Standard 6: Instructional Techniques
In addition to the Special Education Program Standards: Curriculum and Instruction of Students with Disabilities, each candidate demonstrates an understanding of and ability to implement effective, individually designed instruction for students, ages birth to 22, who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities, in diverse learning

Candidates have completed one or two phases of the Multiple Subject credential program courses prior to taking seminar CDDS courses: 262 :Speech, 263: Language and 264: School Subjects. All seminar courses focus on modifying instructional techniques learned in a general education setting to meet communication and language needs of students who are deaf or hard of hearing. Module 5 of CDDS 263 is a review of methods/approaches/strategies and specific modifications for students who are deaf or hard of hearing. Directed Reading and Thinking Activities (DRTA), Language Experience Approach (LEA), Interactive writing, Natural Approach, Structured/Analytical Approach, ASL/English Bilingual approaches and strategies are discussed, demonstrated with candidate participation. The seminar course in speech, CDDS 262, provides candidates with instruction in developing lesson plans for speech, language, audition, and cognitive tasks utilizing age appropriate literature. The school subjects seminar course reviews communication, classroom discourse, behavior management, and reflective teaching for all classroom subject areas. Differentiated instruction techniques are emphasized in all seminar courses.

DHH Standard 7: Early Childhood Intervention and Education
Each candidate demonstrates knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.
Early support for parents, the importance of parent involvement with school and community resources, and the value of meeting deaf adults are concepts introduced in CDDS 141 Deaf Children and Their Parents. Skills necessary to become a service coordinator who creates a multidisciplinary team are taught in the Interviewing and Counseling in Communication Disorders and Deaf Studies, along with strategies for working with families, understanding parents’ responses, and assessment of infants and toddlers. CDDS 202 provides candidates with in-depth information related to assessment of hearing loss, equipment options, and techniques to support early auditory development. In CDDS 262 Seminar: Speech and CDDS 263 Seminar: Language candidates review current research in acquiring both a signed language and a spoken language.

#CDDS 141 STANDARD 7
#CDDS 201 STANDARD 7
#CDDS 255 STANDARD 7
#CDDS 202 STANDARD 7

**DHH Standard 8: Hearing Loss and Additional Disabilities**

Each candidate will be able to identify the characteristics of students who are deaf and hard-of-hearing who also exhibit one or more of any of the disability categories identified in IDEA (e.g., specific learning disability, visual impairment, emotional disturbance, and autism spectrum disorder) that are associated with hearing loss and significant enough to require considerations of specialized adaptations and/or modifications in the learning process. Characteristics of students who have disabilities as identified by the Individuals with Disabilities Act (IDEA) are presented in CDDS 114 for each IDEA disability category, as well as assessments, academic supports for infants and toddlers, preschool age, elementary, secondary, and transitions to adult programs, where appropriate. Assessment of students who are deaf and hard of hearing, including those with additional characteristics associated with other disability categories, is the focus of the assessments course, CDDS 255. Accommodation of students needing additional learning supports in Early Interventions programs is discussed in the CDDS 201 course. Academic accommodations in a preschool or school age students is infused in the course content in the seminars for speech and language, CDDS 263 Seminar: Language and CDDS 262 Seminar: Speech. Candidates will address diversity in language learning with differentiated instruction based on language acquisition utilizing the Cummins Model. Language learning for students with special needs is also addressed in CDDS 263

#CDDS 114 STANDARD 8
#CDDS 141 STANDARD 8
#CDDS 201 STANDARD 8
#CDDS 201 ADD DIS STD 8
#CDDS 255 STANDARD 8
#CDDS 263 STANDARD 8
DHH Standard 9: Managing Student Behavior and Social Interaction Skills
Each candidate demonstrates the ability to foster appropriate student behavior patterns, social interaction skills, and self-advocacy skills, as well as the ability to discriminate between behavior that is typical for various ages/stages and that behavior which might be attributable to limited language and ineffective communication skills.

Candidates learn about self advocacy at all stages of development and disabilities in CDDS 114. Candidates receive instruction in facilitating appropriate behavior in students during early childhood years and during all years of schooling. In CDDS 201 Interviewing and Counseling, candidates learn strategies to help parents address challenging behaviors and promote social development, along with intervention and advocacy strategies for addressing common sources of conflict between home, school, and agencies. The Interview assignment, Stimulus/Response/Consequence (SRC) chart assignment, and discussions of classroom discourse and behavior management in CDDS 264 Seminar: School Subjects provide experiences for candidates in managing student behavior and developing social interaction skills. For the CDDS 263 Seminar: Language course, candidates construct a reference resource for managing behaviors in the Creating an Optimal Linguistic Environment to Create a Positive Behavior Climate in Your Classroom assignment. Candidates are assessed in their ability to foster appropriate social behavior, social skills, and self advocacy skills in their final student teaching placements.

#CDDS 201 STANDARD 9
#CDDS 263 STANDARD 9
#CDDS 264 STANDARD 9
#CDDS 258 & 268 STD 9
#CDDS 114 Syllabus

DHH Standard 10: Transition and Transitional Planning
In addition to the Special Education Program standards: Transition and Transitional planning each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

In addition to the information related to transition planning in CDDS 114 Education of Exceptional Children, candidates review transition from services for infants to services for preschool age students, Part C to Part B in CDDS 201 Students write a sample IFSP and review working as part of a multidisciplinary team. Candidates write a sample IEP in CDDS 255 Assessments. Writing of transition plans and discussion board questions prompts regarding transition planning are included in CDDS 263. Designated instructional services are discussed in CDDS 114. Candidates receive hands-on training with hearing aids and other assistive technology for supporting students who are deaf and hard of hearing in the school environment. Candidates in the teacher training program benefit from ongoing partnership with the local service provider, Deaf and Hard of Hearing Service Center (DHHSC).

The American Sign Language (ASL) Club on the Fresno State campus and the faculty collaborate with DHHSC to sponsor an annual event, Celebration of Diversity, for students who are deaf and hard of hearing in the Central Valley. DHHSC staff, video relay company representatives, and California Telephone Access Program (CTAP) staff share information about their products and services with the students, school staff and...
parents who attend the event each spring. Candidates participate in the IEP process in the practicum placement in CDDS 260, final student teaching CDDS 258 and in the externship CDDS 268.

#CDDS114 STANDARD 10
#CDDS 201 STANDARD 10
#CDDS 255 STANDARD 10
#CDDS 263 STANDARD 10
#TRANSITIONtoIEP_255
#TRANSITION_ADULT_255
#OBSERVE260
#IEP_268

DHH Standard 11: Collaborative Partnerships
In addition to the Special Education Program Standards: Effective Communication and Collaborative Partnerships, each candidate demonstrates the ability to work collaboratively with families, support providers (i.e. interpreters, audiologists, speech/language pathologists, paraprofessionals, and other members of the educational team), general education professionals, community agencies, and the d/Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.

Candidates demonstrate the ability to work collaboratively with their peers through group assignments and projects throughout the teacher training program. Strategies for working collaboratively with parents are presented in CDDS 201 Interviewing and Counseling in Communicative Disorders. Extensive information regarding assessment of hearing loss, hearing instruments, cochlear implants, equipment checks, and Early Intervention prepare candidates to work audiologists in CDDS 202 Aural Rehabilitation. CDDS 262 Seminar: Speech provides foundational knowledge of speech and language development in students who are deaf and hard of hearing and strategies for coordinated services between DHH teachers and speech language pathologists.

Candidates are encouraged to volunteer at a local deaf and hard of hearing service center and are required to attend at least two events of the local Deaf community. Candidates in the Fresno area are encouraged to attend Deaf-Blind Support Service Provider Training workshops at the Deaf and Hard of Hearing Service Center, Fresno office. Topics include: Deaf-Blind Culture and Etiquette, Communication Modes, Human Guiding, Becoming an effective Support Service Provider, Causes of Deaf Blindness, Deaf-Blind Perspective Panel.

The program instills knowledge of local, state, and national resources through visits to California State Schools for the Deaf, campus visits from national leaders in Deaf Education, accessing resources through the Internet, and encouraging students to attend the annual California Educators of the Deaf professional conferences.

#CDDS 114 STANDARD 11
#CDDS 200 STANDARD 11
#CDDS 201 STANDARD 11
#CDDS 202 STANDARD 11
#CDDS 264 STANDARD 11
Program Standards for the Clear (Induction) Education Specialist Credential

Category A: Programs Exhibit Effective Design Principles

Standard 1: Program Rationale and Design:
The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retains high quality teachers. The design is responsive to individual teachers’ needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation. The program design provides systematic opportunities for the application and demonstration of pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive, individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations’ professional development efforts.

Education Specialist:
The design involves collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching. Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization. These skills should be designed to enhance the participant’s teaching abilities and reflect inquiry based methodology and reflective practice.

The Fresno State induction program for candidates with a preliminary Education Specialist: DHH credential is designed to meet the needs of first and second year teachers who are employed throughout California, and typically not in the local area of the university. Extensive coursework in the preliminary credential program prepares candidates to teach in a variety of settings. The induction program allows for teachers to continue their professional development in the areas most needed for their current place of employment. CDDS 278 Application of Theory into Practice in Deaf Education Settings and CDDS 279 Induction Plan-based Field Experience in Deaf Education are primarily online courses with a few class meetings at the Fresno State campus. Candidates design an induction plan with their university supervisor and local support provider.

#SYLLABUS CDDS 278
#SYLLABUS CDDS 279

Standard 2: Communication and Collaboration
The clear credential (induction) program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program. The induction program collaborates regularly with partner school district personnel. These may include: human
resource professionals for identification, eligibility, requirements for participation and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program. Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working condition that optimizes participating teachers’ success and implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator. Education Specialist:
The program demonstrates the capacity to offer an induction program for one or more of the education specialist authorizations by verifying the special education expertise within the program and/or through collaboration with other entities, e.g. institutions of higher education. Induction for the Education Specialist includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community. The Induction program collaborates with schools and participating teachers, colleagues and peers to assure that that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or Professional Learning Community(ies).

The induction program works collaboratively with each district where preliminary Education Specialist: DHH candidates are teaching. Candidates are encouraged to participate in BTSA trainings offered at their school sites. To meet the requirements of the DHH clear credential, candidates are also encouraged to participate in staff trainings in the geographic areas where they are employed. Fresno State faculty have ongoing relationships with local school districts and County Office of Education personnel within the Central San Joaquin Valley. Fresno State faculty provide inservice trainings for school districts as requested.

**Standard 3: Support Providers and Professional Development Providers**
The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider’s assigned responsibilities in the program. Consistent with assigned responsibilities, program providers receive initial ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the service delivery responsibilities the Education Specialist is likely to encounter, as well as the appropriate use of the instruments and processes of formative assessment systems. The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing. The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provide formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Education Specialist Support Providers must hold the same Education Specialist authorization as the participating Education Specialist teacher. In areas of low incidence and rural and remote
areas, induction programs are expected to work with other educational entities such as SELPAs, county offices of education and state schools, and/or to use technology to facilitate communication between support providers and beginning teachers.

Support providers for Education Specialist: DHH credential candidates must hold a valid credential for teaching deaf and hard of hearing students. In the event the DHH candidate is the only DHH teacher in the area, a DHH support provider will be found in a nearby area. Candidates will submit the professional VITA of the support provider with whom they would like to work to the university supervisor for approval. Support providers will be contacted by the university supervisor to confirm their interest and the university supervisor will provide training for the support provider. Due to the large geographic area where candidates are employed, email, video phone, and web based instruction will be utilized.

Standard 4: Formative Assessment
The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning. The program’s inquiry-based formative assessment system, characterized by a plan, teach, reflect, and apply cycle, has three essential components; standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on the California Standards for the Teaching Profession (CSTP) and in alignment with the p-12 academic content standards (or for Early Childhood Special Education the Child Development standards). Evidence of practice includes multiple measures such as self assessment, observation, analyzing student work, and planning and delivering instruction. As assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a support provider and/or other colleagues as designated by the induction program. Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is working document, and is periodically revisited for reflection.

Education Specialist:
The Transition Plan will be provided to the Induction Program by the Education Specialist and used as one basis for the Individual Induction Plan. The IIP will be developed by the Education Specialist, the employing district designee and the approved clear credential program representative. The IIP will incorporate a clear action plan, with dates, research, application, and expected impact on teaching/student achievement. The participant’s work in formative assessment must be aligned with the credential authorization and participant’s teaching assignment.

The university supervisor will observe the candidate teaching twice during the induction program. The candidate will also self-evaluate lessons and provide feedback to the university supervisor or support provider. The candidate will reflect on learning from all university and non-university activities of the induction program.
Category B: Opportunities for Participants to Demonstrate Effective Teaching

Standard 5: Pedagogy
Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instruction materials in the context of their teaching assignment. Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners). To maximize learning, participating teachers create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol. Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Education Specialist
The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder’s expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment. The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols.

The induction program for the DHH credential at Fresno State encourages candidates to attend professional conferences, staff inservices for other speciality credentialed teachers, and participate in national trainings for teachers of students who are deaf or hard of hearing. The DHH clear credential standards also require candidates to participate in Deaf community activities.

Standard 6: Universal Access: Equity for all Students
Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for student from all ethnic, races, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learning; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues,
resource personnel and families to provide the full range of learners’ equitable access to the state-adopted academic content standards.

The preliminary DHH credential program at Fresno State provides extensive instruction and training in working with a diverse student population. Fieldwork settings in the local area all reflect the great cultural and ethnic diversity found in the Central San Joaquin Valley. Clear credential candidates will provide services to deaf and hard of hearing students in a variety of settings.

**Teaching English Learners**

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching including the identification, referral and re-designation processes. Participating teachers plan instruction for English learners based on the students’ levels such as the California English Language Development Tests (CELDT), the California Standards Test (CST), and local assessments. Participating teachers implement one or more of the components of English Language Development (ELD); grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English learners using adopted standards-aligned instruction materials. Participating teachers differentiate instruction based upon their students’ primary language and proficiency levels in English considering the students’ culture, level or acculturation, and prior schooling.

Clear credential candidates will complete a Case study project to meet the requirements of the English Learner Standard 19. Candidates will meet with EL staff and their site to learn about the programs and services available at their work sites. Candidates will gather diagnostic and background information prior to teaching a lesson specifically designed for a student who is an English Learner.

**Teaching Special Populations**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special services). Participating teachers implement district policies regarding support services or special populations. Participating teachers communicate and collaborate with both general education and special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral and social needs. Based on assessed students’ needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student’s strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations. Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies). Education Specialists demonstrate proficiency in the Teaching Special Populations portion of Standard 6 through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.

Candidates for the DHH Clear credential will participate in additional training for students with disabilities in other specialty areas and will research how additional
disabilities affect students who are deaf or hard of hearing. Trainings with special populations will be documented in the candidates IIP portfolio.

**Standard 7: Professional Development Options for Education Specialists**

Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant’s teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment. The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction.

The clear credential candidates will meet all the requirements of the preliminary DHH credential candidates at Fresno State. In addition each candidate will create an IIP portfolio to document 12 units of university credit and a minimum of 60 hours of additional trainings. Candidates must have a minimum of two years teaching experience, a computer course, and a course in teaching health. Each candidate will design an induction program that fits their professional development needs. Candidates will be encouraged to investigate professional resources in the community where they are employed.
SECTION TWO – EXPANDED SYLLABI
CALIFORNIA STATE UNIVERSITY, FRESNO
CDDS 95 - INTRODUCTION TO SPEECH AND LANGUAGE DEVELOPMENT

COURSE DESCRIPTION

This is a 3-unit undergraduate course concerning the typical speech and language development from infancy through adolescence. Techniques for enhancing the speech and language development of infants, toddlers, and school-aged children will be discussed. There are 6 learning modules to complete. All course materials can be found online through Blackboard. There are Powerpoint presentations to listen to, and the written scripts for the Powerpoint presentations are also available to help you study.

PRIMARY LEARNING OUTCOMES

Upon completion of this course, it is expected that students will be able to:

1. Define communication, speech, and language
2. Demonstrate knowledge of two major viewpoints of what constitutes language: the linguistic viewpoint and the behavioral viewpoint
3. Analyze language samples according to linguistic and behavioral theories
4. Describe the major models that have been proposed to explain language development, including nativism, interactionism, and behaviorism
5. Demonstrate understanding of Piagetian theory in explaining the cognitive bases for language development
6. Describe early infant vocalizations and pragmatic language behaviors, such as eye gaze and turn taking
7. Describe speech and language development in toddlers
8. Apply techniques for enhancing language development in infants and toddlers
9. Demonstrate understanding of the importance of peer interaction and play in the speech and language development of preschoolers
10. Describe developing grammatical structures in preschool children, with an emphasis on Brown’s 14 grammatical morphemes
11. Practice techniques for enhancing language development in the preschool child
12. Describe the continuing development of speech and language as children enter the school years
13. Demonstrate understanding of the development of literacy, including developmental progression of phonological awareness, beginning in infancy and progressing through the school years (click here for Exhibit 1, a Blackboard assignment on emerging literacy and sample student response)
14. Demonstrate understanding of the relationship between receptive and expressive language development and future success in learning to read and write
15. Apply techniques to enhance the development of literacy in children from infancy on into the elementary and secondary school years
16. Demonstrate understanding of bilingual language development and typical processes of second language acquisition

WHAT YOU WILL NEED TO PURCHASE FOR THIS COURSE:


GRADING

There will be the following opportunities to receive points:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (5 @ 50 points)</td>
<td>250</td>
</tr>
<tr>
<td>Bb Assignments</td>
<td>100</td>
</tr>
</tbody>
</table>

Total points possible 350

A standard grading scale will be used to determine the final grade, as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter</th>
<th>Points</th>
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<tbody>
<tr>
<td>89.5 – 100%</td>
<td>A</td>
<td>315 - 350</td>
</tr>
<tr>
<td>79.5 – 89.49%</td>
<td>B</td>
<td>280 - 314</td>
</tr>
<tr>
<td>69.5 – 79.49%</td>
<td>C</td>
<td>245 - 279</td>
</tr>
<tr>
<td>59.5 – 69.49%</td>
<td>D</td>
<td>210 - 244</td>
</tr>
<tr>
<td>59.49% and less</td>
<td>F</td>
<td>209 and below</td>
</tr>
</tbody>
</table>

EXAMS

1. Exams consist of multiple-choice and true/false questions.

2. Exams are timed. You have one hour to complete the exam, without penalty. The exam will not “disappear” after one hour, but if you go over that amount of time, your score will be “flagged” and the instructor will look at it and determine how much your score should be reduced, as a result of having taken more than the allotted amount of time.

3. You must answer each question as they come up, and you may not “backtrack.”

4. The questions are presented in random order; no two of you will be seeing the questions in the same order.

5. **THESE ARE NOT MEANT TO BE “OPEN BOOK” EXAMS.** They are the same exams as you would be taking were you sitting in a classroom, under instructor supervision. Therefore, you should not give yourself access to notes or any other instructional materials during the exam. Similarly, you should take the exams
independently, without any “buddies” standing by to help. Study as you would for any exam, and let your conscience be your guide!

6. FOR ALL EXAMS, DO NOT “PUT OFF” TAKING THE EXAM UNTIL THE LAST MINUTE!!! DO NOT, FOR EXAMPLE LOG ON A MERE ONE HOUR BEFORE THE EXAM IS SCHEDULED TO BECOME UNAVAILABLE!!!!

7. The last exam will be considered to be the final exam, but it will not be cumulative and will only reflect information presented during Learning Module #5, in addition to a brief module #6 on multicultural issues. It will be available all during finals week, so that students may take it at a time convenient to them.

8. At times, students get “frozen” out of the exams. The most the technological folks have been able to explain is that if you take too much time on a question, the exam will lock you out. So, try to answer each question within one minute.

9. IF YOU DO GET “FROZEN OUT” DO NOT PANIC!!! Contact either the instructor, Christine Maul, or the graduate assistant, Ana Atkinson, by personal email. We will “unfreeze” you and reset your exam. We will be checking our email frequently on exam day. Unfortunately, no matter how far along you were in the exam process, you must retake the exam in its entirety.

WE KNOW AND UNDERSTAND HOW FRUSTRATING TAKING EXAMS BY INTERNET CAN BE. PLEASE KNOW THAT, IN THE EVENT OF TECHNOLOGICAL DIFFICULTIES, WE WILL WORK WITH YOU TO MAKE SURE YOU ARE ABLE TO COMPLETE THE EXAM.

BLACKBOARD POSTINGS

There is one major assignment, or Blackboard posting, for each learning module. The postings are worth 20 points each, for a total of 100 points. Therefore, the Blackboard postings account for almost a full third of your grade. You must complete Blackboard postings in a thorough and timely manner to get a good grade in the class.

ABSOLUTELY NO LATE BLACKBOARD ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON!!! THAT MEANS EVEN IF IT IS “ONLY” A MINUTE LATE, IT WILL NOT BE ACCEPTED!!! THIS IS A HARD AND FAST RULE, SO PLEASE DO NOT CONTACT THE INSTRUCTOR TO ASK FOR A LATE SUBMISSION TO BE ACCEPTED.

You can find all of the assignments under Course Documents. Turn your assignments in to the designated forum on the Discussion Board of this on-line class. Please note that the date and time you turn in your assignment is duly recorded by the computer, and late assignments will not be accepted. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can
contact someone for assistance with any technology problems. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Blackboard problem, I can confirm that with the University, and I will accept the work. **In the event you cannot log onto Blackboard to complete work, send your work to me at cmaul@csufresno.edu as an attachment or take a hard copy of your work to the CDDS Department office and ask office staff to time and date stamp it and place it in my box.**

For this internet class, students are given the opportunity to respond to the instructor’s feedback and revise their assignments to maximize the points awarded. You will have **one** opportunity to respond to feedback, and your revised assignments must be submitted no later than **one week** after you have received your feedback. Remember, that everything turned in to the Discussion Board is timed and dated, so there is never any question as to when something was turned in and when feedback was received.

**To post:**

1. Click on Discussion
2. Click on Bb #1, 2, 3, 4, or 5
3. Click on Create Thread
4. From here on, it’s just like an email message:
   a. Subject – Use “Bb assignment # -; Your last name”
   b. Click Attach a File – just like you would attach anything to a regular email
   c. Click submit

**File Formats for Blackboard Posts**

- **All file formats from word processing programs associated with Microsoft Word are acceptable.**
- If you use an uncommon word processing program, please contact the teaching assistant (TA) to do a test run with a one-sentence document to make sure it can be opened.

**TECHNOLOGY REQUIREMENTS FOR THE INTERNET CLASSROOM**

To take this class you must have the following:

a. A computer with Internet access.
   b. An active email account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your
CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.

c. **Microsoft Office** (You may purchase Microsoft Office from CVIP with your Fresno State ID).

d. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: [http://www.adobe.com](http://www.adobe.com) and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

This is a web-based class—there will be no on-campus class meetings. Class materials are accessible on Blackboard. Log onto the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password. **You should log into the course a minimum of 6-7 times per week. You should also read your e-mail regularly – at least 4-5 times per week. This course is very intense and takes a significant time commitment**

**SPECIAL NEEDS**

If you have special needs as addressed by the American with Disabilities Act (ADA) and need course material in alternative formats, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify your instructor who will refer you to the office of Services for Students with Disabilities, (559) 278-2811.

**CHEATING AND PLAGIARISM**

It is important to know the university policy on cheating and plagiarism when you take tests, write research papers, and sign the attendance sheets.

1. Cheating and plagiarism in the CSUF General Catalog reads as follows:

   “Cheating.  Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. 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. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used, as one’s own work.” [http://www.csufresno.edu/catoffice/current/](http://www.csufresno.edu/catoffice/current/)

**DROPS FOR “SERIOUS AND COMPELLING REASONS”**
1. It is important to know that “failing or performing poorly in a class is not an acceptable serious and compelling reason within the university policy, not is dissatisfaction with the subject matter, class, or instructor.” Read the CSUF General Catalog. http://www.csufresno.edu/catoffice/current/

2. For other important information regarding the Fall semester see page one in the Schedule of Courses or visit the website at: http://www.csufresno.edu/catoffice/current/calndr.html

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. There are several computer labs on campus.

DISRUPTIVE CLASSROOM BEHAVIOR

The classroom is a unique 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. http://www.csufresno.edu/catoffice/current/
## TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments</th>
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</table>
| **Introduction to the Course** | • Post your Introduction in the Discussion Board: A photo would be helpful!  
• View/Listen/Review the Power point presentations for learning module #1  
• Read McLaughlin, Chapter 1 and Chapter 4 (pp. 133-141)  
• Complete Blackboard assignment #1  
• Take Exam #1 |
| **Course Introduction / Bb Basic Definitions – What is:**  
• Speech  
• Language  
• Communication | |
| **How do Children Learn Language? Two Major Models of Language Development** | |
| **Language Sample Analysis** | • View/Listen/Review the Power point presentations for learning module #1  
• Read McLaughlin, Chapters 3 (pp. 92-103, 106-118) and 4  
• Complete Blackboard assignment #2  
• Take Exam #2 |
| **BLACKBOARD POSTING #1 DUE** | |
| **EXAM #1** | |
| **Models of language development** | • View/Listen/Review the Power point presentations for learning module #2  
• Read McLaughlin, Chapters 3 (pp. 92-103, 106-118) and 4  
• Complete Blackboard assignment #2  
• Take Exam #2 |
| **Behavioral analysis of language** | |
| **Linguistic analysis of language: Pragmatic language behaviors, semantics and the morphologic, syntactic, and phonological components of language** | |
| **BLACKBOARD POSTING #2 DUE** | |
| **EXAM #2** | |
| **Speech and language development in infants and toddlers** | • View/Listen/Review the Power point presentations for learning module #3  
• Read McLaughlin, Chapters 3 (pp. 82-92), 5, and 6  
• Complete Blackboard assignment #3  
• Take Exam #3 |
| **Techniques for enhancing speech and language development in infants and toddlers** | |
| **BLACKBOARD POSTING #3 DUE** | |
| **EXAM #3** | |
| **Speech and language development in preschool children** | • View/Listen/Review the Power point presentations for learning module #4  
• Read McLaughlin, Chapters 7 and 8  
• Complete Blackboard assignment #4 |
<p>| | |
| | |</p>
<table>
<thead>
<tr>
<th><strong>BLACKBOARD POSTING #4 DUE</strong></th>
<th>• Take Exam #4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAM #4</strong></td>
<td></td>
</tr>
<tr>
<td>Speech and language development in school-aged children and adolescents</td>
<td>• View/Listen/Review the Power point presentations for learning module #5</td>
</tr>
<tr>
<td>The development of literacy</td>
<td>• Read McLaughlin, Chapters 9 and 10</td>
</tr>
<tr>
<td>Supporting language development in the classroom setting</td>
<td>• Complete Blackboard assignment #5</td>
</tr>
<tr>
<td>Language in a diverse society: Dialect and normal processes of second language acquisition</td>
<td>• Take Exam #5</td>
</tr>
<tr>
<td></td>
<td>• BE SURE TO ALSO STUDY WHAT IS CALLED LEARNING MODULE #6 – ON SCRIPT, BUT NOT ON POWERPOINT!!!</td>
</tr>
<tr>
<td><strong>BLACKBOARD POSTING #5 DUE: NOTE IT IS DUE A LITTLE EARLIER THAN OTHER BB POSTINGS, DUE TO END OF SEMESTER!!!</strong></td>
<td>Learning Module #5 will remain available throughout Finals Week</td>
</tr>
<tr>
<td><strong>EXAM #5 AVAILABLE TO TAKE ANYTIME DURING “DEAD DAYS” OR FINALS WEEK;</strong></td>
<td>Good luck!</td>
</tr>
</tbody>
</table>
EXHIBIT #1: Blackboard assignment on literacy and sample student response

Do one of the following:

1. Spend some time looking at or reading a book with a toddler. Post a paragraph regarding what evidence of emerging literacy you may have observed in the toddler.

2. Read a storybook to a preschool aged child twice. The first time, require the preschooler to sit silently and attend, while you simply read the book. The second time, use dialogic reading techniques discussed in your on-line lecture. Ask questions, invite input, and welcome comments. Post a paragraph comparing the two interactions.

I went to Barnes & Noble bookstore’s children’s section in search of a toddler or preschooler I could read to or observe reading. The store has a small stage area with a sort of Winnie the Pooh backdrop and most of the preschoolers and young school age children were putting on an impromptu puppet show while their mothers chatted nearby. In the picture book aisle, I saw a little girl on the floor pulling out books from the bottom shelf. She found one that was a pop-up book and was busy trying to make the pop-up scenes work. I sat down on the floor with a few old favorite picture books and just observed. After a while she crawled over to me and pointed at Where the Wild Things Are. Her mother came by and I asked her if she would mind if I read to her daughter. Mom said that her name was Jana; she was two years, five months old.

I asked Jana if she had seen this book before. She nodded. Then I asked if she would like me to read it to her. She got up on her knees and put her hands in the air and roared. I asked her if she was a wild thing and she said, “ROAR!” Then she sat beside me and started to turn the pages, pointing at pictures. It was obvious that she knew this book. When we got to the part where Max was sent to his room, she traced her fingers on the vines and said, “wold ALL awound.” As I finished a page, she would look at me expectantly, waiting. When the wild rumpus began, she slapped the book and made howling noises. I could not see any real evidence that she was following the symbols on the page from left to right, nor that she was anticipating words, except through the pictures, but she did clearly know the story and wanted to act it out in parts. She knew how to hold a book and obviously enjoyed it. I enjoyed reading Wild Things to my new little friend Jana. She is on her way to literacy!
California State University, Fresno – Spring 2012

CDDS 114 - EDUCATION OF EXCEPTIONAL CHILDREN, 3.0 units

<table>
<thead>
<tr>
<th>Instructor: Nan Barker</th>
<th>E-mail: <a href="mailto:nanb@csufresno.edu">nanb@csufresno.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 278-6940</td>
<td>Class Time: 11:00 – 12:15, Tuesday &amp; Thursday</td>
</tr>
<tr>
<td>Office: PHS 227</td>
<td>Class location: Ag 109</td>
</tr>
</tbody>
</table>

Office hours: Tuesday 9:30-10:30AM, 1:00-4:00 PM, Thursday 9:30 – 10:30, additional hours available by appointment. Office hours are subject to change to accommodate observations of student teachers working in the schools. Please email to confirm office availability.

Course Description:
This 3-unit course will familiarize you with the characteristics of exceptional children, diagnostic and instructional programs, legal and certification issues, and will include observations. Class content will focus on educational, psychological, physical, emotional, and medical aspects of exceptionality. In addition to lectures, the course will include guest speakers, videotapes, and required field trips. Prerequisites: none

Course Objectives
Describe the components of an Individualized Education Plan (IEP).
Define terms used in assessment and services provided by the Individuals with Disabilities Education Act (IDEA).
Compare services provided for exceptional children in early intervention programs, school programs and adult programs.
Identify how language diversity and cultural diversity influence assessment and services provided.
Describe characteristics associated with specific disabilities and list current prevalence data
Outline common services and interventions
Identify genetic and acquired causes of exceptionality
Observe exceptional children and their families on videotape and in local settings

Required Textbooks and Materials:
9 Scantron Sheets, form 882-ES
Your own e-mail account

Course Requirements:
A. Quizzes (40 points each for 6 quizzes, 240 total points)
There will be 7 quizzes covering one or two chapters in the text. Each quiz will consist of up to 20 multiple choice and true/false items and a short answer question. If a weekly quiz is missed, you will have the option of receiving a grade of 0% or taking a make-up quiz on Tuesday May 15, 2012. Your lowest quiz score will be excluded from the average in computing the final grade. You may make-up a maximum of TWO quizzes.

B. Internet Assignment (25 points)
DUE: Tuesday Feb 9, 2012 for posting summary, Feb 23 for responding to questions
To expand Internet expertise, each student will complete the following assignment:

a. Browse the World Wide Web to find five resources that relate to education of exceptional children,
b. Post a summary of the 5 sites you found on the Discussion Board of Blackboard for this course. Include in the summary the following information for each site:
   a. The World Wide Web URL of your resources,
   b. A 3-5-sentence summary of the information available on that site
   c. Another sentence describing of who you feel would most benefit from each resource and how it would be useful.
c. An example is posted on Blackboard.
d. Go to the Discussion Board. Find a thread that no one has responded to yet. Post three questions about the information presented.
e. Respond to the questions posted by one of your peers on the thread you created.

C. Written Papers for Field trips and Videotape assignment
A total of three short written papers will be submitted summarizing the field trips and the “out of class” videotape you have selected. You will also include one full page of your personal impressions of each experience in the papers. Each paper is to be a minimum of three full pages, double-spaced, typed, and must be submitted on the date due. The grade for any paper submitted after the due date will be lowered by 3 percentage points for each calendar day late. Papers will be graded according to the following criteria:
1. Thoroughness (10 points)
2. Personal Impressions (10 points)
3. Clarity / Organization (15 points)
4. Writing Style (grammar, spelling, etc.), use of APA guidelines (15 points)

Any student may submit a rough draft of the written assignment one week prior to the due date to receive feedback on content and grammar.

After the video summary and Addicott visit papers have been evaluated by the instructor, all students will resubmit a corrected paper within one week. (5 points each)

D. Videotape (50 points for paper, 5 points for resubmitted paper) Paper due: Tuesday January 26, 2012
Each student will watch one videotape and prepare a three page written paper, two pages summarizing the content of the videotape with at least one full page of how you felt watching the video. Do not include any opinions about the actors or how well the movie was made. Do include a concise summary of the events of the video, focusing on the relationships between the main character and other people in their lives and your personal
reactions. University policy on plagiarism requires that you cite all sources of information used to compose a written paper. See above notes on APA guidelines. All video summaries will be submitted on Blackboard using Safe Assignment, as well as a hard copy submitted on or before the due date. You may select from the following videotapes (available from video rental stores or can be rented online):

Lorenzo’s Oil  My Left Foot  Rain Man  Mask  Elephant Man  The Other Sister

For late assignments, 3 percentage points will be taken for each calendar day late.

E. Field Trips (50 points for each paper, 5 points for resubmitted Addicott paper) Paper due: One week after trip

Two class field trips will be required. You will write a paper (3 page minimum) after each trip that will include a summary of your observations and at least one page of your personal impressions of the visits. Current American Psychological Association (APA) guidelines must be followed title page, running head, margins, font size, citing within the text, and writing style guidelines.

Tuesday March 20 or Thursday March 22 (tentative dates)  Addicott School, 4784 E. Dayton, 11:00 – 12:00
Tuesday April 24 or Thursday April 26 (tentative dates)  UCP Technology Lab, 4224 N. Cedar, [10:30]11:00-12:00

F. Exams (75 points total)
The mid-term and final exams will be multiple choice/true-false, and will cover all class presentations not covered in previous quizzes (lectures, videotapes, guest speakers, field trips, etc.) and could include one chapter from the textbook. Final exam Tuesday May 15, 2012, 11-1

Grading

<table>
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<th>Points</th>
<th>Percentage</th>
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<td>400-449</td>
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<td>70%</td>
<td>C</td>
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<tr>
<td>300-349</td>
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<td>Below 299</td>
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Weighting of grades will be:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>240 points total</td>
<td>48%</td>
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<tr>
<td>Written papers</td>
<td>150 points total</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm &amp; Final</td>
<td>75 points total</td>
<td>15%</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>25 points</td>
<td>5%</td>
</tr>
<tr>
<td>Resubmitted papers</td>
<td>10 points</td>
<td>2%</td>
</tr>
</tbody>
</table>
Study Expectations
It is usually expected that students will spend approximately 2 hours of student time outside of class for every one hour in class. For this 3-unit class, you should expect to spend 6 hours per week outside of class, reading the textbook prior to class discussions on that chapter, completing study guides, writing assignments, and the Internet assignment. It is expected that you will attend class guest speakers, lectures and attend all field trips. It is expected that you will follow the schedule provided for all reading, quizzes and assignments without reminders.

Course Policies
Regular attendance in class is expected. Please notify me in advance if you will be absent from class. (278-6940) or nanb@csufresno.edu
The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

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).
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)
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."
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.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

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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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Introduction, course outline, etc. Understanding Exceptionalities (Ch. 1) History of Disability, ADA, Describing People, Multidisciplinary Roles and Responsibilities</td>
<td>Rent or download video from list in syllabus</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Ch. 1 continued. Use of APA writing style</td>
<td></td>
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<tr>
<td>Jan 24</td>
<td>Quiz Ch. 1; Education for All (Ch. 2) Origins of Sp Ed in the US, Right to Education, IDEA, Sp Ed Referral Process, NCLB, Section 504, Zero-Exclusion</td>
<td></td>
</tr>
<tr>
<td>Jan 26</td>
<td>Ch 2 cont. Inclusion and Collaboration in the Early Childhood and Elem. School Years (Ch. 3) Inclusive Ed, Multidisciplinary Collaboration, The Early Childhood Years, The Elementary School Years</td>
<td>Video summary due</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Quiz Ch 2; Transition and Adult Life (Ch 4) Research on the Lives of Adults with Disabilities, Closing the Gap: Transition Planning and Services, Person-Centered Transition Planning, Preparing students for Adult Life: The Role of Secondary Schools, the Adult Years,</td>
<td></td>
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<tr>
<td>Feb 2</td>
<td>Guest Speaker: Marsha Martin</td>
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<tr>
<td>Feb 9</td>
<td>Exceptionalities and the Family (Ch.6) Understanding Families, Reacting to Crisis, Family Characteristics and Interactions, Family Relationships, Family-Centered Support</td>
<td>Internet assign. Due</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Guest speakers: Jill Harkness and Sandy Calderon, Exceptional Parents Unlimited</td>
<td></td>
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<tr>
<td>Feb 16</td>
<td>Quiz Ch 5 &amp; 6, Learning Disabilities &amp; Attention Deficit/Hyperactivity Disorder (Ch.7) Definitions and Classifications, Prevalence, Characteristics, Assessment, The Elementary School Years, The Adolescent</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>Feb 21</td>
<td>Video Learning Disabilities</td>
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<tr>
<td>Feb 23</td>
<td>Ch 7 cont. and Emotional/Behavior Disorders (Ch. 8) Definitions, Prevalence, Characteristics, Causation, Classification Systems, Assessment, Interventions</td>
<td>Internet responses due</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Ch 8 cont. and Video: Snapshots Behavior Disorders</td>
<td></td>
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<tr>
<td>March 1</td>
<td>Midterm Exam – including all guest speakers and videos, IEPs, IDEA, using APA and Ch 7</td>
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<tr>
<td>March 6</td>
<td>Ch 9 Intellectual Disabilities Definitions and Classification, Prevalence, Characteristics, Causation, Educational Services and Supports, Inclusive Education</td>
<td></td>
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<tr>
<td>March 8</td>
<td>Guest speakers: Grover and Catherine Waldon</td>
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<tr>
<td>March 13</td>
<td>Ch 9 cont. and Severe and Multiple Disorders (Ch. 12) Definitions, Prevalence, Characteristics, Educational Services and Supports, The Elementary School Years, The Adolescent Years, Inclusive Education, Severe Disabilities and Biomedical Dilemmas</td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>Quiz Ch 8 &amp; 9, Autism Spectrum Disorders (Ch 11) Definition, Prevalence, Characteristics, Multidisciplinary Collaboration: Diagnosis and Intervention, Impact on the Family</td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td>Trip to Addicott (half of class) – not yet confirmed</td>
<td></td>
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<tr>
<td>March 22</td>
<td>Trip to Addicott (half of class) – not yet confirmed</td>
<td></td>
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<tr>
<td>March 27</td>
<td>Guest speaker: Dr Christine Maul</td>
<td>Summary &amp; reactions due for 3/20/11 trip.</td>
</tr>
<tr>
<td>March 29</td>
<td>Quiz Ch 11 &amp; 12 Behavior plans</td>
<td>Summary &amp; reactions due for 3/22/11 trip.</td>
</tr>
<tr>
<td>April 3</td>
<td>SPRING BREAK</td>
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<tr>
<td>April 5</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>April 10</td>
<td>DIS Specialists, Technology support</td>
<td></td>
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<tr>
<td>April 12</td>
<td>Sensory Impairments: Hearing and Vision Loss (Ch. 13), Hearing Loss, The Hearing Process, Multidisciplinary Educational Services and Supports for People with a Hearing Loss, Vision Loss, The Visual Process, Definitions, Classification of Vision Loss, Prevalence and Causes of Vision Loss, Characteristics, Educational Services and Supports, Education in the Least Restrictive Environment, Social Services</td>
<td></td>
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<tr>
<td>April 17</td>
<td>Video: Hear and Now</td>
<td></td>
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<tr>
<td>April 19</td>
<td>Physical Disabilities, Health Disorders, and Traumatic Brain Injury (Ch. 14)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>April 24</td>
<td>Field trip to UCP Technology Lab (half of the class)</td>
<td>not yet confirmed</td>
</tr>
<tr>
<td>April 26</td>
<td>Field trip to UCP Technology Lab (half of the class)</td>
<td>not yet confirmed</td>
</tr>
<tr>
<td>May 1</td>
<td>Ch 14 cont, video: <em>Traumatic Brain Injury</em></td>
<td>Trip paper due</td>
</tr>
<tr>
<td>May 3</td>
<td>Quiz Ch 13 &amp; 14, Exceptional Gifts and Talents (Ch 15) Definitions and Concepts, Prevalence, Characteristics, Origins of Giftedness, Assessment, Services and Supports, Historically Neglected Groups</td>
<td>Trip paper due</td>
</tr>
<tr>
<td>May 8</td>
<td>Review for final</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL EXAM** Tues May 15, 2012, 11:00 -1:00 (including guest speakers and field trips)
California State University, Fresno

CDDS 139 – Deaf Culture
Fall 2011 Complete Syllabus

Instructor: Rosemary W. Diaz, MSW, MA
E-mail: rodiaz@csufresno.edu
Office Hours: T/Th 2 p.m. to 5 p.m. or other times by request
Class Meeting Times: 8:00 a.m. to 9:15 a.m.
Class Meeting Location: PHS 215
Interpreter: Katie Carlson

Course Description:
Experiences faced by Deaf people, and their varying degrees of participation in Deaf culture/Deaf community; social, emotional, vocational, intellectual, and linguistic aspects of Deaf culture; historical and current struggles to overcome problems experienced by Deaf people in American and international cultures.

Course Goals and Objectives:
1. To be able to describe the common features of the various definitions of “culture.”
2. To understand the experiences faced by Deaf people, and their varying degrees of participation in Deaf culture/Deaf community.
3. To recognize the social, emotional, vocational, intellectual, and linguistic aspects of Deaf Culture in the United States and across the world.
4. To gain the historical and current perspectives of the struggles and victories experienced by Deaf people.
5. To know the demographic information and statistics with regard to deaf groups and the Deaf community.
6. To describe the impact of Deaf culture as it relates to the roles of various professionals interacting with deaf groups and members of the Deaf community.

Required Textbook

Please read each Unit in Blackboard immediately after each class to know what is expected of you before returning for the next week’s class. You are responsible to check Blackboard each week, with or without reminders.

Other books recommended (not required) for reading further about Deaf Culture:
These books are available at Madden Library


**Technical Requirements for Blackboard:**

To take this class, you need the following:

1. A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information. There are laptops available for sign out from the library.

2. An e-mail account with CSUFRESNO per University Policy. See [http://www.csufresno.edu/notices/041204.html](http://www.csufresno.edu/notices/041204.html) You may sign up for a free account at [www.cvip.net](http://www.cvip.net) Keep in mind that all e-mails related to this course will be done via this account.  
*Please note: you must login to your CSUFRESNO email account and periodically delete old messages and empty the trash or your account quota will be “full” and you will not be able to receive messages.*

3. Microsoft Office (You may purchase Microsoft Office at a discount from CVIP or at the bookstore with your Fresno State ID). Note: Microsoft WORKS is not compatible with Microsoft Office applications. Alternatively, you may use Open Office which is a free download from [www.openoffice.org](http://www.openoffice.org) Remember to save documents from Open Office as .doc or .rtf format so others can open them.

4. You may be asked to submit your papers using a Turnitin link on Blackboard. This will screen your paper for plagiarism. **Do NOT use turnitin.com.** Once you click submit you cannot change the document and you will be graded on the document submitted.
General Education Requirements:
Developed by both faculty and students, the university's General Education Program is an introduction to the breadth and depth of the dynamics of human experience. It provides students with a foundation in the liberal arts and sciences and prepares them for specialized study in a particular discipline or program. The overall objective of General Education is to create a context wherein basic skills are developed and strengthened, scholarship and disciplined thinking emerge, awareness and reflection occur, and ultimately - the integration of knowledge begins.

For students with catalog year 1999 and beyond, this course satisfies General Education requirements for one upper-division MULTICULTURAL/INTERNATIONAL (MI) course. (Completion of the FOUNDATION requirement and the BREADTH Area D requirement are prerequisite to enrollment in MULTICULTURAL/INTERNATIONAL courses.) The MULTICULTURAL/INTERNATIONAL component of General Education is included to prepare students to live in an international multicultural world.

Grading Scale and Performance Criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>30</td>
</tr>
<tr>
<td>Deaf Event with Reaction Paper</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>75 Pts Each</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>100 each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>655</strong></td>
</tr>
</tbody>
</table>

Class Participation
Participation will be based on attendance, your involvement, questions and contributions to the discussions. As shown above, participation is worth 30 points. This can easily make or break your grade in the class. Please make it a point to get the information that you from one of your classmates. Consistent and timely use of Blackboard is a crucial part of participation. Talking during class is not permitted.

Deaf Event
You will be required to attend a Deaf community event. For this semester you will be required to attend ONE Deaf event hosted various organizations and/or by the Deaf and Hard of Hearing Service Center, Inc (DHHSC). There are several events happening during the course of this semester. Please choose one, attend, and write a 1-2 page reaction paper based on your experience and Deaf cultural observances. For a listing of events being held or hosted by DHHSC check out [www.dhhsc.org](http://www.dhhsc.org) or click on the link in Blackboard. To get full credit for the event, it is mandatory that all students attend at least one event. No partial credit is allowed.

Quizzes
There will be a quiz at the end of some of our units and each quiz is worth 75 points. The quizzes consist of 15 multiple choice types of questions. All quizzes will be given in class. Please bring a Scantron 882 form with you to each class. Make up quizzes are only
permitted for up to one week following the class date when the quiz was given, and not thereafter. It is your responsibility to notify the teacher when you want to take a make up quiz.

**Writing Assignments**

All upper-division courses (IB, IC, ID, and MI) will require writing assignments totaling at least 2000 words. You will have two writing assignments for this course.

1) 1000-words on defining the term “culture” and describing your own cultural influences (see Blackboard for “Research Paper Assignment #1”).
2) 1000-words as part of a research paper based on an opportunity to spread Deaf Culture awareness to others around you (see Blackboard for “Research Paper Assignment #2”)

**Final Exam**

Your Final Exam will mostly come from Units 4 & 5 as well as key themes that have come up during the semester. The week before Finals will be used to assist you in preparing. Be prepared to answer Multiple Choice and essay questions. Bring a Scantron as well as a blue essay writing book.

**Grading System:**

Grades are earned on the basis of PERFORMANCE, not effort, in meeting course objectives. The following scale that links course grades to relative mastery of the subject matter will help you understand the level of performance expected in this class. The class will be graded on a curve. The highest level of points will determine the top range of an A grade.

**University Policies**

**Attendance**

Attendance is expected at all class periods. If you must miss a class (and there must be a compelling reason to do so) get notes from a classmate as soon as possible. Since you are here on your own accord, attendance is not an explicit part of your grade, but there is overwhelming evidence that poor attendance will definitely be reflected in your grade and your attendance/involvement in class will be reflection as participation points.

**Honor Code**

“Members of the California State University, 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.

**By reading this syllabus you are agreeing to adhere to the Honor Code.**

**Cheating and Plagiarism**

What is academic dishonesty?
1. Cheating on Exams
2. Use of any materials not expressly allowed by the instructor, such as notes, tables, or calculators.
3. Answers obtained by observation of another student’s test or any form of communication between students during an exam.

**Plagiarism**
1. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, sentence or part thereof.
2. Copying phrases or ideas from a book, magazine, internet or other source without paraphrasing and citing the source. **This also means no “copying and pasting” from internet sources.**
3. Turning in a paper or computer program that is the work of another individual.
4. Giving an oral presentation that is the work of another individual.

**Fabrication**
1. Changing an answer on a test and returning it to the instructor with the claim that the test was graded incorrectly.
2. Inventing data for a survey or lab assignment.

**Other Types of Academic Dishonesty**
1. Turning in the same paper in two or more classes without the consent of both instructors.
2. Working with another student when independent work is specified.

The University’s Policy on Cheating and Plagiarism is presented fully in the Academic Policy Manual, which is located in each academic department office and the library. Copies also may be obtained from the Office of the Dean of Student Affairs. According to the university’s policy and state education code, cheating or plagiarizing could result in an "F" for the course and/or expulsion from the university.

**Class Drops**
A course may be dropped through the seventh day of instruction. After this, it is important to know that "failing or performing poorly in a class is not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor." See [http://www.csufresno.edu/aps/apm/231.pdf](http://www.csufresno.edu/aps/apm/231.pdf)
The stated rule will be strictly enforced.

**Incompletes**
University policy specifies that this grade is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course. Students requesting an incomplete need to contact the instructor for completion of coursework within one year.

**Students with Disabilities**
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. The Instructor welcomes this disclosure and is more than willing to make necessary accommodations for
student success. For more information, contact Services to Students with Disabilities (278-2811).

**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." Respect toward the teacher and to all classmates is expected at all times.

**Important Dates to Remember**
Announcements on all tests and topic presentations will be made during class and posted on BB under either Announcements or Assignments. It is your responsibility to check daily.

- First Day of Instruction: Tuesday, August 23, 2011
- Iceberg Assignment Due: Tuesday, September 6
- Research Paper Assignment #1 Due: Thursday, September 29
- Research Paper Assignment #2 Due: Thursday, November 3
- Reaction Paper (Deaf Event with proof of attendance)
- Due: No later than Dec 6 (in class)
- NO CLASS:
  - September 5, 2011 – Labor Day
  - November 11, 2011 – Veteran’s Day
  - November 24, 25, and 26 – Thanksgiving Recess
- Last Day of Instruction: Tuesday, December 6, 2011
- **Final Examination for CDDS 139:** Thursday, December 15 – 8:45 a.m. to 10:45 a.m.
CDDS 139: Deaf Culture
Textbook: Reading Between the Signs by Anna Mindess

Unit One: What is Culture
Looking at the definition of Culture and what comprises a sub-culture
Mindess: Chapter 1, Introduction, Chapter 2, The Study of Culture

Unit Two: Intercultural Communication
Looking at the various aspects of Intercultural Communication including proxemics, paralinguistics, and kinesics. Understanding the role of an interpreter and how to work with one.
Mindess: Chapter 3, Selected Topics in Intercultural Communication

Unit Three: Myths and American Sign Language
Looking at the two different view of Deaf People: Medical and Cultural Views. Understanding various myths and misconceptions people have about Deaf people; analyzing where they came from and learning facts that dispel these myths. Reviewing the history of how American Sign Language was developed in the US. How ASL is different than English; how that difference affects the literacy of many Deaf individuals and the different challenges that arise as a result.
Mindess: Chapter 4, Do Americans really have a Culture?

Unit Four: Def History and Education
Looking at the past on how various individuals have viewed Deaf people from Aristotle to the present. How those beliefs led to oppression and discrimination of Deaf people for centuries. How history led to the education system that we have today. How Deaf people learned about God and were given equal opportunity to participate in church services and have a personal access to God.
Mindess: Chapter 5, American Deaf Culture

Unit Five: The A to Z of Deaf Culture
Looking at the various aspects of Deaf Cultural norms and values including: Understanding Audism, Straight Talk, Personal Comments, Sacredness of Hands, Looking for a Connection, Introductions, Hugs and Leave Taking, Visual Access to Communication, and much more.
Mindess: Chapter 5, American Deaf Culture

Unit Six: Introduction to Hearing Aids and Cochlear Implant
Reviewing the various technological devices that are available for Deaf and Hard of Hearing individuals. How do the work and how the Deaf community feels about such advancements.

Unit Seven: Family and Hearing/Deaf Relationships
Reviewing the process that parents go through when they identify their baby is Deaf.
What challenges pose when in an intimate relationship that is hearing-centered vs. deaf-centered.

Unit Eight: Diversity in the Deaf Community
A look at what makes our community diverse including, Deaf from different races, religious beliefs, sexual orientation, and more. What is the tie that binds and how do Deaf people who also have another identity accept who they are with having a Dual Minority identity status.
Mindess: Chapter 6, Multicultural Deaf Culture

Unit Nine: Professionals who Interact with the Deaf
A review of the many various jobs that are out there that include working with the Deaf. Special considerations to keep in mind that you are not “helping” the Deaf but rather “working with” the Deaf.

Unit Ten: Organizations Serving the Deaf
How did organizations become established. What are the purposes of having such organizations. How are they utilized today.

Assignments:

Research Paper #1: Comparing and Contrasting four different definitions of culture. Analyzing your own culture identifying values as they relate to proxemics, paralinguistics and kinesics. Compare and Contrast your own culture with what you know about Deaf Culture.

Research Paper #2: Bring Deaf Cultural awareness to other through an activity, pretending to be Deaf for a Day, a survey, a discussion, etc. Share your experience and find research-based information that support your method and/or findings.
CDDS 141 - EDUCATION OF DEAF CHILDREN AND THEIR PARENTS
SPRING 2012

Instructor: Chantel Cox, M.A., RID CI/CT, NAD V
E-mail: chantelc@csufresno.edu
Phone: 278-2423 Voice Msg
Office: PHS 226
Class Meetings: Online Only
Office Hours: By Appointment

Course Description: The course covers the basic understanding of three major areas: Children who are Deaf/Hard of hearing (D/HH) children in general, parent coping strategies, the cultural influences on family perceptions of deafness, and education and programs for D/HH students.

Course Outcomes: At the end of this course students will be able to:

- Describe the etiology (causes) of deafness in children
- Appreciate the impact of a deaf child on their immediate family members
- Explain how parents and family members can foster the communicative competence, literacy development, and independent living skills of their deaf child.
- Be able to identify some of the ethnic and cultural influences on family perceptions of deafness and how it can impact their D/HH child
- Be able to address some of the cultural issues related to how parents approach the education of their children
- Compare and contrast the various types of educational philosophies and program options for D/HH students
- Identify and describe for parents the services available to D/HH children
- Distinguish between the modes of communication used with D/HH children
- Address their own biases about deaf children in order to develop an ethical approach to educating parents and families.
- Be able to locate some widely read publications by professionals in deaf education from the library or web: American Annals of the Deaf, Journal of Deaf Studies/Deaf Education, Sign Language Studies, and Volta Review
- Develop an informative portfolio packet covering all of the choices and issues related to having a child who is deaf OR working with a deaf child/deaf children in a variety of settings (must include educational setting)

Required Readings


3. Articles posted on the Blackboard site by the instructor.
**Technical Requirements:**
To take this class, you must have the following:

5. A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information.

6. An e-mail account with fresnostate per University Policy. You may sign up for a free account at [https://googleapps.fresnostate.edu/signup/](https://googleapps.fresnostate.edu/signup/) Keep in mind that all e-mails related to this course will be done via this account.

7. Microsoft Office (You may purchase Microsoft Office at a great discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications.* Alternatively, you may use Open Office which is a free download from [www.openoffice.org](http://www.openoffice.org) Remember to save documents from Open Office as .doc or .rtf format so others can open them.

8. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: [http://www.adobe.com](http://www.adobe.com) and download the FREE Reader. You will need this plug-in to access documents posted in this class.

9. Quicktime Player. If you do not have this, it is free and available at [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/) You will need this to view the video clips.

10. It is *your* responsibility to resolve *any* technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

**Grades:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Discussion Board</td>
<td>30</td>
</tr>
<tr>
<td>Deaf Event</td>
<td>5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Portfolio Project</td>
<td>15</td>
</tr>
<tr>
<td>Topic Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td><strong>100 Total</strong></td>
<td></td>
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</tbody>
</table>

**Grade Scale:**
- 100-90% = A
- 89-80%  = B
- 79-70%  = C
- 69-60%  = D
- <60%    = F

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified before the deadline.
**Class Participation:** Participation will be based on your involvement and contributions to the discussion boards and virtual classrooms. **THIS IS WORTH 30% OF YOUR GRADE.** Your contributions need to be more significant than just saying “I agree with what so-and-so wrote.” You need to ask questions, share experiences, and give good insights on the topic at hand. **Note that each unit will start on a Wednesday and end with a quiz the following Tuesday.** You will receive ten points for your initial contribution by midnight Thursday and another ten points for your reply to another contribution by midnight Sunday. (20 pts/units x 14 units = 280 points). Of course, you don’t have to limit yourself to just 2 contributions, there is nothing like a lively discussion. Warning: Flaming, rudeness, or insulting other discussion participants will result in a grade of 0 points for the week.

**Deaf Event**
You will attend a Deaf event either locally or elsewhere in the State. It is up to you to find these events. However the instructor may post local events to assist you in finding one. You can also search [http://fresnodeafevents.com/](http://fresnodeafevents.com/) For Bay Area or So Cal [http://www.deafcal.com/](http://www.deafcal.com/)

Please submit a one paragraph write up based on your observations along with evidence that you attended, via e-mail to the instructor. Usually a picture of yourself with one of the Deaf people in front of a banner/sign (or some evidence of the location) there will suffice. **Due by April 18th.**

**Quizzes**
There will be a weekly quiz online for each topic module worth 15 points. The quizzes consist of 15 multiple answer questions. Most quizzes will be posted at noon on each **Tuesday** for **24 hours only** unless notified otherwise by the instructor. You will have 30 minutes to attempt to complete the quiz. Please KNOW the material before you begin.

**Group Project Book Write Up & Presentation**
You will read a published book about a family with a child who is D/HH and how they coped with it. You will be assigned to a group and assigned a specific book. You will need to obtain a copy of the book to read. You will work with your group on a power point presentation on the book’s content, your reaction, and what kind of contribution you feel the book has made to the Deaf community and hearing society – be it positive or negative. Your presentation must be CREATIVE! **Due Date: 3/21/12.** Group Evaluation forms due: **3/28/12**

**Portfolio Project**
Students must compile an electronic information portfolio. This portfolio is one which would be helpful to parents or professionals you may encounter in your career. Example: If you are planning on becoming a teacher you would compile a packet of handouts, articles, resources, etc. that would be helpful to the parents of your D/HH students. If you are an Audiology major, you will compile a packet of resources that would be helpful to parents who are having their children tested and diagnosed with a hearing loss, etc. If you are hoping to become a certified interpreter, your packet will have information based
on your role, Code of Professional Conduct, RID, CCRID, etc. You must have a portion of your binder related to the educational setting.

You will email your portfolio to me in a zip file. Due date: No earlier than April 23rd and no later than May 7th.

- Your portfolio must include at least 5 different sections with a minimum of 10 pages per section (20 pts)
- Your portfolio must be neatly put together, organized, have a table of contents, and have sections clearly labeled (20 pts)
- Resources included in your portfolio must be current and up to date (30 pts) (Using a variety of sources)
- You must be creative – remember this is something that you will most likely be sharing with others in the near future, you want to make sure it is user-friendly, not overwhelming or daunting (20 pts)

Final Exam (100 pts.)
You will be given a “take home” final exam where you pick 4 questions to answer at 250 words per question.

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 the University Center Room 5 (278-2811).

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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

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).

**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."

**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: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

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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.

**Netiquette:**

We expect other drivers to observe the rules of the road and the same is true as we travel through cyberspace. "Netiquette" is slang for network etiquette - what to do, and not do, when communicating online. Here are a few pointers to help you out:

**Writing in an academic setting**

Your Blackboard course is considered an academic area and is associated with California State University, Fresno. Use proper English and refrain from using slang when responding to Discussion Board prompts or participating in the Virtual Classroom. Remember that what is okay in a chat room that you might visit through your home computer might not be OK in an educational setting.

**We are all human**

We can't see facial expressions or body language, so jokes and sarcasm can easily be misinterpreted. If in doubt, it is probably better not to use sarcasm. It is easy to forget that there is a person behind that computer, but try to keep this in mind! To add humor and personality to your messages you can use smileys, also known as emoticons. A few popular ones include:

:-) Happy  :-D Laughing  :-o Surprised  :( Sad  :-) Winking

**Make yourself look good**

Your words are the only way that people can get to know you online so be on your best behavior.

**Let the subject line work for you**

Many people decide whether or not to read a discussion post by what is in the subject line. Make sure it reflects the content of the message.

**Be forgiving (i.e. No “Flaming”)**

When someone makes a mistake, whether it's a spelling error or an unnecessarily long answer, be kind about it. If you decide to inform someone of a mistake, point it out politely. It is better to do this privately via e-mail than to post it for all to see.

**DON'T USE ALL CAPS!**

ON THE INTERNET, USING ALL CAPS IS THE SAME AS SHOUTING!
SHOUTING! SHOUTING! IN MOST CONTEXTS, SHOUTING IS RUDE! RUDE!
RUDE! DO NOT SHOUT! DO NOT USE ALL CAPS! THANK YOU!
We're all from different worlds
Be aware of cultural and language, and interplanetary differences! What one thing means to you, may mean something completely different in another culture. Be sensitive to all people. *Information from: http://bbsupport.csulb.edu/stu/netiquette.php
## CDDS 141

### Course Schedule

*Subject to Change: YOU are responsible for keeping up with announced changes in this schedule*  
SG = Silent Garden  
DP = Deaf Plus  
*Note that each unit will start on a Wednesday and end with a quiz the following Tuesday*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction / Bb Introduction.</td>
<td>1/17/12</td>
<td>Unit 1 Module SG Ch 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/24/12</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction, Diagnosis of Deafness, Coping by Parents</td>
<td>1/25/12</td>
<td>Unit 2 SG Ch 2 DP Ch 6 Sass-Lehrer Article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/31/12</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Family Environment and Fostering Involvement</td>
<td>2/1/12</td>
<td>Unit 3 Module SG Ch 3.4 DP Ch 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/7/12</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Role of Family and Siblings in Development</td>
<td>2/8/12</td>
<td>Unit 4 Module SG Ch 5, 6 Sibling articles Family Language Development article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/14/12</td>
<td>Quiz #4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Early Intervention Individual Family Services Plans (IFSP)</td>
<td>2/15/12</td>
<td>Unit 5 Module Readings from SKI-HI Yoshinaga-Itano</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/21/12</td>
<td>Quiz #5</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Impact of Cultural Values</td>
<td>2/22/12</td>
<td>Unit 6 Module DP Ch 4,5, 9 Hmong Article</td>
</tr>
<tr>
<td>Week 7</td>
<td>Modes of</td>
<td>2/28/12</td>
<td>Quiz #6</td>
</tr>
<tr>
<td>Week 8</td>
<td>Communication</td>
<td>2/29/12</td>
<td>Unit 7 Module SG Ch 7, 8, 9</td>
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<td></td>
<td>Fostering Literacy Development</td>
<td>3/7/12</td>
<td>Unit 8 Module SG Ch 10</td>
</tr>
<tr>
<td>Week 9</td>
<td>Multilingual Literacy Development</td>
<td>3/13/12</td>
<td>Quiz #8</td>
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<td></td>
<td>Unit 9 Module DP Ch 7</td>
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<tr>
<td></td>
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<td></td>
<td>Bilingual Articles</td>
</tr>
<tr>
<td>Week 10</td>
<td>Choices in Educational Placement Choosing a School</td>
<td>3/20/12</td>
<td>Quiz #9</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>3/21/12</td>
<td>Unit 10 Module SG CH 11, 12</td>
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<td></td>
<td>3/28/12</td>
<td>Wolfe Article</td>
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<td></td>
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<td></td>
<td>Group Project Evals</td>
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<tr>
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<td>SPRING RECESS April 2nd – 6th</td>
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<tr>
<td>Week 12</td>
<td>Fostering Independent Living Skills</td>
<td>4/10/12</td>
<td>Quiz #10</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Unit 11 Module SG Ch 13</td>
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<tr>
<td>Week 13</td>
<td>Cochlear Implants</td>
<td>4/17/12</td>
<td>Quiz #11</td>
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<tr>
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<td></td>
<td></td>
<td>Unit 12 Module SG Ch 14</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Leigh Powerpoint</td>
</tr>
<tr>
<td>Week 14</td>
<td>Working with professionals and Ethics</td>
<td>4/23/12 – 5/10/12</td>
<td>Portfolio Due</td>
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<tr>
<td></td>
<td>4/24/12</td>
<td>4/25/12</td>
<td>Quiz #12</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 13 Module Ethics Articles</td>
</tr>
<tr>
<td>Week 15</td>
<td>Working with Special Needs</td>
<td>5/1/12</td>
<td>Quiz #13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/2/12</td>
<td>Unit 14 Module SG Ch 15 Special Needs Article</td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td>5/8/12</td>
<td>Quiz #14</td>
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<tr>
<td></td>
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<td>Posted on 5/9/12 Due May 14</td>
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</table>
Fall 2012
Communicative Disorders and Deaf Studies

CDDS 200 – Graduate Studies and Research (3 units)
(Print this syllabus or copy it to your hard drive or a pen drive for easy reference when you are not online.)
Professor: Dr. Bryan Berrett
Office: PHS 230
Office hours: W/F 12 – 2:30 pm (virtual or face to face)
Phone/email: 559-278-7218
Video Phone: 559-278-7218
Email Address: bryanberrett@csufresno.edu
Dept. Office: PHS Room 252; Department hours: M-F, 8:00 am – 5:00 pm (closed from 12 – 1)
Dept. Phone: 559-278-2423

Questions related to the course materials, clarification of assignments, or general questions should be posted in the Question and Answer session on the discussion board in Blackboard. Although you may call my office at (559) 278-7218 and leave a message, the fastest way to reach me is by e-mail. I generally answer e-mail within 48 hours of receipt, especially Mondays through Fridays. Please use email regarding this course only for emergencies or personal matters.

Web Access:
To access the course, visit the Blackboard login page (http://blackboard.csufresno.edu) using your Fresno State username and password. For help with Blackboard contact TILT at 278-7373 or send an email to TILTsupport@csufresno.edu.

Catalog Description:
CDDS 200: Graduate Studies and Research
Prerequisite: statistics (PH 92 or equivalent). Introduction to graduate studies and methods of research in deaf studies; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills. (Formerly CSD 200)

Course Goals:
CDDS 200 is a graduate seminar on graduate studies and research methods in deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in deaf education, this course is designed to give the beginning graduate student an understanding of the following course goals. These include determining research topics, preparing research proposals, planning research activities, conducting literature review, collecting data, presentation results for publication and dissemination. This course is also the Department-designated vehicle to obtain the Graduate Level Writing Skills required by the University. The course presentation consists of a combination of lectures and student group discussions besides assigned readings, clinical observations, and written assignments.
Primary Learning Outcomes:
1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.
   a) The students evaluate the credibility of sources of information and opinion.
   b) The students critically evaluate competing ideas as applicable to their profession.
   c) The students develop conclusions from credible evidence and defend those conclusions.
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
   a) The students demonstrate an understanding of the scientific method
   b) The students understand major research designs, their applications and limitations.
   c) The students understand and apply basic measurement techniques.
   d) The students apply research methods in formal projects, or in clinical or education applications.
   e) The students appreciate and critically evaluate the role of and need for research in the fields and practice of deaf education and/or related fields.
   f) The students appreciate the need for research-based practices.
   g) The students critically evaluate research in deaf education and/or related fields.
3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.
   a) The students generate multiple solutions to assessment or intervention problems.
   b) The students evaluate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.
4. Demonstrate professional communication skills.
   a) The students write using appropriate spelling and grammar.
   b) The students produce well-organized papers using current American Psychological Association guidelines.

Course Information:
1. The following textbooks are required for the course and can be purchased at Kennel Bookstore on campus or online:


Required readings are listed at the end of this document. Readings are assigned in Blackboard depending on the progress of the class.

Websites:
- Fresno State Writing Center (http://www.csufresno.edu/writingcenter/)
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/)
- APA Style (http://apastyle.apa.org/)

Readings:
The students must complete all reading assignments. The instructor reserves the right to change or add reading assignments. Some readings or excerpts from readings will be posted in Blackboard.

1. To take this class you must have the following:

- A computer with a webcam and high-speed internet connection.
- An active e-mail account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must log in to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.
- Microsoft Office (You may purchase Microsoft Office from CVIP with your Fresno State ID).
- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: http://www.adobe.com and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

2. Class meetings:

This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. **The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17th from 6 pm – Sunday August 19th at 4 pm and Friday November 2nd from 6 pm – Sunday, November 4th at 4 pm.** Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on Blackboard. Log into the California State University, Fresno website. Look
for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don’t know what flaming means). If flaming reoccurs the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us bring to the table unique perspectives and life experiences. Lets become a community of learners who share our knowledge and resources.

3. Blackboard and Technical Difficulties

All works must be submitted through Blackboard as explained in the assignment, quiz or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete work, send your work to me at bryanberrett@csufresno.edu as an attachment. Place your name in the subject of the e-mail. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by e-mail. It is difficult for me to verify personal technology problems. If it is a Blackboard problem I can confirm that with the University and I will accept the work.

Grading Policy:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Two In Class Essays</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Deaf Events</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

The student grades will be calculated objectively as follows:

- 90%–100%  A  450 – 500 points
- 80%–89 %  B  400 – 449 points
- 70%–79 %  C  350 – 399 points
- 60%–69 %  D  300 – 349 points
- below 60 %  F  below 300 points

Summary of Class Activities/Assignments:
Within Blackboard your assignments, discussion threads, readings, quizzes, and final exams will all be organized under the ‘Learning Modules’ tab located on the left side of the CDDS 200 course. There are a total of six learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners: the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.

**Blackboard Postings**
In our class there writing in the form of “Blackboard (BB) Posting” which are located by clicking on the ‘communication’ tab and then clicking on ‘discussion board’. You are expected to include your reaction to the related questions, posts by your peer statements posted by your instructor. Each posting requires critical thinking as well as personal reaction and questioning of the material. Your BB posts SHOULD include reference to specific page numbers in your readings and/or the URL addresses to websites.

Any FLAMING or derogatory posts will automatically be removed from the discussion board, and your instructor will contact you immediately. If continued, the university disruptive classroom behavior policy will be enforced and you may be permanently removed from the course. Please review the online netiquette in your Bb orientation learning module.

**Research Paper (200 points):**
Each student will write a research paper. Due dates are listed in the course schedule at the end of this syllabus. The paper will be graded for content, clarity, textual cohesion, use of A.P.A. style (American Psychological Association, 2009), grammar, and spelling. The grading rubric is available for you in Blackboard. This paper is the second sample used to meet the graduate writing proficiency requirement. There are two types of papers for this class and students will only complete one of them.

1. If you are a thesis student, you will write your thesis proposal. To be considered for this, you must provide a memo from your thesis advisor stating that you will be a thesis student and your probable topic.
2. If you are not a thesis student you will write a critical review of the research evidence for a particular treatment or educational approach in deaf education. The paper will end with a question for future research and a discussion of how you would seek to answer that question (e.g., the research design). A list of topics will be provided and each student will select one. No one may write about the same approach as another student.

**Presentation (40 points):**
For the second face-to-face meeting, each student will present a poster-style presentation of their research paper to the class. Students will provide a handout to the members of the class. A group of students will present at the same time and the rest of the class will rotate among the presentations. The grading rubric is available in Blackboard.

**In-class Essay (20 points each):**
Students must complete the in-class spontaneous writing essay. Students have two opportunities this semester to pass this writing proficiency essay. The two essays will be administered at our November 4th - 6th face-to-face meetings, each on different days. Each student will have one hour to complete his or her essay based on a topic selected from a list provided by the instructor at our face-to-face class session. Students will be evaluated on grammar, punctuation, spelling, clarity, and textual cohesion.

**Participation in Deaf Events (10 points each)**
Each of you are required to spend at least 5 hours participating in at least two Deaf events. You may also volunteer for any Deaf related organization or school program in your local community. Here on campus, the Sign Language Interpreting Club and the ASL club is an excellent resource to find out when events are happening in the Deaf Community or here on campus www.dhhsc.org is also an excellent community resource. A summary of each event must be given, as assigned in Learning module three and six, by being posted in the appropriate discussion thread. The basic format is When, Where, Who, What, Why, the amount of time you were there and any comments or questions you have. It is vital to interact with the Deaf community in a non-work related capacity.

**Safe Assign**

There are multiple assignments that will require you to submit your work to safe assign. Safe Assign is allows professors to identify content that is plagiarized. Be sure to use APA format and correctly cite your sources. A Safe Assign practice submission is required as part of your Bb orientation learning module.

**Quizzes (Five quizzes worth 20 points each)**

The quizzes will consist of multiple choice / true false and/or short answer questions from your assigned readings. Once you begin the quiz you must complete it. The quiz is timed and the amount of time allocated for each quiz is posted in the learning module. Questions will be presented randomly from a test question bank. One question appears at a time and must be answered prior to moving on to the next question. There are no make up quizzes for any reason, your lowest quiz score will be dropped. **All quizzes will begin on specific Thursdays at 4 pm and will be available for 24 hours.**

**Final Exam (100 points)**

Your final exam will be provided to you online and will be available for 24 hours sometime during final exam week. It may include multiple choice, true false, and case study essay questions.

**University Policy Statements**

**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 at 559-278-2881 or going to the office located in the Henry Madden Library Suite 1202

**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.

**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).

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.

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 the California State University Fresno copyright web page: http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf
For copyright Questions & Answers, you can visit the Copyright FAQ Webpage http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

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Tentative Schedule
The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the professor. Also be sure to look at the open learning module for due dates for specific projects.

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<th>MODULE</th>
<th>DATE</th>
<th>TOPICS / READINGS</th>
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<td>MODULE</td>
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| Module 3 | Mon., Sept. 3 | Chapter 3 The Problem: The Heart of the Research Process  
Research Topic Blog |
|        | Mon., Sept. 10 | Chapter 5 Planning Your Research Project  
| Module 4 | Mon., Sept. 17 | Chapter 6 Writing the Research Proposal  
|        | Mon., Sept. 24 | Chapter 12 Technical Details: Style, Format, and Organization of the Research Report | Online Quiz Chapters 5-6, 12 |
|        | Mon., Oct. 1  | Chapter 4 Review of the Related Literature  
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<th>MODULE</th>
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<tr>
<td></td>
<td>Fri., Nov 2-4</td>
<td>Required Face-to-Face meetings Presentations Chapter 9 Descriptive Research</td>
<td>In Class Essays Research Project Presentations</td>
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<td></td>
<td>Mon. Nov. 12</td>
<td>Research Paper Revisions</td>
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<td>Mon. Nov. 19</td>
<td>THANKSGIVING RECESS – November 21 - 23</td>
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<td>MODULE</td>
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<td>Mon., Nov. 26</td>
<td>Chapter 11 Strategies for Analyzing Quantitative Data</td>
<td>Online Quiz Chapters 10-11</td>
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<td>Mon., Dec. 3</td>
<td>Course Evaluations</td>
<td>Deaf Event # 2 VLOG Due</td>
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<td>Mon., Dec. 10</td>
<td>You must complete your final exam by Tuesday December 11th by 4 pm.</td>
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**Finals week**

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<tr>
<th>Final Exam Preparation &amp; Faculty Consultation Days:</th>
<th>Days</th>
<th>Dates</th>
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<tr>
<td>Final Semester Examinations</td>
<td>Monday-Thursday</td>
<td>Dec 10 - 13</td>
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**References**


California State University Fresno  
Department of Communicative Disorders and Deaf Studies  
Fall Semester, 2012

CDDS 201 - Interviewing and Counseling in Communicative Disorders and Deaf Studies

Instructor: Timothy Conway  
Class Meetings: Face to face  
August 17th and 18th (6 hours)  
November 2nd and 4th (6 hours)

This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings are on Friday, August 17th at 6 pm through Sunday August 19th at 4 pm and Friday November 2nd at 6 pm through Sunday, November 4th at 4 pm. Prior to the face-to-face meetings, a schedule for all of your classes during those meeting dates will be provided to you. All class materials, including quizzes and exams, are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the homepage and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Office Hours:  
Online – Tuesdays 8:00 a.m. to 9:00 a.m., Thursdays 8:00 p.m. to 9:00 p.m.  
Face to Face – By Appointment only

Dept. office:  
PHS room 252, department hours: m-f, 8:00 am – 5:00 pm (closed from 12 – 1)

Dept. Phone: 559-278-2423  
Email Address: TConway@csufresno.edu  
Prerequisites: none  
Units: 3

Course Description  
This course offers both theory and practice in interviewing and counseling clients and their families related to specific speech, language, and hearing disorders. It provides techniques for altering and modifying behaviors that can affect the maximum growth and potential of the clients and their families. (3 units).

Technical requirements  
To take this class, you must have the following:  
A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information.  
An e-mail account through the university. You may sign up for a free account at Create a Fresno State Student Email Account (https://googleapps.fresnostate.edu/signup/) Keep in mind that all e-mails related to this course will be done via this account.
Microsoft Office is needed for sending documents and reading Power Points (You may purchase Microsoft Office at a discount at the bookstore with your Fresno State ID).

Note: *Microsoft WORKS is not compatible with Microsoft Office applications.*

Alternatively, you may use Open Office which is a free download from [Open Office download](www.openoffice.org). Remember to save documents from Open Office as .doc or .rtf format so others can open them.

Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: [Download Adobe Acrobat Reader](http://www.adobe.com) and download the FREE Reader. You will need this plug-in to access documents posted in this class.

Blackboard support: Click on the Blackboard (Bb) Help link near the top of the page when signed on to Bb. This will provide information for most common questions and issues. You can call TILT for Bb support at 278-7373 or contact the Help Desk at 278-7000.

It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.
Contacting Your Instructor
Please send me an e-mail at TConway@csufresno.edu I will usually respond within a day (except on weekends). Please remember to put CDDS 201 in the subject heading of your e-mail. If you do not get a reply within 48 hours, feel free to follow up with another e-mail. Don’t forget to sign your name to the e-mail. This will make it easier for me to check on things for you.

Textbooks
These are the required textbooks for the class. They may be purchased at the Kennel Bookstore on campus or online.

Required Readings
These readings, selections from these readings, and/or their internet links will be posted in the related weekly learning module. Additional or alternate readings may be added at any time at the instructor’s discretion.
California Code of Regulations: Title 17, Division 2 – Sections 52100 through 52112. The Individualized Family Service Plan (IFSP).
http://www.dds.ca.gov/title17/T17SectionView.cfm?Section=52100.htm

Course Objectives – The student will
Explore the impact throughout the life span of an exceptional child on the family, including states of grief, attitudes, and values related to the adjustment and acceptance of a child with exceptional needs, with an emphasis on children and families. Review current literature and case studies concerning individuals with exceptionalities, with an emphasis on clients and families related to specific speech, language and hearing disorders.
While supporting the families of children with hearing loss will be a focus, supporting the families of adults and children with a wide variety of special needs (including cognitive, behavioral, sensorimotor, and medical needs) will be addressed.
Identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family, including the culturally/linguistically diverse.
Appropriately assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to their developmental ages and stages and relevant norm groups.
Identify the assessment strategies and counseling models used in working with the families of children and adults with a variety of special needs, including the culturally/linguistically diverse.
Explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.
Demonstrate an awareness of community resources relevant to the child with many different kinds of exceptional needs and their family, with an emphasis on assistance related to specific speech, language and hearing disorders. Help those families to access the community resources and state agencies that serve infants and young children who are deaf or hard-of-hearing.
Demonstrate an awareness of the ways in which school- or agency-related issues can affect the exceptional child and family, common sources of school or agency/home conflict and misunderstanding, and intervention and advocacy strategies.
Demonstrate a knowledge about and sensitivity to the values and assumptions among culturally/linguistically diverse clients with respect to interviewing and counseling.
Demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies

Primary Learning Outcomes
Following successful completion of this course, students will have an understanding of the theory and practice in interviewing and counseling students and their families related to specific speech, language and hearing disorders, including techniques for altering and modifying behaviors that affect maximum growth and potential of the students and their families. They will be able to effectively assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to the students’ developmental ages and stages and using relevant norm groups. They will possess the skills needed to
become a service coordinator who creates multi-disciplinary team service plans that support families and agencies.
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings and Assignments</th>
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<tr>
<td>Week #1</td>
<td>Face to Face Meeting:</td>
<td>Unit 1 Module</td>
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<tr>
<td>August 17th and 18th</td>
<td>Pretest</td>
<td>Luterman: read the Forward, Introduction, Chapter #1 (Counseling by the Speech-Language Pathologist, Audiologist, and Teacher), and Chapter #4 (The Emotions of Communication Disorders)</td>
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<td></td>
<td>Course Overview and Syllabus Review</td>
<td>Complete the Pretest in class</td>
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<td>Lecture: Counseling the Deaf or Hard of Hearing Child and their Family</td>
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<td>Class Discussion</td>
<td>Journal Entry: Complete the worksheet on the video, answering the six key questions.</td>
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<td>Video Segments: &quot;Lost Dreams &amp; Growth: Parent Concerns&quot;</td>
<td>Objective: The student will explore the impact of the exceptional child with a variety of different special needs on the family and understand the adjustment and/or acceptance required of family members.</td>
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<tr>
<td>Week #2</td>
<td>Counseling Persons with Communication Disorders and Their Families</td>
<td>Unit 2 Module</td>
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<tr>
<td>August 19th - 25th</td>
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<td>Luterman: read Chapter #9 (Counseling and The Field of Communication Disorders)</td>
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<td>View the webinar with Dr. Luterman</td>
<td>Discussion: Answer the Discussion Questions about the webinar.</td>
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<td>Objective: The student will review current literature and case studies concerning individuals with special needs (with an emphasis on specific speech, language, and hearing disorders) and their families.</td>
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<td>Dates</td>
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<tr>
<td>Week #3</td>
<td>Working with Families, Part I</td>
<td><strong>Unit 3 Module</strong></td>
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<td>August 26th –</td>
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<td>Luterman: read Chapter #6 (Techniques of Counseling)</td>
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<td>September 1st</td>
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<td>McWilliam: read Chapters #1 (Identifying Families’ Supports</td>
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<td></td>
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<td>and Other Resources) and #2 (Assessing Families’ Needs with a</td>
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<td>Routines-Based Interview)</td>
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<td>Objective: The student will identify strategies, skills, and</td>
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<td>methods of interviewing; obtaining case histories; and</td>
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<td>counseling used in working with an exceptional child and the</td>
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<td>Week #4</td>
<td>Grief Counseling</td>
<td><strong>Unit 4 Module</strong></td>
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<td>September 2nd – 8th</td>
<td>Class lecture and discussion</td>
<td>Read the assigned sections of Featherstone – A Difference in</td>
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<td>the Family and Kubler-Ross – On Death and Dying</td>
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<td>Journal Entry: Respond to the posted prompt and analyze the</td>
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<td>two reading sections.</td>
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<td>Week #5</td>
<td>Early Intervention with Deaf and Hard of Hearing Students</td>
<td><strong>Unit 5 Module</strong></td>
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<tr>
<td>September 9th – 15th</td>
<td>Assessing Infants and Preschool Children</td>
<td>Luterman: read Chapter #2 (Contemporary Theories of Counseling)</td>
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<td>Quiz #1</td>
<td>Read Hope – The Sky-Hi Curriculum</td>
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<td>Discussion: Respond to the prompt and write about your theory of counseling.</td>
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<td>Objective: The student will appropriately assess infants and young children who are deaf or hard of hearing (and who may or may not have additional special needs) using assessment tools relevant to their developmental ages and stages and relevant norm groups.</td>
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<td>Objective: The student will explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.</td>
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<td>Week #6</td>
<td>The IFSP</td>
<td>Unit 6 Module</td>
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<tr>
<td>September 16&lt;sup&gt;th&lt;/sup&gt; – 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>McWilliam: read Chapter #3 (Community-Based Everyday Child Learning Opportunities)</td>
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<td>Read the Andrews &amp; Andrews article</td>
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<td>Look over the California Code of Regulations sections that cover the IFSP.</td>
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<td>Read the IFSP portions of the CDE’s Handbook on Developing IFSPs and IEPs.</td>
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<td>Objective: With instructor provided sample of information gathered from a family’s responses, the student will write a sample IFSP.</td>
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<tr>
<td>Week #7</td>
<td>The Duties of a Service Coordinator Working with Families, Part II</td>
<td>Unit 7 Module</td>
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<tr>
<td>September 23&lt;sup&gt;rd&lt;/sup&gt; – 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>McWilliam: read Chapters #4 (Coordinating Services with Families) and #5 (Talking to Families)</td>
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<td>Journal Entry: Respond to the prompt and write about skills needed by a service coordinator</td>
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<td>Objective: The student will demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies, including the transition from IFSP to IEP.</td>
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<td>Objective: The student will demonstrate a knowledge about and a sensitivity to the values and assumptions among culturally and linguistically diverse clients and their families with respect to interviewing and counseling.</td>
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<tr>
<td>Week #8</td>
<td>Establishing Rapport Skills (The Rapport Workshop)</td>
<td>Unit 8 Module</td>
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<tr>
<td>September 30(^{th}) – October 6(^{th})</td>
<td>Review of Midterm Study Questions</td>
<td>Luterman: read Chapter #5 (Counseling and the Diagnostic process)</td>
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<td>Discussion: Discuss verbal and nonverbal rapport as directed.</td>
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<td>Week #9</td>
<td>Midterm Examination</td>
<td>Unit 10 Module</td>
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<td>October 7(^{th}) – 13(^{th})</td>
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<td>Luterman: read Chapter #8 (Working with Families)</td>
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<td>Read the Trivette &amp; Dunst article – Assessing Family strengths and Functioning Styles</td>
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<td>Week #10</td>
<td>Helping Families</td>
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<tr>
<td>October 14(^{th}) – 20(^{th})</td>
<td>Community Resources</td>
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<td>Working with Agencies</td>
<td>Journal Entry: Compile a list of at least twenty Community Resources available to families with a child who has a disability</td>
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<td>Objectives: The student will demonstrate an awareness of the community resources available to the child with exceptional needs and their family. The student will help those families access the community resources and state agencies that serve infants and young children who have a disability, with an emphasis on those who are deaf and hard of hearing.</td>
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<tr>
<td>Week #11</td>
<td>Helping Skills for Behavior Change</td>
<td>Unit 11 Module</td>
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<tr>
<td>October 21\textsuperscript{st} – 27\textsuperscript{th}</td>
<td></td>
<td>McWilliam: read Chapter #9 (Helping Families Address Challenging Behaviors and Promote Social Development)</td>
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<td>Discussion: Discuss challenging behaviors and teaching social skills to special needs students as directed.</td>
</tr>
<tr>
<td>Week #12</td>
<td>Face to Face Meeting: Working with Linguistically and Culturally Diverse Students and their Families</td>
<td></td>
</tr>
<tr>
<td>November 2\textsuperscript{nd} &amp; 3\textsuperscript{rd}</td>
<td>Quiz #2</td>
<td>Unit 12 Module</td>
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<tr>
<td></td>
<td></td>
<td>McWilliam: read Chapter #6 (Working With Families from Diverse Backgrounds)</td>
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<tr>
<td></td>
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<td>Read the Bennett &amp; Zhang article – Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Processes.</td>
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<tr>
<td></td>
<td></td>
<td>Objective: The student will identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the linguistically and culturally diverse.</td>
</tr>
<tr>
<td>Dates</td>
<td>Topics</td>
<td>Readings and Assignments</td>
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<tr>
<td>Week #13</td>
<td>Professional Panel – The Talk Team</td>
<td><strong>Unit 13 Module</strong></td>
</tr>
<tr>
<td>November 4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discussion: View the Professional Panel video segment and answer the Discussion Questions.</td>
<td>Objective: The student will demonstrate an awareness of the way that school- or agency-related issues can affect the exceptional child and the family, common sources of school/home or agency/home conflict and misunderstanding, and intervention and advocacy strategies.</td>
</tr>
<tr>
<td>Week #14</td>
<td>Parent Interview Reaction Paper Due</td>
<td><strong>Unit 14 Module</strong></td>
</tr>
<tr>
<td>November 11&lt;sup&gt;th&lt;/sup&gt; – 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Class Discussion of Parent Interviews</td>
<td>Read the Bodner-Johnson article – The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education</td>
</tr>
<tr>
<td>November 18&lt;sup&gt;th&lt;/sup&gt; – 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Class Cancelled due to Thanksgiving Break</td>
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<tr>
<td>Week #15</td>
<td>More Class Discussions of Parent Interviews</td>
<td><strong>Unit 15 Module</strong></td>
</tr>
<tr>
<td>November 25&lt;sup&gt;th&lt;/sup&gt; – December 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Class lecture and discussion</td>
<td>Journal Entry: read and respond to two of your classmates’ parent Interview Response Papers as directed.</td>
</tr>
<tr>
<td>Week #16</td>
<td>Course Evaluations</td>
<td><strong>Unit 16 Module</strong></td>
</tr>
<tr>
<td>December 2nd – 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review of Final Exam Study Questions</td>
<td>Post-test: What have we learned?</td>
</tr>
<tr>
<td>December 9&lt;sup&gt;th&lt;/sup&gt; – 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Examination Week</td>
<td>Your Final Exam will be made available online at 4:00PM on Friday, December 7&lt;sup&gt;th&lt;/sup&gt;. You must complete your Final Exam by 4:00 PM on Wednesday, December 12&lt;sup&gt;th&lt;/sup&gt;.</td>
</tr>
</tbody>
</table>
Assignments

Quizzes
The quizzes will focus primarily on answering the Study Questions, which will cover assigned textbook readings, handouts, assigned syllabus readings, class lectures, and presentations by guest speakers. The Study Questions will, in turn, assist to prepare students in key areas of reading assignments, course discussions, guest presentations, and the parent interview project. The two quizzes are scheduled for Week #5 and Week #12. Quizzes are worth up to ten points.

Midterm Examination
There will be one 20-point midterm examination in this class. The midterm examination will focus primarily on class lectures, assigned textbook readings, guest lectures and Study Questions. The midterm examination will be objective in nature, and consist of short answer, multiple choice, matching, and/or fill in the blank type questions. The midterm examination is scheduled for Week #9.

Parent Interview Reaction Paper
Students are required to interview the parent(s) of a child with exceptional needs. If it is helpful, the interview can be taped. Be sure to obtain written parent permission before taping. Taping the interview will assist the student to prepare for the Parent Interview Reaction Paper and the Group Discussion of the Parent Interview. The Parent Interview Reaction Paper is due on or before Week #15. The Reaction paper and Group Discussion are worth up to 20 points. An interview guide has been provided. Students are required to write an APA style, graduate quality paper summarizing the content of the interview and including at least the following:

- Prenatal and Birth History
- Developmental and Medical History
- Family History
- Educational History

Include answers the nine questions, and incorporate assigned readings, class lecture notes, and guest presentations to support their discussion.

See the attached guides for completing the paper and the attached rubric for information about how the paper will be graded.

Group Discussion of Parent Interviews
Students are required to participate in an on-line class discussion of their parent interviews on Week #14 or Week #15.

Journal
There will be five required Blackboard journal responses in the list of assignments. The journal is a private document between you and the instructor. Other students will not see your journal writing. You should post several paragraphs (at least) of your reaction to the assigned questions or writing prompt. We will discuss this more and answer all of your questions in the first face-to-face class. The journal is worth up to ten points (two points per entry).

Threaded Discussions
There will be five required threaded discussions in the list of assignments. I will post a prompt or a question for the week, and you must both (a) post your response to the prompt or question and (b) comment on at least one other student’s response within the
time frame indicated. The discussions are worth up to ten points (two points per discussion).

**Final Examination**

There will be one 20-point final examination in this class. The final examination will focus primarily on class lectures, assigned textbook readings, guest lectures and Study Questions. The Final Exam is tentatively scheduled for Week #16.

**Extra Credit: Only With the prior permission of the instructor**

Interview a licensed psychologist, credentialed school counselor, clinical social worker, or marriage, family, and child counselor who provides counseling services to both children with exceptional needs and their parents. Write a paper discussing the counselor's perspective (including procedures, approaches, and techniques) on counseling parents of exceptional children and your summary comments.

Write a research paper (APA style) on a "Interviewing and Counseling in Communicative Disorders and Deaf Studies" topic. Topics for the paper must be preapproved by the instructor.

**Grading Requirements**

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<th>Points</th>
<th>Description</th>
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<tr>
<td>Journal</td>
<td>10</td>
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<tr>
<td>Threaded Discussions</td>
<td>10</td>
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<tr>
<td>Quiz #1</td>
<td>10</td>
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<tr>
<td>Midterm Examination</td>
<td>20</td>
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<tr>
<td>Quiz #2</td>
<td>10</td>
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<tr>
<td>Parent Interview/Reaction Paper</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20</td>
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</tbody>
</table>

**Total Points: 100**

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C

Note: Unless otherwise arranged with the instructor, all required assignments are due on or before the date specified in the course syllabus. Late assignments will not receive the maximum allotted points. Late assignments will result in 5% reduction per day. No assignments will be accepted after the last day of class.

**Incomplete Grades:**

University policy specifies that an Incomplete is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course.

**University Policies**

**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:

d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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).

Plagiarism Detection:
The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports WILL be available for your viewing.

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.

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 (www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf). Technology Innovations for Learning and Teaching (TILT) 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.

Netiquette:
We expect other drivers to observe the rules of the road and the same is true as we travel through cyberspace. "Netiquette" is slang for network etiquette - what to do, and not do, when communicating online. Your Blackboard course is considered an academic area and is associated with California State University, Fresno. Use proper English and refrain from using slang when responding to Discussion Board prompts or participating in the Virtual Classroom. Remember that what is okay in a chat room that you might visit through your home computer might not be OK in an educational setting.

Statement on Services for Students with Disabilities
The University is committed to providing reasonable academic accommodation to students with disabilities. The Services for Students with Disabilities office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities (278 – 2811) for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you.
Attendance and Active Class Participation
Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.
Participation will be based on your involvement and contributions to the face to face meetings as well as the required weekly journal responses, threaded discussion boards and virtual classroom. Your contributions need to be more significant than just saying “I agree with what so-and-so wrote.” You need to ask questions, share experiences, and give good insights on the topic at hand. More explanation will be given in the first class.
Warning: Flaming, rudeness, or insulting other discussion participants will result in a grade of 0 points for the week.
Parent Interview Questionnaire
Please complete:
- Prenatal & Birth History
- Medical & Developmental History
- Educational History
- Family History

1. What were your initial reactions when learning of your child's condition?

2. Describe your first experience with professionals who informed you of your child's condition. How did you feel about the information and how it was presented?

3. What long-range concerns do you have for your child's future? What goals do you have?

4. Tell me how your child's condition has affected the family (e.g., marriage, siblings, and relationships).

5. How do friends and family members interact with your child (e.g., supportive, distant)?
6. What are your concerns about your child's school experience?

7. Tell me about your most memorable experience with an agency. It can be positive or negative.

8. What suggestions would you give professionals and other parents based on your experiences?

9. Discuss your personal reactions to your parent interview. Support your comments with citations or quotes from course readings, lectures, and guest speakers to receive full credit.
Suggested Format for the Parent Interview

Introductory Remarks

"Hello. I'm ____________. You name was given to me by ________. I am a graduate student at California State University, Fresno, and taking a class in “Interviewing and Counseling in Communicative Disorders”. As part of my preparation for working with deaf and hard of hearing children and their families, I have been observing and working with children with a variety of exceptional needs that may affect how they are taught or treated. Talking with the parents of these children is of great help in my preparation to be a teacher. I wonder if I may stop by for about an hour when it is convenient for you to talk with me about your child."

(Wait for a response. If both parents are not easily available, arrange for an interview with one parent or guardian.)

Important Considerations

1. Avoid questions or statements that may have accusatory implications.
2. In recalling what the parent said previously in the interview, use words as close to those of the parent as possible.
3. Be friendly and reasonably supportive, but not judgmental.
4. When clarification is required, seek it but do not "push." If you believe a statement is unclear, say "I'm not sure I understand," or "I'm not clear as to what you mean by… _____ ."
5. Do not mechanically probe after each question but, rather, be selective. The intent of the probe should be clear, yet leave latitude for the respondent.
6. Assume as little as possible. If you wish to know something, ask in a neutral manner.
7. Do not counsel, guide, or direct. You are interviewing the parent as an aid to your understanding of children with exceptional needs. Remember, you are the learner and the parent(s) is the teacher.

Areas for Discussion

Occurrence of Impairment

a. What was the cause of (use first name of son/daughter)'s (hearing loss, vision loss, etc)?

b. Who first told you that __________________ was deaf, hard of hearing, blind, etc.? What did she/he tell you at that time?

c. Did you have some feeling from observing __________________ that he/she may have a ________________ (hearing or visual loss, developmental disability, etc.)

Reaction of Parents and Family Members

a. Can you recall your and your spouse's reaction to being told ____________ was (name of condition)? Or how would you describe your reaction at the time you were told?
b. What did you say to one another at the time?

c. Do you recall how other members of the family reacted?

d. Are there some things about your family, or what you believe, which were particularly helpful in regard to your reaction at the time?

Developmental Factors
a. In what way or ways did ______________ appear or act different from what you had expected?

b. At what ages or at what times did you notice these differences most?

Counseling/Guidance
a. What kind of help did you receive at the beginning in understanding your child's problem(s)? Who offered this help?

b. Did you find what was told you to be helpful?

c. What kind of help would you have liked to have?

d. As your child got older, what things presented the greatest problems for you (e.g., feeding self, expressing self clearly, taking care of belongings, playing with other children)?

Present Status
a. How is _______________ presently doing at school/work? What does he/she do well/poorly?

b. What are _______________'s social activities like? With whom does he/she play, go out with, have to the house often?

c. With whom does _______________ presently live? How well does he/she manage his/her own affairs?

d. Can you describe what _______________'s day is like? For example, what did _______________ do yesterday?

e. Are there any limitations imposed on the family because of _______________'s (condition)?

Future Expectations
a. Is there anything about ______________'s challenges that you believe will present problems for his/her learning in the future?
b. What kind of help do you think you will need to handle these challenges?

c. Would you prefer that _____________ be taught in a general education class or in a special education class with other students who are (deaf, blind, etc.)?

d. Do you have any ideas as to the kind of work or profession you would like to see ____________ select?

e. Are there some things that may make it difficult for ____________ to do this kind of work?

"Is there anything else you would like to tell me about ______________? Thank you very much! You have been of great help to me."

**Note:** It is important that you are able to gather enough information to answer all nine questions as well as document the prenatal and birth history, medical and developmental history, educational history and family history.

If you choose to audiotape the interview, you must ask the parent’s permission first. Please let them know that the tape is confidential, and that you will use a fictitious name (and not their name or their child’s name) in the interview paper to ensure their confidentiality.
"Lost Dreams & Growth: Parents' Concerns"

1. List three points from this video that had the greatest impact on you.

2. Describe Dr. Ken Moses' framework for listening and counseling parents of exceptional children.

3. List any strategies or techniques that Dr. Moses used to establish rapport with the audience and/or individual people he interviewed.

4. How and when did the parents' dreams for their children first become shattered?

5. What signs of grief could you identify when observing and listening to the parents discuss their children with Dr. Moses?

6. List any strategies, techniques, or skills which Dr. Moses used to help the people whom he interviewed cope with their loss.
CDDS 202 - Syllabus for Aural Rehabilitation

Fall 2012, California State University, Fresno

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Names</th>
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<tbody>
<tr>
<td></td>
<td>Nan Barker, Dr. Cynthia Cavazos</td>
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<tr>
<th>Units 3.0</th>
<th>Office Number</th>
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<tbody>
<tr>
<td></td>
<td>Nan Barker PHS 227</td>
</tr>
<tr>
<td></td>
<td>Dr. Cynthia Cavazos PHS 201</td>
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<tr>
<th>Time – Weekly online instruction and ten face-to-face hours required during 2 weekends of required attendance on the CSU Fresno campus. One hour every two weeks of required synchronous meetings, Thursdays 6-7AM or 4-5 PM</th>
<th>E-Mail</th>
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<tr>
<td></td>
<td><a href="mailto:nanb@csufresno.edu">nanb@csufresno.edu</a></td>
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<tr>
<td></td>
<td><a href="mailto:cynthiac@csufresno.edu">cynthiac@csufresno.edu</a></td>
</tr>
<tr>
<td>Responses to email messages with your full name and CDDS 202 in the subject heading will be given within 2 work days of receiving the message.</td>
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<tr>
<th>Location of face-to-face meetings: PHS 215</th>
<th>Telephone</th>
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<tbody>
<tr>
<td></td>
<td>Nan Barker (559) 278-6940</td>
</tr>
<tr>
<td></td>
<td>Dr. Cynthia Cavazos (559) 278-6967</td>
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<tr>
<th>Website – To access the course on Blackboard login to <a href="http://blackboard.csufresno.edu">http://blackboard.csufresno.edu</a> using your Fresno State username and password. For help with Blackboard contact The Blackboard Resource Center at 278-7373 or send an email to <a href="mailto:tilsupport@csufresno.edu">tilsupport@csufresno.edu</a>.</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td></td>
<td>Nan Barker Thursdays 2:30 PM – 4:00 PM</td>
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<tr>
<td></td>
<td>Virtual office or phone</td>
</tr>
<tr>
<td></td>
<td>Dr. Cynthia Cavazos</td>
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<td></td>
<td>Tues/Thurs. 11 – 1:30</td>
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<tr>
<th>Department Office Communicative Disorders and Deaf Studies PHS 252 Hours: M –F, 8:00 a.m –5:00 p.m. (closed 12-1) (559) 278-2423</th>
<th>Department Address</th>
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<tbody>
<tr>
<td></td>
<td>California State University, Fresno CDDS Dept, Deaf Education</td>
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<tr>
<td></td>
<td>5310 N Campus Drive M/S PH 80 Fresno, CA 93740-8019</td>
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</table>

Questions related to the course materials, clarification of assignments, or general questions should be posted in the Questions Blog in Blackboard. Although you may call our offices and leave a message, the fastest way to make contact is by email. Generally email is answered within 48 hours of receipt, especially Mondays through Fridays.

**Technical Requirements:**

To take this class, you must have the following:

11. A computer with a good quality webcam and high speed internet access.
13. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.

14. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: Microsoft WORKS is not compatible with Microsoft Office applications. Alternatively, you may use Open Office which is a free download from www.openoffice.org. Remember to save documents from Open Office as .doc or .rtf format so others can open them.

15. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: http://www.adobe.com and download the free reader. You will need this plug-in to access documents posted in this class.

16. Quicktime Player. If you do not have this, it is free and available at www.apple.com/quicktime/download/. You will need this to view the video clips.

17. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.

18. It is your responsibility to resolve any technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

**Course Organization**
The course will follow the tentative schedule. Any changes will be noted by announcement in Blackboard or with an email message to students.

**Catalog Description**
CDDS 202: Aural Rehabilitation
Prerequisite: CDDS 128, 131.
Habilitative and rehabilitative procedures to assist the hearing impaired; amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues (Formerly CSD 202)

**Course Goals:**
CDDS 202 is a graduate seminar on aural (re)habilitation. The course is designed to provide graduate students an understanding and application of hearing instruments and technology, equipment maintenance, early intervention strategies, and parent education.

**Required Text**


**Primary Learning Outcomes:**
Acquire a basic understanding of etiologies of hearing loss over a span of ages, components and service providers in aural aural/audiological rehabilitation.
Apply knowledge of assessment procedures, tests results, and audiologist's...
recommendations to family-centered programs and the school environment. Describe components and functions of hearing aids, FM systems, cochlear implants, bone anchored hearing aids, and other assistive listening devices.

Compare and contrast important features of hearing aids, ear molds, acoustic modifications.

Use communication strategies to enhance conversation with individuals who have a hearing loss.

Design a Power point presentation for use in home visits with families.

Analyze auditory information and audiologist's recommendations in a case study.

Perform equipment checks and troubleshoot malfunctioning equipment.

Evaluate the benefits of early assessment and intervention.

Synthesize current research in a written paper.

Class Meetings:
This is an 80/20 web/based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17, 2012 from 6 p.m. – Sunday, August 19, 2012 at 4 p.m. and on Friday, November 2, 2012 from 6 pm – Sunday, November 4, 2012 at 4 p.m. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on blackboard. You will need to log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF email username and password. Because of additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your email regularly, at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don’t know what flaming means). If flaming reoccurs, the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us brings to the table unique perspectives and life experiences. Let’s become a community of learners who share our knowledge and resources.

Summary of Class Activities/Assignments:
Within Blackboard your assignments, discussion threads, readings, quizzes, and final exams will all be organized under the ‘Learning modules’ tab located on the left side of the CDDS 202 course. There are a total of ten learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners; the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.
Online Test (50 points)
Multiple choice, T/F, matching and short essay questions on information from Modules 1 -4.

Research Paper (50 points)
Your will research a current issue related to spoken aural/auditory rehabilitation for deaf or hard of hearing students. The 5-6 page, approximately 1500-word paper requires that you integrate at least 5 articles of original source research and follow APA format. Topics must be approved by your instructor as you begin your research. Possible topics: bimodal hearing, new hearing technology, efficacy of CART, bilateral cochlear implants, hearing aid features, classroom acoustics, speech acoustics, brain development with auditory & visual, languages, and efficacy of technological devices for the school environment. Due Friday November 2, upon arrival to the Fresno State campus.

Powerpoint Presentation: (50 points)
Create a Power point to share with parents on the topic of preparing for hearing tests and hearing Aids. You will need 20-30 slides that will provide parents with information about what will happen at a diagnostic audiological appointment. You may choose to discuss a particular test indepth or you may choose to cover several tests in your presentation.
- Each slide will need a unique title. Use a consistent font for each title.
- Try not to have more than two sentences per slide
- Use bullets for important concepts
- No more than 5 words per bullet
- No more than 5 bullets per slide
- Use only graphics that fit with the message of the slide
You may consult with other students, but each student must have a unique presentation. The assignment is worth 50 points.

Sample Home Visit Plan (25 points)
Utilizing your Power point presentation, design a home visit plan. Your plan must have an activity with family members that demonstrates one or two concepts from the information in your Power point presentation.

Educational Audiology Analysis Case Study (75 points)
In small groups, you will review an audiogram and report from an audiologist for a child. Using the audiological information, information from class and outside resources, you will create an Educational Audiology Analysis. In your case study, you will include: background information audiological findings, current hearing instruments (hearing aid, cochlear implant, bone conduction device), listening environments, detailed descriptions of different expected listening environments based on the child’s age and hearing status, assistive listening devices, aural habilitation/rehabilitation team, equipment maintenance plan for school, summary for parents, resource list. Write a two page summary for parents explaining how the team will support the child in the school environment, what equipment will be used, and how the equipment will be monitored and maintained.
You will present your completed Educational Audiology Analysis to your classmates in an online format. You may create a Power Point presentation, a video presentation with...
detailed handouts to print, or a written response with detailed diagrams, charts, or drawings. A primary objective of this project is to consider the daily routines of a child using equipment and plan for a variety of listening situations. Possible sources of information: textbooks, web sites of companies producing listening instruments, web sites designed for parents, interviews with school audiologists, hearing aid dealers, itinerant deaf and hard of hearing teachers, speech language pathologists, parents of deaf or hard of hearing children, or adults who use listening instruments.

**Lab competencies (100 points):**
The following assignments will be used to evaluate your lab competencies and are to be completed during assigned lab time and are often given orally to each student individually. A student with an unexcused absence will not be allowed to make up the lab competency.

Lab competency #1- Complete an earmold impression on another student and then serve as a subject to receive an earmold impression, under instructor’s supervision.

Lab competency #2 - Demonstrate the following skills to the instructor: Identify the major components of a BTE hearing aid including make, model and serial number; insert and remove a battery; adjust the power controls; identify to which ear an earmold belongs; attach the earmold to the BTE hearing aid and place the earmold and hearing aid on another student.

Lab competency #3 – Demonstrate to the instructor your ability to perform a listening check on a BTE hearing aid and suggest ways of troubleshooting potential problems.

Lab competency #4 – Demonstrate the following to the instructor: Identify the major components of a FM auditory trainer; adjust the volume control and power controls; and identify the various configurations.

**Final Exam: (150 points)**
The final exam will be multiple choice, T/F, matching, short answer, and/or essay.

**Blackboard and Technical Difficulties**
All work must be submitted through Blackboard as explained in the assignment, quiz, or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete the work, send your work to me either nbarker@csufresno.edu or cynthiac@csufresno.edu as an attachment. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, we will unlikely accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Blackboard problem, we can confirm that with the University and we will accept the work.

**Grading Policy**

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<thead>
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<th>Assignment</th>
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<tbody>
<tr>
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<tr>
<td>Power point Presentation</td>
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</tr>
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<td>Lab Competencies</td>
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<tr>
<td>Sample Home Visit Plan</td>
<td>25</td>
<td>points</td>
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<tr>
<td>Research Paper</td>
<td>50</td>
<td>points</td>
</tr>
<tr>
<td>Educational Audiology Analysis</td>
<td>75</td>
<td>points</td>
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<tr>
<td>Final Exam</td>
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<td>points</td>
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<tr>
<td><strong>TOTAL</strong></td>
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The student grades will be calculated objectively as follows

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>0-299 points</td>
</tr>
</tbody>
</table>

**2013 Tentative Schedule:** See attached Tentative Schedule

**UNIVERSITY POLICY**

**Classroom Behavior:**
Please use netiquette while participating on-line. There is a good source on the “Welcome Letter” that was emailed to each student and is also posted on the announcement section of blackboard.

Students are encouraged to ask other students for general assistance by posting their questions on the discussion boards. Direct questions regarding the quizzes or exam are inappropriate as some students may have not yet taken the tests.

Please be on time for the practicum portion scheduled at California State University, Fresno. Any student who misses more than 30 minutes of the on-campus portion of the class will receive zero points. As a courtesy to others, please turn off all pagers and cell phones. Be respectful and considerate of others.

“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 concern should be expressed in terms which are supportive of the leaning 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 an 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.”

**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 the Henry Madden Library, Room 1202 (278-2811).

**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.

**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 zero points to a grade of an 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). As an on-line course, you must always use your best ethical judgment.

**Drop for Serious and Compelling Reason:**
A request to drop a class for serious and compelling reasons must be completed in ink and on an add/drop card and must be approved by the instructor, the department chair and the Dean of the School. Documentation will be required prior to approval of a drop for serious and compelling reasons. Failing or performing poorly in a class are not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor. If for some reason you are not in a position to take this class and would like to drop it, please do so during the regular drop period.

**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://csufresno.edu/library/information/copyright/). Technology Innovations for Learning & Teaching (TILT) 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.

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."

Subject to Change:
This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to regularly (suggested at least every other day) check on announcements that may be posted on Blackboard.
CDDS 202 Tentative Schedule Fall 2012

**August 17-19, 2012**
Attend orientation to Deaf Ed MA degree program on the CSU Fresno campus.
CDDS 202 Introduction, course outline, orientation to Blackboard, class schedule, tour of audiological suite, hearing lab. Ear mold lab competency and pure-tone testing in Hearing Lab.

**Assignments for the week**
READ Seewald & Tharpe, Ch. 38 Family-Centered Approaches p. 753-765
READ Tye-Murray, Ch. 1 Introduction 1-24
POST to Discussion Board

**August 20-24, 2012**
Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 202 this week. Introduction to aural rehabilitation, aural habilitation, typical auditory development and auditory development for children with a hearing loss.

**Assignments for the week**
READ Seewald & Tharpe, Ch 38 Family-Centered Approaches p. 753-765
READ Murray, Ch 1 Introduction 1-24
READ Seewald & Tharpe, Ch 4 Auditory Development in Normal-Hearing Children p.63-82
READ Module 1 Introduction of Aural Rehabilitation and Auditory Development (Blackboard)

**Module 1 Table of Contents**
**Aural Habilitation/Rehabilitation Orientation**
PP - What is Aural Rehabilitation?
 power points developed for this course are intended to be used for the purposes of this class only.

**Hearing Loss Association Link**
This web site is designed for adults who have a hearing loss. There is good basic information about hearing aids, cochlear implants, implantable devices, hearing assistive technology, captioning, telephones, and hearing loops. We will discuss all of these things more in-depth during this course.

**A Parent’s Wish for Audiologists Link**
From the parent organization Hands & Voices.

**Audiology for Parents Link**
FAQs asked by parents and answered by audiologist Cheryl DeConde Johnson, Ed.D.

**August 27-31, 2012**
Hearing assessment, immittance audiometry, pure-tone air and bone conduction testing, speech audiometry

**Assignments for the week**
READ Tye-Murray Ch. 2 Assessing Hearing Acuity and Speech Recognition p. 42-86
READ Seewald and Tharpe, Ch. 18 Middle Ear Measurement p. 365-372
READ Module 2 Hearing Assessment (Blackboard)

**Module 2 Table of Contents**
**Hearing Assessment Part I Power point (PP)**
Otoscope tutorial Link
Tutorial for otoscope

Tympanogram Interpretation Link
Helpful information on interpreting a tympanogram. Examples are provided

Help With Jerger's Classification System Link
This tutorial can aid in interpreting tympanograms based upon Jerger's classification system.

Hearing Assessment Part II
We will cover pure tone Air Conduction (AC) and Bone Conduction (BC)

PP - AC and BC Thresholds
This PP covers air and bone conduction threshold testing, including masking, and test interpretation.

Audiogram Interpretation Link
This helps to reinforce the concept of what's a conductive, sensorineural or mixed hearing loss. They use a slightly different cutoff for mild hearing loss so please focus on what's on the PP.

Hearing Assessment Part III
PP-Speech Audiometry

September 3-7, 2012
Common pathologies and the impact on hearing sensitivity, noise induced hearing loss, disorders of the central auditory system, hearing loss and additional disabilities.

Assignments for the week
STUDY FOR ONLINE TEST
READ Seewald and Tharpe, Ch. 9 Conductive Hearing Loss in Children: Otitis Media with Effusion and Congenital Impairments p. 157-167,
READ Module 3 Common Pathologies (Blackboard)

Module 3 Table of Contents
Common Pathologies
PP-Ear pathologies
National Institute on Deafness and Other Communicative Disorders (NIDCD) – Otitis Media
NIDCD – Auditory Processing
NIDCD – Auditory Neuropathy

September 10-14, 2012
Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 202 this week.
Pediatric audiology techniques and procedures for assessment, special tests, interpretation of objective hearing tests with children.

Assignments for the week
Complete Test #1 on Blackboard by Friday September 14, 11:59 PM
READ Seewald and Tharpe:
Ch. 18 Middle Ear Measurement p. 372-380,
Ch. 19 Otoacoustic Emissions p. 388-399,
Ch. 20 Frequency-Specific Threshold Assessment in Young Infants Using the Transient ABR and the Brainstem ASSR p. 409-419 and p. 427-431
Ch. 22 Behavioral Audiometry with Infants p. 483-522

READ Module 4 Pediatric Audiology (Blackboard)

**Module 4 Table of Contents**

**Pediatric Audiology**

**PP- Pediatric Audiology**

This PP covers the basics of testing hearing of the pediatric client. Make sure you turn on your audio.

**September 17-21, 2012**

Amplification and assistive listening devices

**Assignments for the week**

READ Tye-Murray Ch. 3 Listening Devices and Related Technology p. 88-111
READ Seewald and Tharpe, Ch. 25 Current Approaches to the Fitting of Amplification to Infants and Young Children.

READ Module 5 Amplification (Blackboard)

**Module 5 Table of Contents**

**PP- Amplification**

This PP covers amplification. There is audio on many, but not all of the slides.

**PP-Earmolds**

Short PP covering the topic of earmolds. Turn on your audio

This outline describes how to make an ear impression.

**PP-Hearing Aid Fitting**

Turn on your audio for this PP that covers that hearing aid fitting process.

**PP – Hearing Aid Care and Troubleshooting**

PP on hearing aid care, listening check, and troubleshooting.

**September 24-28, 2012**

Amplification and assistive listening devices cont.

**Assignments for the week**

BEGIN work on your Powerpoint, due Friday Oct 12, 2012

READ Tye-Murray p.120-732

READ Module 6 Assistive Listening Devices (Blackboard)

**Module 6 Table of Contents**

**PP- ALD**

This PP will cover assistive listening devices and alerting devices. There is audio to this PP.

**PP- Auditory Trainers**

PP covering auditory trainers and classroom acoustics.

**Auditory Trainer Fitting Protocol**

This may be used to assess pre and post fitting of an auditory trainer

**Listening Environment Profile**

This may aid in determining if the acoustics of a classroom warrant the use of an FM system. Although made for Phonic Ear, the concept can be applied to all FM systems.
October 1-5, 2012
Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 202 this week.

Cochlear Implants

Assignments for the week
READ Tye-Murray Ch. 3 Listening Devices and Related Technology p. 111-119
READ Seewald & Tharpe Ch. 27 Cochlear Implants for Children: Promoting Auditory Development with Electrical Impulses p. 565-580
READ Module 7 Implanted Devices (Blackboard)

Module 7 Table of Contents
Boys Town FAQs for Primary Care Providers Link
Food and Drug Administration (FDA) Web Site
Link to MED-EL Products
Link to Cochlear Americas Products
Link to Advanced Bionics Products
Audiograms with a CI

PP Cochlear Implants and the Schools
Assigned Reading
Seewald & Tharpe, Ch 28 Other Implantable Devices: Bone-Anchored Hearing Aids p. 585-597

The Baha device

Another Bone Anchored Device

Fitting the Baha

Maintaining the Baha
Videos from Cochlea Americas about the Baha device.

Trouble shooting the Baha

October 8-12, 2012
Bone anchored devices and cochlear implants

Assignments for the week
Power point due on Friday October 12
READ Seewald & Tharpe, Ch 28 Other Implantable Devices: Bone-Anchored Hearing Aids p. 585-597
BEGIN Work on your research paper

October 15-19, 2012
Aural habilitation/rehabilitation planning

Assignments for the week
Work on research paper due Friday November 2, 2012 when you arrive on campus
READ Module 8 Auditory Habilitation Planning (Blackboard)
Module 8 Table of Contents
Hearing Aids and Babies
This is a link to My Baby's Hearing a web site of Boys Town National Research Hospital.
Hearing Aid Choices for Babies
My Baby's Hearing, Boys Town National Research Hospital
Reading reports
For each audiogram provided, determine the pure-tone air conduction thresholds, bone conduction thresholds, air-bone gap, comment on the immittance audiometry and the speech audiometry
READ Seewald & Tharpe, Ch. 32 Toddlers and Preschool-Aged Children p. 649-662
Seewald & Tharpe Ch. 33 School-Aged Children p. 663-681
Seewald & Tharpe, Ch. 36 Audiologic Considerations for Children With Multiple Modality Involvement p. 713-728
October 22-26, 2012
Interpreting audiological test results
REVIEW audiograms
WRITE Research paper

CSU Fresno Weekend November 2-4, 2012
Lab competencies 2,3,4. Group discussions. Begin group project.

November 5-9, 2012
Early Intervention and assessment, service providers
Assignments for the week
WORK ON Group project
READ Tye-Murray, Ch. 14 Infants and Toddlers Who Have Hearing Loss p.531-598
READ Module 9 Early Intervention (Blackboard)
Module 9 Table of Contents
Hearing Screening
Newborn hearing screening in California PP
California Best Practices Document
A publication of the Early Start Work Group in California, 2005

November 12-16, 2012
Early intervention curriculum
Assignments for the week
READ Best Practices document
WORK ON Group project due Nov 22, 2012

November 22, 2012
Thanksgiving Holiday
November 26-30, 2012
Early intervention – working with parents
Assignments for the week
COMPLETE Plan for Home Visit, due Dec 8

December 3-8, 2012
Communication strategies
READ Tye-Murray Ch. 7 Communication Strategies and Conversation Styles, p.247-283
READ Module 10 Communication Strategies (Blackboard)
Module 10 Table of Contents
Hands and Voices Communication
Information for parents from other parents in the Hands & Voices organization

December 10-14, 2012
Prepare for final exam
FINAL EXAM
CDDS 255 – Assessment of Deaf and Hard of Hearing Students
Communicative Disorders and Deaf Studies, Fall 2013, (3 units)

Professor: Chantel Cox
Office: PHS 230
Office hours: W/F 12 – 2:30 pm (virtual or face to face)
Phone/email: 559-278-2423
Email Address: chantelc@csufresno.edu
Dept. Office: PHS Room 252; Department hours: M-F, 8:00 am – 5:00 pm
Class time: Online (80%) and On Campus TBA (20%)

Catalog Description:
CDDS 255: Assessment of Deaf and Hard of Hearing Students (Prerequisite: Permission of Instructor). In-depth examination of achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with children and youth who are deaf or hard of hearing (D/HH), including an extensive independent child study and evaluation, shared through discussions, student presentations and in written form.

Course Rationale:
CDDS 255 is a graduate seminar on graduate studies and research methods in deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in deaf education, this course is designed to give the beginning graduate student an understanding of the following course goals. These include determining research topics, preparing research proposals, planning research activities, conducting literature review, collecting data, presentation results for publication and dissemination.

Student Outcomes:
1. Identify and discuss potential sources of bias when using standardized tests developed for hearing students, with deaf or hard of hearing (D/HH) students.
2. Identify and discuss differences in student characteristics that must be considered when analyzing results of tests on a D/HH student.
3. Identify and discuss necessary test adaptations when accommodating D/HH students.
4. Identify the measures used locally in assessing deaf children who receive special education services.
5. Administer, interpret, and share the information in a formal report on a hearing child using child information and three published tests.
6. Describe the different models of assessment.
7. Compare and contrast norm-referenced and criterion-referenced tests.
8. Define reliability and validity and describe ways to evaluate the reliability and validity of tests.

9. Define and interpret different types of test scores.

10. Write behavioral/measurable objectives.

11. Observe and share information on an actual Individual Education Plan (IEP) annual meeting.

12. Explain the roles of support personnel who may attend an IEP meeting for a D/HH student.

13. Conduct research in the area of assessment of D/HH students.

Website Information and Support:
To access the course login to Blackboard (http://blackboard.csufresno.edu) using your Fresno State username and password. 
For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Textbooks:


Required Readings:
These readings and/or their internet links will be posted in Course Documents on Blackboard. More readings may be added as the instructor sees fit.


**Technical Requirements:**
The students must complete all reading assignments. The instructor reserves the right to change or add reading assignments. Some readings or excerpts from readings will be posted in Blackboard.

4. To take this class you must have the following:

- A computer with a webcam and high-speed internet connection.

- An active e-mail account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go to immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.

- Microsoft Office (You may purchase Microsoft Office from CVIP with your Fresno State ID).
• Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: http://www.adobe.com and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

• Blackboard does not fully support use of special characters in file names. When naming files to be uploaded into Blackboard, please do not include any special characters such as #, %, &. Only use letters, numbers, and underscores. All files must also have the appropriate extension (ie. .doc, .ppt, .rtf, .pdf).

Blackboard Postings:
In our class there is writing in the form of “Blackboard (BB) Postings” which are located by clicking on the ‘communication’ tab and then clicking on ‘discussion board’. You are expected to include your reaction to the related questions, posts by your peer statements posted by your instructor. Each posting requires critical thinking as well as personal reaction and questioning of the material. Your BB posts SHOULD include reference to specific page numbers in your readings and/or the URL addresses to websites.

Any FLAMING or derogatory posts will automatically be removed from the discussion board, and your instructor will contact you immediately. If continued, the university disruptive classroom behavior policy will be enforced and you may be permanently removed from the course. Please review the online netiquette in your Bb orientation learning module.

Vlogs / Blogs:
Students will be required to submit video logs (VLOGS) and written blogs (BLOGS). Information on the equipment and submission requirements is provided in Bb.

Safe Assign:
There are multiple assignments that will require you to submit your work to safe assign. Safe Assign is allows professors to identify content that is plagiarized. Be sure to use APA format and correctly cite your sources. A Safe Assign practice submission is required as part of your Bb orientation learning module.

Class meetings:
This is a 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 16th from 6 pm – Sunday August 18th at 4 pm and Friday November 1st from 6 pm – Sunday, November 4th at 4 pm. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any
related computer applications, you may spend more time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your e-mail regularly-at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don’t know what flaming means). If flaming reoccurs the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us bring to the table unique perspectives and life experiences. Let’s become a community of learners who share our knowledge and resources.

Blackboard and Technical Difficulties:
All works must be submitted through Blackboard as explained in the assignment, quiz or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete work, send your work to me at chantelc@csufresno.edu as an attachment. Place your name in the subject of the e-mail. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by e-mail. It is difficult for me to verify personal technology problems. If it is a Blackboard problem I can confirm that with the University and I will accept the work.

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<tbody>
<tr>
<td>Reading Video Summaries</td>
<td>75</td>
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<tr>
<td>Topic Presentation &amp; Questions</td>
<td>50</td>
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<tr>
<td>Attendance at an IEP &amp; Formal Write Up</td>
<td>50</td>
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<tr>
<td>CBM Presentation</td>
<td>25</td>
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<tr>
<td>Administration (3) of Assessment Tools</td>
<td>50</td>
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<tr>
<td>Review of Literature / Research Paper</td>
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<tr>
<td>Examinations (2)</td>
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<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

The student grades will be calculated objectively as follows:

90% - 100% A 450 – 500 points
80% - 89 % B 400 – 449 points
70% - 79 % C 350 – 399 points
60% - 69 % D 300 – 349 points
below 60 % F below 300 points

Summary of Class Activities/Assignments:

Class Participation
This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others’ views, and participates actively in small groups.

### Reading Video Summaries

You are expected to become familiar with the reading assignments. This includes making sure you know what the assigned reading will be for the next session. For each assigned reading, you will make a video of yourself doing a summary in ASL (no more than 5 minutes) and post it on Blackboard.

### Topic Presentation

Each student will present and lead a discussion on a topic that is related to assessment of deaf/hard of hearing students. The topic must be approved by the instructor. Preferred topics include a specific assessment used with DHH children. It is required that you schedule a meeting with the instructor to discuss your topic and presentation content before actually presenting to the class.

During discussion/presentation, each student will be expected to:

1. Provide classmates with reading material one week beforehand
2. Lead discussion
3. Ask and subsequently be able to answer a minimum of 2 higher order questions with answers per topic (copy questions and answers for each student).
4. Provide 20 T/F or multiple choice questions (copy questions and answers for each student).
5. Summarize the topic discussed, as well as answer questions.

You will have 45 minutes to one hour to present your material. You should have a written outline or power point of what you will be covering and provide copies of these to your instructor.

### Shadow a DHH DIS teacher during Assessment and IEP Meeting

Student will:

a) Observe a DHH DIS teacher administering an assessment
b) Meet with the DHH DIS teacher to discuss scoring of assessment
c) Secure a date to attend an IEP (1 CSUF student per IEP) DO NOT WAIT UNTIL THE LAST MINUTE TO DO THIS!
d) Observe an annual IEP of a local D/HH student or a Special Education student (proper permission secured by you through the teacher, parent & school administration)
e) Write a formal summary of the experience (1-2 pages) including the who (no full names, identity of student must be confidential), what, where and when, summary with some detail and conclude with what you learned from this experience.

*Use no names of any person involved, just identify each person in attendance by their title, i.e., administrator, deaf child, parent or mother or father, teacher of the deaf, general education teacher
f) Be prepared to discuss your experience during class

### CBM Presentation:
Students will prepare a 20 minute power point presentation on one of the five subject area chapters from “The ABC’s of CBM” (Reading, Early Reading, Spelling, Writing, Math).

**Administration of Assessment**

Student will:

a) administer 3 assessment tools (One academic achievement, and two other assessment tools, with permission of instructor)

b) child must be 4-8 yr old, hearing, with no identified or suspected special needs (no exceptions). It is your responsibility to secure a child and obtain written permission from the child’s parent. No immediate family members may be used.

- You will submit one (1) formal report on your student, including all of the information you gather from the administration of each test.

- Please refer to the child by his/her first name and last initial.

- Write up must include: background information on child, purpose of assessment, summary of assessment, summary of findings, description of strengths/weaknesses, recommendations for interventions. *Please attach a copy of the permission statement from the child’s parents/guardians.*

**Review of Literature Research Paper**

Each student will write a 6-8 page (~2000 words) APA-formatted paper related to assessment of D/HH students, special education students, or Bilingual students. Your topic can be the same as your presentation topic or any school subject assessment area or social/emotional assessment. Please ask the instructor if your topic is acceptable before proceeding. Upon completion of the written paper, you will prepare a poster displaying key findings for the November face to face class meeting. Specifications for the poster will be posted on Blackboard.

**Midterm and Final Exams**

Exams will be based on assigned readings, lecture materials, Blackboard postings and peer presentations. Questions may be multiple choice, true/false, and/or essay form.

**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.

**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).

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.

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 the California State University Fresno copyright web page: http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf
For copyright Questions & Answers, you can visit the Copyright FAQ Webpage http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf
TILT Blackboard course web sites contains 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.

**Tentative Schedule**

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the professor. Also be sure to look at the open learning module for due dates for specific projects.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
<th>TOPICS/READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8/20-23</td>
<td>Face to Face Meetings</td>
<td>Pre-readings for CDDS 255 posted in Blackboard Deaf Education Learning Community Orientation Module Ch 1 IDEA, parental consent, comprehensive assessment</td>
</tr>
<tr>
<td>One</td>
<td>8/26</td>
<td>Review of statistics, validity, reliability, and scoring terminology</td>
<td>Chapter 4: Basic Statistical Concepts Chapter 5: Validity and Reliability Chapter 6: Scoring Terminology</td>
</tr>
<tr>
<td>MODULE</td>
<td>DATE</td>
<td>TOPICS/READINGS</td>
<td>ASSIGNMENTS</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Two</td>
<td>9/16</td>
<td>Professional Team Work</td>
<td>Chapter 7: Child Study Team &amp; Pre-referral strategies, classroom management techniques, help classes, remedial support, counseling, progress reports, screenings Chapter 8: Multidisciplinary Team, Testing Considerations, and Parental Participation in the Assessment Process: assessment plans, options for team, academic achievement evaluation, additional evaluations, parent interview, confidentiality</td>
</tr>
<tr>
<td>Three</td>
<td>9/23</td>
<td>Assessment Methods, Academic Assessment, Woodcock-Johnson and Brigance Assessments</td>
<td>Chapter 3 Methods of Assessment Chapter 9 Assessment of Academic Achievement: reading, reading assessments, math, written expression, spelling, comprehensive assessments Spragins, A., Blennerhassett, L., &amp; Mullen, Y. article at <a href="http://research.gallaudet.edu/Assessment/intellec.php">http://research.gallaudet.edu/Assessment/intellec.php</a></td>
</tr>
<tr>
<td>MODULE</td>
<td>DATE</td>
<td>TOPICS/READINGS</td>
<td>ASSIGNMENTS</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>9/30</td>
<td>Multiple Disabilities</td>
<td>Van Dijk, et.al Multiple Disabilities article Ch 8 The Multidisciplinary Team and Parental Participation in the Assessment Process Midterm QUESTIONS</td>
</tr>
<tr>
<td>Three</td>
<td>10/7</td>
<td>Midterm Exam</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Three</td>
<td>10/14</td>
<td>Early Childhood, Informal Assessment, Other Areas</td>
<td>Informal Assessment: Cohen and Spenciner Chapter 14 Early Childhood Assessment: Early childhood intervention, assessment procedures, IFSP, working with family in assessment, measures. Chapter 15 Other Areas of Assessment</td>
</tr>
<tr>
<td>Four</td>
<td>10/21</td>
<td>Assessment of Intelligence and Behavior.</td>
<td>Chapter 10: Assessment of Intelligence: intellectual ability, verbal and performance subtests, WISC-IV, other measures Chapter 11: Assessment of Behavior: functional behavior, behavior intervention plans, environmental, test response, social-emotional development, adaptive behaviors</td>
</tr>
<tr>
<td>Five</td>
<td>11/1- 11/3</td>
<td>ON CAMPUS face to face meetings</td>
<td>TOPIC PRESENTATIONS due</td>
</tr>
<tr>
<td>MODULE</td>
<td>DATE</td>
<td>TOPICS/READINGS</td>
<td>ASSIGNMENTS</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Five</td>
<td>11/11</td>
<td>Eligibility, preschool transition</td>
<td>Chapter 19 Eligibility Procedures Hands and Voices Bridge to Preschool Article</td>
</tr>
<tr>
<td>Five</td>
<td>11/18</td>
<td>IFSP/IEP Development Designated Services</td>
<td>Chapter 20 Development of the IEP “Writing Measurable IEP Goals” text Bateman &amp; Herr Writing Measurable IEP Goals text RESEARCH PAPER DUE</td>
</tr>
<tr>
<td>Five</td>
<td>11/25</td>
<td>Adult Transition and Planning</td>
<td>IEP WRITE UP DUE FINAL EXAM QUESTIONS</td>
</tr>
<tr>
<td></td>
<td>12/2</td>
<td>ASL Assessment Review</td>
<td>McArthur-Bates Communicative Development Article ASSESSMENT REPORT DUE</td>
</tr>
<tr>
<td></td>
<td>12/9</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
## CDDS 262 - Syllabus for Seminar in Speech for the Deaf  
Fall 2012, California State University, Fresno

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Name  Nan Barker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 3.0</td>
<td>Office Number PHS 227</td>
</tr>
<tr>
<td>Time –Weekly online instruction and ten face-to-face hours required during 2 weekends of required attendance on the CSU Fresno campus. One hour every two weeks of required synchronous meetings, Thursdays 6-7AM or 4-5 PM</td>
<td>E-Mail <a href="mailto:nanb@csufresno.edu">nanb@csufresno.edu</a> Responses to email messages with your full name and CDDS 262 in the subject heading will be given within 2 work days of receiving the message.</td>
</tr>
<tr>
<td>Location of face-to-face meetings: PHS 215</td>
<td>Telephone (559) 278-6940</td>
</tr>
<tr>
<td>Website – To access the course on Blackboard login to <a href="http://blackboard.csufresno.edu">http://blackboard.csufresno.edu</a> using your Fresno State username and password. For help with Blackboard contact The Blackboard Resource Center at 278-7373 or send an email to <a href="mailto:tiltsupport@csufresno.edu">tiltsupport@csufresno.edu</a>.</td>
<td>Office Hours Thursdays 2:30 PM – 4:00 PM Virtual office Department Address California State University, Fresno CDDS Dept., Deaf Education 5310 N Campus Drive M/S PH 80 Fresno, CA 93740-8019</td>
</tr>
</tbody>
</table>

### Catalog Description
Prerequisite:  CDDS 162, 202, permission of instructor Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum, (2 lecture, 2 lab hours) (Formerly CSD 262)

### Course Information
This course is an 80/20 hybrid course with 80% of the instruction online and 20% of the instruction in a face to face setting. This course will familiarize you with the types of assessment instruments and teaching strategies used to teach speech to Deaf and Hard of Hearing (D/HH) children, and will give you an opportunity to begin implementing appropriate speech techniques in lessons with children. You will also become familiar with related topics such as Cued Speech, current technology, and cochlear implants.

### Prerequisites
Basic knowledge and understanding of: speech and language development of deaf and hard of hearing children, audiological assessment information, hearing aids, cochlear implants, auditory development, speech acoustics, and lesson planning. Prerequisite learning modules: Introduction to spoken language, Describing spoken language, Daniel Ling philosophy, Auditory development, Writing behavioral objectives, Anatomy and physiology of speech production.

### Required Textbooks and Materials


**Recommended Textbooks**


**Technical Requirements:**

To take this class, you must have the following:

- A computer with a good quality webcam and high speed internet access.
- Firefox web browser on your computer. Free Firefox download at http://www.mozilla.com/ Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
- An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
- Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: Microsoft WORKS is not compatible with Microsoft Office applications. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: http://www.adobe.com and download the free reader. You will need this plug-in to access documents posted in this class.
- Quicktime Player. If you do not have this, it is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
- Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
- It is your responsibility to resolve any technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

**Course Organization**

The course will follow the tentative schedule. Any changes will be noted by announcement in Blackboard or with an email message to students.

**Primary Learning Outcomes**

1. Administer the Ling Phonetic-Phonologic Speech Evaluation
2. Assess, execute, and evaluate weekly individualized speech lesson with a Deaf/Hard of Hearing (D/HH) student.
3. Given a videotape of a D/HH student speaking:
   - Identify two major areas of speech in which the child needs intensive speech work
   - Select the area most crucial to developing intelligible speech
• List in detail specific activities to remediate errors
4. Complete CDDS 262 and Chapter Outlines and Research Summaries
5. Compare and contrast Cued Speech and Visual Phonics: the major features, the advantages, and disadvantages
6. Demonstrate communication strategies for individuals who are deaf and blind
7. Develop a file of speech activities appropriate for D/HH students using at least 8 resources
8. Transcribe spoken nonsense syllables into Northampton symbols
9. Use established systems to identify syllabification and phrasing
10. Write a 5-6 page research paper on a topic related to speech development and present research to the class

Examinations and Major Assignments
A. Tests (4 tests, 25 points each, 100 points total)
There will be four tests covering course readings, class lectures and discussions. Online test items will be multiple choice, short answer, or true/false. One make-up quiz will be allowed.

B. Practicum (100 points for teaching, 50 points for portfolio)
With the support of your university instructor, you will find a classroom with a credentialed DHH teacher in your area to teach a minimum of 12 speech lessons to one Deaf or hard of hearing child for the entire semester. The university instructor will supervise your lessons with either direct supervision or asynchronous supervision through video. Written lesson plans and detailed description of teaching material will be submitted via email at least three days before each scheduled practicum. Before each lesson is taught you will incorporate any suggestions from the instructor by revising your lesson before teaching. During the speech practicum sessions, you will document student responses. After completing each session of practicum, you will add your own evaluation of the lesson and documentation of student responses to the electronic copy of the revised lesson plan. Lesson plans will include an activity from each of the following areas:
   Articulation Instruction and Practice
   Vocabulary Development
   English Language Structure (grammar)
   Conversational Use of Language
   Auditory Based Activities
   Phonemic Awareness
You will submit a digital video of the speech lesson for each lesson
Your practicum performance will be evaluated using the following criteria:
   Teaching effectiveness (including perceptiveness and flexibility)
   Ability to communicate with client
   Quality of lesson plans
   Quality of clinical materials
   Implementation of professor’s suggestions
   Punctuality (of lesson plans and practicum attendance)
Practicum grading rubric is posted to Blackboard.

Practicum portfolio
At the end of the semester, you will submit a practicum portfolio that includes:

- An evaluation of speech sound production of your student at the beginning of the semester and at the end of the semester
- Lesson plans with added self-evaluations and documentation of student progress for each lesson
- Samples of materials used
- Log of practicum hours
- Copies 4 digital videotapes of your speech lessons

Practicum portfolio grading rubric is posted to Blackboard.

C. Speech Activities File (50 points)
To begin developing a collection of appropriate speech activities to use in your own classroom, and to become familiar with well known resources and authorities in the field of speech for the deaf, you will submit a speech activities file, including the reference (author, date, page) for each activity. The file can be an electronic document or the file can be typed or neatly printed in ink on index cards and put in a file box. The file will be submitted with an APA reference list including at least 8 sources. File will include the areas of:

<table>
<thead>
<tr>
<th>Articulation</th>
<th>Cards</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowel production</td>
<td>5 cards</td>
<td>listing front vowels, back vowels, central vowels, r-colored vowels and diphthongs</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>drills for practice as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>3 cards</td>
<td>Additional activities for practicing vowels from other sources</td>
</tr>
<tr>
<td>Common vowel errors</td>
<td>5 cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 card each</td>
<td>neutralization, substitution, diphthongization, prolongation, nasalization. Describe remediation strategies for each</td>
</tr>
<tr>
<td>Consonant production</td>
<td>18 cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>Reference card listing the manner and place of production for all consonant sounds.</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>syllable drills for semi-vowels sounds as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>syllable drills for fricative sounds as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>syllable drills for plosive sounds as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>syllable drills for stop sounds as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>syllable drills for nasal sounds as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>1 card</td>
<td>syllable drills for liquid sounds as outlined by Daniel Ling</td>
</tr>
<tr>
<td></td>
<td>10 cards</td>
<td>articulation activities from additional sources</td>
</tr>
</tbody>
</table>
Articulation Cards Activity
Rhythm
15 cards
13 cards Best activities for phrasing, stress/accents, syllabification
1 card Rules for Phrasing (Clarke Curriculum)
1 card Rules for Syllabification (Clarke Curriculum)

Voice
15 cards
1 card Ling subskills for vocalization
1 card Ling subskills for loudness
1 card Ling subskills for pitch
1 card Ling subskills for duration
11 cards Activities for breathing/breath control, resonance/nasality, pitch, quality, and loudness

ALL SPEECH SOUNDS NEED TO BE WRITTEN USING NORTHAMPTON SYMBOLS. You will need to change IPA symbols found in resources to the appropriate NH symbol.

Your activities file will be evaluated using the following criteria:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness/ accuracy</td>
<td>20</td>
</tr>
<tr>
<td>Organization/ clarity</td>
<td>10</td>
</tr>
<tr>
<td>Thoroughness of bibliography/ APA format</td>
<td>1</td>
</tr>
<tr>
<td>Efficiency of reference retrieval</td>
<td>10</td>
</tr>
</tbody>
</table>

Five percentage points will be deducted from the final grade for each calendar day late.

**D. Current Issues Research Paper** (50 points)

You will research a current issue related to spoken language for deaf or hard of hearing students. Topic must be approved by the instructor. Using the Publication Manual of the American Psychological Association, 6th Ed, you will prepare a Literature Review (Section 1.02) of the topic selected. A minimum of 5 sources (2 published in the last 2 years and 3 resources published in the last 5 years) must be cited in the paper. You will research, summarize and compare original source research based on research with data collection in a 5-6 page, approximately 1500 word, typewritten paper using APA guidelines. You must include a Title page (Section 2.01 - 2.03), Abstract Section 2.04), Introduction (Section 2.05), Conclusion (Section 2.08) and References (Section 2.11)

Possible topics include: Cochlear implant research in 2010 and 2011, Current technology of hearing aids and auditory trainers, Brain development research related to rehabilitation or speech development, Speech development, Speech Intelligibility. Five percentage points will be deducted from the final grade for each calendar day paper is late.

**Online presentation**

You will be required to provide an online presentation on your researched topic. The presentation should highlight the research found. You will need to have visual materials to support your presentation. Your paper and presentation will be evaluated using the following criteria:

<table>
<thead>
<tr>
<th>Evaluated on:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of APA guidelines</td>
<td>10</td>
</tr>
<tr>
<td>Organization/flow</td>
<td>5</td>
</tr>
</tbody>
</table>
Evaluated on:                  Points
Writing style                  10
Content                        10
Clarity of expression          5
Online presentation            10

E. Chapter Outlines and Research Summaries (25 points)
All chapter outlines and chapter summaries will be turned by the last day of instruction. Please see tentative schedule for assigned articles and chapters to summarize. Article summaries need to include the following information: title, authors, APA Reference, size and description of subjects, measurement tools, and a 1-2 paragraph summary of the discussion and conclusion. See outline provided on Blackboard. Chapter summaries need to include information under each chapter heading and can be in outline form.

F. Participation (25 points)
Five points will be deducted for each synchronous class meeting missed. One point will be deducted for each Discussion Board item with less than two posts.

G. Final Examination (100 points)
For your final exam, you will watch a videotaped speech sample of a child with a hearing loss and you will identify the two major speech errors affecting intelligibility and state your rationale for your choice. You will then describe the 6 most appropriate activities for remediating each error.

Study Expectations
It is usually expected that students will spend approximately 3 hours of study time outside of class for every one hour in class. Since this is a 3-unit graduate level class, you should expect to study or work on projects an average of 9 hours per week for this class. Some students may need more outside study time and some less.

Participation Standards
Active participation in synchronous class meetings is required. For each synchronous class meeting, there will be two opportunities to participate. Students will select a morning or afternoon time. Five points will be deducted from the participation score for each synchronous class missed. Weekly access to Blackboard is required. Discussion Board items require more than one post per item.

Grading

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>100 points</td>
<td>(20%)</td>
</tr>
<tr>
<td>Practicum</td>
<td>100 points</td>
<td>(20%)</td>
</tr>
<tr>
<td>Practicum Portfolio</td>
<td>50 points</td>
<td>(10%)</td>
</tr>
<tr>
<td>Current Issues Research Paper</td>
<td>50 points</td>
<td>(10%)</td>
</tr>
<tr>
<td>Speech Activities file</td>
<td>50 points</td>
<td>(10%)</td>
</tr>
<tr>
<td>Summaries and Notes</td>
<td>25 points</td>
<td>(5%)</td>
</tr>
<tr>
<td>Participation</td>
<td>25 points</td>
<td>(5%)</td>
</tr>
</tbody>
</table>
Total number of points possible is 500 points.

**Assignment and Examination Schedule**
See Attached Tentative Schedule
This syllabus and schedule are subject to change in the event of extenuating circumstances.

**Course Policies & Safety Issues**

**Communication Protocol**
If you wish to contact the instructor, please do so by e-mail. Please make sure you type ‘CDDS 262’ in the subject heading. You can usually expect a reply within 48 hours if you send the e-mail between Sunday evening and Friday morning.

**University policy**
Reasonable accommodations for learning and evaluation can be made for students with disabilities who have identified themselves to the university and the instructor. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811)
The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

**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 Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

**Plagiarism Detection:**
The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports will not be available for your viewing.

**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."

**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.

**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/docs/copyrtpolicyfull.pdf)
TILT’s 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.

The mission of the Department of Communication Sciences and Disorders 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.

CDDS 262 Tentative Schedule Fall 2012

August 17-19, 2012
Attend orientation to Deaf Ed MA degree program on the CSU Fresno campus.
CDDS 262 Introduction, course outline, review phonetics, orientation to Blackboard, practicum, hearing aid checks.
Arrange for weekly practicum with a deaf or hard of hearing student in your area. Email instructor for approval of practicum placement.
READ Course materials posted on Blackboard in the Prerequisite modules.
READ AND PRINT OUT hearing aid check document and chart
BEGIN Module 1 Transcription

August 20-24, 2012
Review of Prerequisite materials posted online.
Read information in Lesson Plans tab
Assignments for the week
Prepare introduction lesson for practicum student.
Upload Lesson Plan 1 as an assignment on Blackboard under the Lesson Plans tab.
Meet student for practicum. Document hours on practicum log. Record experiences in evaluation of the lesson plan. Save lesson plan and comments in practicum portfolio.
Begin planning next lesson plan. Due by 3PM August 27, 2012
Send calendar of 12 practicum sessions to instructor.

August 27-31, 2012
The Ling Philosophy, Ling notes, review of speech acoustics.
Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.
READ everything in Module 2, The Ling Philosophy
Assignments for the week
Prepare lesson plan and post to Blackboard by Monday at 3 PM.
READ Tye-Murray Ch. 15, School Age Children Who Have Hearing Loss.
OUTLINE Tye- Murray Ch. 15 pp.620 – 622 Classroom Acoustics, pp. 622-632 Speech, Language and Literacy and pp. 646-650 Speech and Language Therapy
Complete Test #1 on Blackboard, Matching of Terms

September 3-7, 2012
Ling Phonetic-Phonologic Evaluation, Language Development, CASLLS, Phonological Processes
Look over documents posted under Assessment of Spoken Language.

Assignments for the week
Prepare lesson plan and post to Blackboard by Monday at 3 PM.
Review Ling Phonetic-Phonologic Evaluation Handout
Practice administering assessment
READ Blackboard: Marschark Ch. 5 Language Development and Marschark Ch. 6 Cognitive Development.
POST Journal entry on Blackboard History of Oral Deaf Education

September 10-14, 2012
Discuss auditory development and speech acoustics

Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

Assignments for the week
Prepare lesson plan and post to Blackboard by Monday at 3 PM.
READ pp. 1-76, Cochlear Implants, Navigating a Forest of Information … One Tree at a Time. Link is on Blackboard
READ Chute and Nevins, Ch. 6 Developing Auditory Skills
OUTLINE Tye-Murray Ch. 4 Auditory Training

September 17-21, 2012
Voice, prosody, vowels and consonants, AuSpLan

Assignments for the week
Prepare lesson plan and email by Monday at 3 PM.
READ Blackboard: AuSpLan
BEGIN working on Speech Activities file, due October 7th

September 24-28, 2012
Test #2 Auditory Development (Approx. 1 hour)
Assessment, review CASLLS, writing IEP goals

Assignments for the week
Prepare lesson plan and post to Blackboard by Monday at 3 PM.
READ Blackboard: Estabrooks, Auditory-Verbal Therapy and Practice, Ch. 1
OUTLINE Tye-Murray Ch. 2 Assessing Hearing Acuity and Speech Recognition
OUTLINE Tye-Murray Ch. 3 Listening Devices and Related Technology

October 1-5, 2012
SPEECH FILE due at the beginning of class
**Synchronous class meeting** - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

Oral Deaf Education, functional hearing, hearing aids, FM systems

**Assignments for the week**

Prepare lesson plan and post to Blackboard by Monday at 3 PM.


**October 8-12, 2012**

Cochlear implants, video practice

**Assignments for the week**

Prepare lesson plan and post to Blackboard by Monday at 3 PM.


**October 15-19, 2012**

Early Intervention **Synchronous class meeting** - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

**Assignments for the week**

Prepare lesson plan and post to Blackboard by Monday at 3 PM.


**October 22-26, 2012**
Visual Phonics, Cued Speech video practice

**Assignments for the week**
Prepare lesson plan and post to Blackboard by Monday at 3 PM.

**CSU Fresno Weekend November 2-4, 2012**
Research papers due. In class presentations, group discussion of research
Transcription evaluation
Video practice

**Assignments for the week**
Lesson plan due Monday November 15, by 3 PM
Read Cued Speech materials

**November 5-9, 2012**
See Weekend Nov 2-4 assignments

**November 12-16, 2012**
Communication strategies for Deaf Blind students

**READ:** http://www.nationaldb.org/dbp/current.htm AND http://www.aadb.org/
**OUTLINE:** http://www.aadb.org/factsheets/db_communications.html
**OUTLINE:** Topics in current issue of Deaf-Blind Perspectives

**November 22, 2012**
Thanksgiving Holiday

**November 26-30, 2012**
Lesson development using Speech file
**Video practice**

**Assignments for the week**
Prepare lesson plan and post to Blackboard by Monday at 3 PM.
Review class readings.
Video practice on Blackboard, Practice transcription

**December 3-8, 2012**
**Video practice**
Review for final exam

**December 10-14, 2012**
Prepare for final exam
California State University Fresno- Fall 2012

CDDS 263 - Seminar in Language for Deaf and Hard-of-Hearing Children

Contact Information
Instructor: Chantel M. Cox, M.A., NAD V, RID CI/CT
E-mail: chantelc@csufresno.edu
Phone: (559)278-2423 CDDS Office
Class Meetings: Online (80%) and On Campus TBA (20%)
Office Hours: By appointment only.

Course Description:
This 3 unit course focuses on the language issues of deaf and hard of hearing children; techniques of remediation; use of specialized equipment/methods/approaches and development of teaching materials.

Prerequisites:
CDDS 163 and permission of instructor.

Course Rationale:
This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of DHH children specifically in the acquisition and learning of language. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Topics to be covered are: various language development theories, functions of language, optimal linguistic environments, and various methods/approaches/and strategies to be used in a DHH classroom.

Student Outcomes:
Students are expected to do the following:
1. Review the CDDS 106 terminology (see the enclosed list).
2. Each student will attend and participate in the Face to Face Meetings. See class schedule for dates. Times will be announced in the weekly announcements in Blackboard. You are REQUIRED to check weekly announcements at the beginning of each week.
3. Each student will meet online when notated in syllabus. When online meetings are required they will be held twice during the week. Students can choose either session. One will be set for the evening; the other will be for morning.
4. Give a one hour comprehensive seminar/presentation on a topic related to language learning and deafness (topic MUST have prior approval from
instructor). An outline or agenda will be given to each student and the instructor. A separate page with 15 well designed multiple choice/true-false test questions developed from your presentation will be provided to each student and the instructor. These questions must reflect higher level thinking, and may be used on the final exam. Your one hour seminar will occur when we meet online as a class. Dates will be assigned once groups have been established.

5. Each student will demonstrate his/her knowledge of the content of the Schirmer text and lecture information through periodic quizzes and tests. Test will be posted on Blackboard and are to be submitted to me, via email by the due dates posted.

6. Each student will complete lessons designed for differentiated learning based on the Cummin's Model and Bloom's Taxonomy. This assignment will be submitted via the online journal in Blackboard.

7. Each student will write and submit a research paper via email.

8. Each student will present an Demo lesson using a method/approach discussed in class. Demo lessons will be video recorded and submitted to the instructor and later viewed by classmates.

9. Each student will participate in class by completing modules, assignments, Journal Entries, Discussion Board Questions and other assignments.

Each student will sign for themselves during the class presentation. Every student in the class is expected to participate in evaluating each other student's presentation/seminar.

Website Information and Support:
To access the course login to Blackboard (http://blackboard.csufresno.edu) using your Fresno State username and password.
For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Technical Requirements:
To take this class, you must have the following:
19. A computer with a good quality webcam and high speed internet access.


21. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
22. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: Microsoft WORKS is not compatible with Microsoft Office applications. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.

23. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: http://www.adobe.com and download the free reader. You will need this plug-in to access documents posted in this class.

24. Quicktime Player. If you do not have this, QuickTime Player is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.

25. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.

26. It is your responsibility to resolve any technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Required Texts:

Recommended Texts:

Required Reading:
These readings and/or their internet links will be posted in Course Documents on Blackboard. More readings to be added as the instructor sees fit.
Bailes, C. (2001). Integrative ASL-English Language Arts: Bridging paths to literacy. Sign Language Studies, 1(2), 147-174. (access thru the library’s electronic journal site. This works best on campus)

California Framework Websites
Go to the following website to find frameworks
http://www.cde.ca.gov/ci/cr/cf/allfwks.asp

Communication Protocol:
- If you wish to contact the instructor, please do so by e-mail. Please make sure you type ‘CDDS 263’ in the subject heading. You can usually expect a reply within 48 hours if you send the e-mail between Sunday evening and Friday morning.

- In your videos or live situations, you are expected to use American Sign Language.

Grading:
Grades will be based on the following:
- 25% Quizzes and Tests
- 15% Student Presentations
- 10% Demo Lesson
- 15% Research Paper
- 15% Face to Face and Class Participation
- 10% Discussion Board, Vlogs and Journal Entries
- 10% Final Examinations

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified before the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following percentage totals:
90-100 = A
80-89  = B
70-79  = C
60-69  = D
< 60   = F
Note: Final percentages will be rounded off to the nearest whole number.
Quizzes and Tests:
Quizzes will be unannounced. Quizzes will be based on assigned readings and or lecture material recently discussed. Tests will be announced at least one week in advance. Test will be emailed to you, and are to be submitted to instructor via email by midnight of the due date.

Student Presentations:
You will research a topic related to Deaf/Hard of Hearing children and language issues. You and two other students will present as a group. Your presentation must be research based and include some practical application for a DHH classroom. You will a.) discuss the history of the topic b.) explain the prevalence of use in DHH classrooms and c.) model how it is to be used in a DHH classroom. You must provide your classmates with notes, or a PowerPoint of your presentation. You must also provide them with materials they will be able to utilize in their own classroom (ie: a list of websites, a variety of worksheets, sample writing prompts, etc.) A separate page with 15 well designed multiple choice/true-false test questions developed from your presentation will be provided to each student and the instructor. These questions must reflect higher level thinking, and may be used on the final exam. Your one hour seminar will occur when we meet online as a class. Dates will be assigned once groups have been established. You will present using ASL. You will be graded on content, form and use. You must obtain approval of your topic from the instructor prior to beginning your research.

Demo Lessons:
Students will create a lesson plan and carry out the lesson plan using appropriate materials. Classmates will be expected to participate in the lesson and give feedback. You will be expected to show a good understanding of characteristics of Deaf and Hard of Hearing students. You will be graded not only on the lesson plan you develop, but also on the delivery of your lesson plan in ASL. You will be assigned a specific method/approach/strategy (ie: LEA, DRTA, Interactive Writing, ASL/English, or Bi-Bi, etc.). Your demo lesson must model the anticipatory set, direct instruction, guided practice, independent practice and then discuss your assessment. While we will work on lesson plans appropriate for infants through adults, you will choose a specific grade level when doing your demo lesson. You will upload your assignment in Blackboard.

Research Paper:
Each student will write a 2000-word research paper (not including title page and the reference page) on a topic related to literacy and English language acquisition of deaf and hard of hearing Students. Suggested sources are: American Annals of the Deaf, Volta Review, Perspectives in Education and Deafness, Literacy and Deafness by Peter V. Paul, and Language and Literacy Development in Children who are Deaf by Barbara R. Schirmer. All sources for research should be published no earlier than 1995. Your research paper will be submitted to me using the assignment tool in Blackboard on or before the due date (see course schedule for specific due date).
Class Participation in Live Classes:
This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others’ views, and participates actively in small groups. All communication will take place using ASL. Interpreters will not be provided.

Discussion Board, Journal, Vlogs and Other Assignments:

Discussion Boards: You will respond to assigned topics posted by the instructor and respond to at least one other posting by another student on the Discussion Board. Discussion Board topics give you an opportunity to reflect and debrief about information you learned during each module.

Discussion Board Question #1: Please introduce yourself to the class. Tell us where you are from, what your work experience has been in educational settings, how you’ve been involved with Deaf education and or the Deaf community in the past, and what kind of teaching position you hope to have in the future. Tell us any other interesting facts about yourself that you feel comfortable sharing! We are looking forward to getting to know you!

Discussion Board Question #2: Please discuss Language Development Theories and various theories about second language acquisition vs. learning from Module 2 that will help you in your classroom. What will you apply in practical terms to help your students acquire language?

Discussion Board Question #3: Use your critical thinking skills to help you reflect on Module 3, regarding the Cummin's Model and Bloom's Taxonomy and differentiating instruction. What key concepts can you take from Module 3 to help make sure your lesson planning is effective for ALL of your DHH students?

Discussion Board Question #4: What experience do you have with IEP's? Are you overwhelmed and or intimidated by the thought of having to do IEP's? What are some resources you have to help you in your first and second year of teaching? What are some factors you will look at to help you determine how to transition a student from one grade level to another as well as from one type of placement into another? How will you continue to practice developing your IEP writing skills?

Discussion Board Question #5: Which strategies/methods/approaches do you feel most comfortable with at this point (LEA, DRTA, Interactive Writing, English/ASL, Bi-Bi, etc.)? Which methods/approaches/strategies do you feel will require more effort for you to apply in your DHH classroom?

Journal: You will reply to journal topics by writing a minimum of 2 paragraphs per entry, when assigned. Your first Journal Entry will be based on choosing a topic for your class presentation. In your second journal entry, you will be required to draw and label the Cummin's model. You will also be asked to create appropriate activities for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be asked to create lessons on a variety of topics. Make sure to use these lessons as a springboard for language regardless of the
topic. You will assume you have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Journal Entry #1
Choose a topic you'd like for your presentation. The topic must be related to language and Deaf or Hard of Hearing children. You must receive instructor approval on your topic. Write one paragraph about your topic and what you plan to do for your presentation. Remember, your presentation must be informative and have some sort of demonstration.

Journal Entry #2
Draw the Cummin's model and label each quadrant. Create an appropriate activity for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be teaching a lesson on money. Make sure to use this lesson as a springboard for language. You have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Draw the Cummin's model and label each quadrant. Create an appropriate activity for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be teaching a lesson on verbs. Make sure to use this lesson as a springboard for language. You have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Draw the Cummin's model and label each quadrant. Create an appropriate activity for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be teaching a lesson on the water cycle. Make sure to use this lesson as a springboard for language. You have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

NOTE: You will be tested on this. Look at the rubric under the "Rubrics" Section to become familiar with the expectations to ensure you earn a decent grade.

Vlogs will be 5-10 minutes maximum. You need to ask questions, share experiences, and show critical thinking by giving good insights on the topic at hand.

Vlog #1:
Record yourself for 3-5 minutes defining, in sign, the following terms.
1. Communication
2. Language
3. Language Learning
4. Language Acquisition
5. i+1, zpd, scaffolding
6. Recasting

Vlog #2:
Record a 5-10 minute VLOG. In your VLOG you must discuss/define/explain the Cummin's Model. Reflect on your Journal Entries and explain why you chose each
activity for the various quadrants. Explain whether or not you found the assignment challenging and easy and why. Also, explain how you will utilize the Cummin's Model in your own classroom and what benefits you think you will see from it. What will some of the challenges be?

Other Assignments:

1. **Deaf Education Observation:**
   Write a one page summary of your experience in DHH classrooms. Be sure to comment on the type of communication used. (ie: Which specific languages and/or systems were used? What are some of the pros and cons of those systems/languages, based on your interaction with the students and their ability to communicate expressively, receptively - in sign, orally, and in written English? What types of academic tasks were challenging for the students? *Please do not give any specific identifying information - do not list the name/location of the school setting, do no use student or teachers real names, etc.) The due date for this write up is: ???? 2012.

2. **Communication/Language Observation:**
   You must observe a child/care-taker (ie: parent, grand-parent, baby-sitter, etc.) for about an hour. Focus on the type of communication and/or language being used. Is it being elicited? What are the attempts made by the child? What types of responses is the adult giving? Which language development theory do you see at play here? What are the adult contributions to language? Which level of Halliday's Function of Language is the child at? Is language being learned or acquired? etc.
   After your observation, write up a 1-2 page summary of your observations. You can use identifying information such as gender of child and care-taker, approximate age of child, relationship between the child and care-taker, setting, activity, etc. Please do not use real names. The due date for this write up is: ???? 2012.

3. **Creating an Optimal Linguistic Environment to create a positive Behavior Climate in your Classroom.**
   Create a list of 15-20 things you will do to maintain a well managed, positive classroom environment so that students will be engaged. Be sure to include specific resources you may utilize if you are having difficulty managing behavior with any particular student(s). Be sure to consider meeting the needs of students who may have Autism, ADHD, emotional disorders, etc.
   Due: _____________________

4. **PLOP Write Up Assignment**
   a) Email me to request three writing samples from deaf students. You may request a specific grade level (ie: Elementary, Middle or High School level).
   b) Review the writing sample.
   c) Write up a Present Level of Performance for each student (Student A, Student B, Student C), explaining the student's strengths and weaknesses as displayed in the writing sample. You are to assume the the sample given to you is a fair representation each of the student's abilities.
5. **IEP Goals and Objectives**
Using your Present Level of Performance Write Ups, create an appropriate goal and objectives for each of your student's IEPs. Make sure they are specific, measurable, attainable, realistic, and timely (SMART).

**DUE: ????, 2012**

6. **CREATING LESSON PLANS FROM PLOP/IEPs**
1. Using the 3 month benchmark you developed for Student A, create a lesson plan that would be an appropriate stepping stone towards helping the student achieve his/her goal. The lesson plan needs to have the following parts:
   a. Content Standard
   b. Behavioral Objective
   c. Motivation/Anticipatory Set
   d. Materials
   e. Direct Instruction
   f. Guided Practice
   g. Independent Practice
   h. Assessment
   i. Follow Up

   **Due: ????, 2012**

2. Using the 3 month benchmark you developed for Student B, create a lesson plan that would be an appropriate stepping stone towards helping the student achieve his/her goal. The lesson plan needs to have the following parts:
   
   a. Content Standard
   b. Behavioral Objective
   c. Motivation/Anticipatory Set
   d. Materials
   e. Direct Instruction
   f. Guided Practice
   g. Independent Practice
   h. Assessment
   i. Follow Up

   **Due: ????, 2012**

3. Using the 3 month benchmark you developed for Student C, create a lesson plan that would be an appropriate stepping stone towards helping the student achieve his/her goal. The lesson plan needs to have the following parts:
   
   a. Content Standard
   b. Behavioral Objective
   c. Motivation/Anticipatory Set
d. Materials  
e. Direct Instruction  
f. Guided Practice  
g. Independent Practice  
h. Assessment  
i. Follow Up  

Due: ????, 2012

Final Exam:
The final exam will consist of multiple choice and true false questions submitted by you and your classmates. The test will cover information you presented during your class presentations focusing on Deaf and Hard of Hearing children and language development and education.

Subject to Change Statement
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.  
Note: If you are teaching an online course and plan to give your exam online, or not meet the class on the final exam day in your classroom, you need to inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

Course Policies & Safety Issues.

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UNIVERSITY POLICY & PROCEDURES

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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:

- **g)** understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- **h)** neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- **i)** take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

**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).

**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.

**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:
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www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf
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**Tentative Course Schedule: (Subject to change)**

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.

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<td>On Campus - Activities</td>
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<tr>
<td>8/18</td>
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<td><em>Orientation Module</em>&lt;br&gt;<em>Syllabus</em>&lt;br&gt;<em>Submit BlackBoard Tutorial</em>&lt;br&gt;<em>Certificate of Completion</em>&lt;br&gt;<em>Syllabus Quiz</em>&lt;br&gt;<em>CDDS 263 Journal Entry #1 (Presentation Topic)</em>&lt;br&gt;<em>Discussion Board Question #1</em>&lt;br&gt;<em>Meet with Group to prepare for Presentation</em></td>
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<td></td>
<td>Introduction, Blackboard Orientation, Set up Group Presentations, Choose Topic, Obtain approval</td>
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<tr>
<td>Week of 8/27</td>
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<td></td>
<td>Language Development Theories Application to Early Intervention Comprehensible Input (i+1, zpd, scaffolding) Bloom’s Taxonomy Haliday’s Function of Language</td>
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<td>Week of 9/3</td>
<td><strong>Module 3</strong></td>
<td>Schirmer Text – Ch. 2&lt;br&gt;<em>Language Development Within the Classroom Setting</em>&lt;br&gt;<em>An Educational Rationale for Deaf Students with Multiple Disabilities</em>&lt;br&gt;<em>Language and Play in Students with Multile Disabilities and Visual Impairments or Deaf-Blindness</em>&lt;br&gt;<em>The State of Public Education</em>&lt;br&gt;<em>Bloom’s Taxonomy</em>&lt;br&gt;<em>Second Lang. Acq.</em>&lt;br&gt;<em>ONLINE MEETING – Times TBA</em>&lt;br&gt;<em>Journal Assignment #2 (Cummin’s Model Activity)</em>&lt;br&gt;<em>Journal Assignment #2 VLOG #2</em>&lt;br&gt;<em>Optimal Linguistic Environment List Activity</em>&lt;br&gt;<em>Review for Test #1</em></td>
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<td><strong>IEP – Training, State of CA</strong></td>
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<td><strong>PLOP Write Up of Writing Sample Due</strong></td>
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<td><em>Principles for Reading</em>&lt;br&gt;<em>Unlocking the Curriculum</em>&lt;br&gt;<em>Review of Lit.</em>&lt;br&gt;<em>Using Balanced and Interactive</em>&lt;br&gt;<strong>Start working on Lesson Plan for Demo Lesson</strong>&lt;br&gt;<strong>ONLINE MEETING – Times TBA</strong></td>
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<td><strong>Cont. Module 5</strong>&lt;br&gt;Review of Methods/Approaches/Strategies and specific modifications for DHH students (DRTA, LEA, Interactive Writing, Natural Approach, Structured/Analytical Approach, Bi-Bi)</td>
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DHH Credential, Fresno State, CDDS 263        January 2012        205
California State University Fresno- Fall YEAR

CDDS 264 - Seminar in School Subjects for Deaf and Hard-of-Hearing Children

Contact Information
Instructor: Chantel M. Cox M.A., RID CI/CT, NAD V
E-mail: chantelc@csufresno.edu
Office: PHS 226
Office Phone: (559) 278-2423
Class Meetings: Online (80%) and On Campus TBA (20%)
Office Hours: By appointment.

Course Description:
Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre-K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required.

Course Rationale:
This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of DHH children. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Among the topics covered are: Classroom communication and discourse, differentiated instruction, active learning strategies, curriculum and content methods, assessment, and Individual Education Plans (IEPs).

Student Outcomes and Expectations:
Students in this course will be expected to do the following:

1. To be able to distinguish and critically examine current literature on the pedagogy of children who are deaf and hard of hearing particularly in regards to research-based practices in content area instruction.

2. Reflect critically on what they have learned, on the application of theory to practice, and on the work they have done as part of the graduate program, including previous field experiences.

3. Develop a repertoire of skills and practical approaches to the pedagogy of D/HH children, including differentiated instruction, as adapted from current best practices in regular and special education.

4. Design and construct a unit on a grade level topic that incorporates thematic approaches and differentiated instruction.

5. Develop an Individual Education Plan (IEP) for students based on their needs and strengths based on assessment results and to be able to demonstrate how to adapt and differentiate instruction of state mandated curriculum to fit student IEPs.
6. Each student will attend and participate in the Face to Face Meetings. See class schedule for dates. Times will be announced in the weekly announcements in Blackboard. You are REQUIRED to check weekly announcements at the beginning of each week. You should expect to log in to Blackboard 2-3 times per week. You are expected to spend approximately 7-10 hours per week doing coursework for CDDS 264.

7. Each student will meet online when notated in syllabus. When online meetings are required they will be held twice during the week. Students can choose either session. One will be set for the evening; the other will be for morning.

**Technical Requirements:**

To take this class, you must have the following:

- A computer with a good quality webcam and high speed internet access.
- Firefox web browser on your computer. [Free Firefox download](http://www.mozilla.com/) at http://www.mozilla.com/ Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
- An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
- Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications.* Alternatively, you may use [Open Office](http://www.openoffice.org) which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
- Adobe Acrobat Reader. If you do not have the [Adobe Acrobat Reader](http://www.adobe.com) go to: http://www.adobe.com and download the free reader. You will need this plug-in to access documents posted in this class.
- Quicktime Player. If you do not have this, [QuickTime Player](http://www.apple.com/quicktime/download/) is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
- Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.

It is **your** responsibility to resolve any technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

**Website Information and Support:**

To access the course login to [Blackboard](http://blackboard.csufresno.edu) using your Fresno State username and password.

*For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.*

**Required Texts:**


**Required Readings:**
Most if not all of these readings will be posted in Course Documents. More readings may be added as the instructor sees fit.

Website: [http://www.needsoutreach.org/Pages/sl.html](http://www.needsoutreach.org/Pages/sl.html) Embe Outreach, American Sign Language Library. The Deaf and Hard of Hearing Information Clearinghouse.

**California Department of Education Website**
Go to the following website to find resources for IEPs
[http://www.cde.ca.gov/sp/se/sr/iepresources.asp](http://www.cde.ca.gov/sp/se/sr/iepresources.asp)

**California Framework Websites**
Go to the following website to find frameworks

**Communication Protocol:**
- If you wish to contact the instructor, please do so by e-mail. Please make sure you type ‘CDDS 264’ in the subject heading. You can usually expect a reply within 48 hours, if you send the e-mail between Sunday evening and Friday morning.
- In your videos or live situations, you are expected to use American Sign Language.
Grading:
Grades will be based on the following:

- 30% Mid-term and Final Examinations
- 25% Course Project
- 15% Class Participation in Live Classes
- 15% Summary Videos on Readings
- 15% Discussion Board Vlogs

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified before the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following percentage totals:

<table>
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<tr>
<th>Percentage</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<td>60-69</td>
<td>D</td>
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<td>&lt; 60</td>
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Note: Final percentages will be rounded off to the nearest whole number.

Mid-term and Final Examinations:
These will be student-constructed. You will submit potential examination questions using verbs based on Bloom’s taxonomy a week in advance to the examination. These questions will be worth 10% of your exam grade. The instructor will construct your exam based on your question plus some additional questions as needed. The instructor reserves the right to reject your questions if they are deemed to be academically inferior. These exams will be take-home and will require that you cite your sources of information (See also the policy on cheating and plagiarism below).

Course Project:
You will design and write a thematic unit based on a California Curriculum Framework that incorporates differentiation, active learning strategies, adaptations for DHH students, and assessment including rubrics. Your unit will be based on the Differentiation in Practice framework. Your lesson must include five lessons for each of the following content areas: Social Studies, Math, English Language/Literacy, and Science (one lesson will be dedicated to the area of Health). You must weave concepts from all content areas into other areas. You must also include the Deaf Community or Deaf Culture or Deaf Role Models into your lesson in various places. Your thematic unit will be presented in a white 1½ inch binder. You will present this project to the class at the end of the semester.

As part of your Course Project, you will need to complete the following requirements:

Thematic Unit Proposal: Your proposal will be emailed to me by midnight of the due date (see weekly announcements). Keep an eye on the announcements for the specific date, but know that it will be sometime during the week of September 10th.

Thematic Unit Proposal Requirements:
1. **Description** - This portion should be 3-4 sentences with a general explanation of what students will do during the unit. (ie: Students will participate in hands on activities...students will use classroom discourse to understand....students will use technology....students will be exposed ________ concepts by... etc.)

2. **Student Demographics** - This portion of the proposal should list information describing the make up of the class (you can base this on your experience in various DHH classrooms over the last couple of years....what do these classes tend to look like?) You will need to list information such as: grade level, student ages, what % are male, what % are female, specify what types of hearing loss the students use, are they using amplification or not, explain that they may or may not have other special needs, explain that some use ASL, while others use sign supported speech, etc.

3. **Essential Overall Questions** - This section of your proposal should have 3 or 4 general questions about the topic at hand and why studying this unit is pertinent to students in the world. (ie: If you plan on choosing China as your thematic unit, one essential question you may have is "Why are understanding cultural differences important to society?" You are not necessarily going to teach to these questions directly, but they should be the underlying guidance for you, as the teacher, for teaching this particular theme.)

**Generative Topic**: Your Generative Topics will be emailed to me by midnight of the due date. Keep an eye on the announcements for the specific date, but know that it will be sometime during the week of September 10th. (Note: A copy of your Generative Topic is to be included in your Thematic Unit Binder).

A Generative Topic is a broad theme, or concept that you will thread through your unit. You will use this topic in a variety of ways to tie your lessons together.

Your topic should be interesting to students, interesting to you, the teacher, and allow for connections through various content areas. It is also important that you check to make sure the topic you choose is age-appropriate and has materials accessible for the grade/age level you are teaching.

You must have Generative Topics for Science, Mathematics, Social Studies and Literature. Concepts should be reinforced from one content area to another.

NOTE: Your Thematic Unit Project will contain 5 lessons for each of the following content areas: Literature, Science, Social Studies and Mathematics. When choosing your Generative Topics, you will want to make sure that you have enough creative ideas to cover each of the content areas. You will also try to weave Deaf adults/Deaf culture into a few of your lessons somehow.

**Unit Objectives and Instructional Strategies**
This assignment will be emailed to me by _____ at _____ pm. Keep an eye on your weekly announcements for more specific information. A copy of this assignment will be printed and included in your Thematic Unit Binder. You will use the various content standards across subject areas to come up with specific
unit objectives and instructional strategies for each content area (Social Studies, Science, Mathematics, Literacy and some focus on DHH issues).

**Unit Objectives:** Content Standards are very broad statements about general concepts to which the students will be exposed.

Your unit objectives should be more specific in terms of what you want the students to know/understand/do at the end of the unit. These objectives do not need to be written like S.M.A.R.T. lesson plan or IEP objectives. Unit objectives are more general than lesson plan/IEP goals, but more specific than content standards. They are more along the lines of expectations or outcomes.

i.e.:

*At the completion of this unit, students will be able to:*

1. Define the terms galaxy, solar system, planets, moons, stars and sun
2. Students will be able to discuss a 3-D model of the make up of our solar system
3. Student will list the qualities that make Earth suitable for human life as compared to other planets
4. Students will be able to discuss placement value when discussing distances between landforms on Earth and various spans of time in years, etc.

Keep in mind, you will have a long list of unit objectives...the unit objectives should include skills in Social Studies, Science/Health, Mathematics and Literacy. You should also try to include several objectives around the Deaf community, Deaf culture, Deaf role models, and if applicable, ASL. You can organize them in any fashion that appeases you (by subject matter or by chronological order as they appear throughout the unit). The important part is that they appear organized!

**Instructional Strategies:**

Instructional Strategies should be listed. Instructional strategies include methods/approaches/techniques, etc. that you will use to have students acquire/learn the skills you have set up goals and objectives for.

Some examples are include, but are not limited to:

- LEA activities
- games
- pairwork
- cooperative learning groups
- project design (costumes, creating a 3D model, panoramic, picture box, wind-chime, mask, irrigation system, etc.)
- quizzes
- homework
- skits
- class discussions
- research
- internet activities
- videos
- journal writing
- reading practice
- learning checks
- etc. etc.

You can organize them in any fashion that appeases you (by subject matter or by
chronological order as they appear throughout the unit). The important part is that they appear organized!

This assignment will be emailed to me by [blank] at [blank] pm. You will also print out a hard copy and include it in your Thematic Unit binder.

Unit Overview Matrix:
For this assignment you need to create a spreadsheet or table of some sort laying out the information contained within your thematic unit project.

It should be a document that you can show a substitute teacher, administrator, parent, etc. so that in a glance, they would have a clear idea of what is included in your unit. You may want to sketch this out at the beginning to help you develop a plan, but realize it will be a work in progress and most likely go through a number of transformations as your unit is being built.

You can break your matrix up into categories such as:
1. Content Areas
2. Objectives to be worked on
3. Materials (books, articles, websites)
4. Assignments (projects, worksheets, cooperative group activities etc.)

You will have to create a matrix that works for you and your unit. There are numerous samples online...feel free to Google them and find something that appeals to you. YOU MUST INCLUDE WAYS IN WHICH YOUR LESSONS HAVE BEEN DIFFERENTIATED!

You can organize your matrix in any fashion that appeases you (by subject matter or by chronological order as they appear throughout the unit). The important part is that it is fairly thorough and appears organized!

Class Participation in Live Classes:
This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others’ views, and participates actively in small groups. Attendance of Face to Face meetings are MANDATORY!

Discussion Board and Vlogs:

Discussion Board questions will be posted by the instructor. You will post a response as well as respond to at least one other posting by another student. Discussion Board topics give you an opportunity to reflect and debrief about information you learned during each module. Note: You must also reply to one of your classmates posts as well.
Discussion Board Question #1:
Please respond to the following two questions in this post:
1. How did you become interested in the field of Deaf Education?
   and
2. What experience have you had in a DHH classroom? Please do not name names, but be specific about what type of classroom it was, grade level, what mode of communication was used, etc.
Note: You must also reply to one of your classmate's posts as well.

Discussion Board Question #2:
Discuss how you plan to give students the opportunity to use discourse in your classroom on a daily basis.
   and
How will you create a positive behavior management system in your classroom? Be specific about what types of strategies you will employ.
Note: You must also reply to one of your classmate's posts as well.

Discussion Board Question #3:
Think back to your experiences as a young student. What are some ways your teachers differentiated instruction when you were in classes? Think about Science, Social Studies, Math, etc.
Note: You must also reply to one of your classmate's posts as well.

Discussion Board Question #4:
What are some ways you can connect Deaf Culture to Literacy in your DHH classroom? Explain why you think it is important to do so.
Note: You must also reply to one of your classmate's posts as well.

Discussion Board Question #5:
What are some places in your local community that you can take your students to discover the world of science? Explain why these places might be motivating to your students.
Note: You must also reply to one of your classmate's posts as well.

Discussion Board Question #6:
Reflect on your Social Study education. Did you enjoy this subject in school? Why or why not? How will this impact you as a teacher of DHH students teaching Social Studies?
Note: You must also reply to one of your classmate's posts as well.

Discussion Board Question #7:
Post a math word problem and explain in detail how you would teach a DHH student how to solve the problem using authentic experiences.
Note: You must also reply to one of your classmate's posts as well.
Discussion Board Question #8:
How do you feel about conducting an IEP meeting? Why? Be specific regarding what you are excited or nervous about. Where will you go for support?
Note: You must also reply to one of your classmates posts as well.

**VLOGs:** You will post an introduction VLOG during Module 1 introducing yourself. During Module 8, you will post a second VLOG explaining your experience(s) with IEPs. You will sign in ASL for each VLOG. Your VLOG should be a minimum of 5 minutes and not longer than 7 minutes. VLOGS will be posted in Blackboard.

**Other Assignments:**

*Interviews – Appropriate Behavioral Norms in Deaf vs. Hearing Environments (Module 2)*
You must Interview a total of 2 individuals. (One will be a Deaf person who has attended or is attending a Residential School for the Deaf, the second person will be a Deaf person who is attending or has attended a Mainstream Program.) You will ask them about specific Behavioral norms in Deaf Culture (see module notes) and determine whether or not they follow the same norms in an environment that is dissimilar (ie: Does the residential student follow the same norms when in a mostly hearing environment, and does the mainstream student follow the same norms when at an all Deaf event?).

Lastly, you will write a paragraph explaining how you will incorporate a way to introduce topics to your DHH students, on acceptable behavior in both settings. The goal is for students to be respect the fact that specific cultural differences do exist and to be able to articulate what behavior is appropriate for which setting and why.

*Stimulus/Response/Consequence (SRC) Chart Assignment (Module 2)*
You will observe one DHH student who is working on improving his/her behavior (any grade level, any setting). You will complete the SRC Chart and write an analysis based on your observations. You must include possible replacement behaviors you might attempt to model if he/she were your student. You must also come up with 3 possible consequences that might diminish the negative behavior or reinforce positive behavior. This will be worth an extra 10 points to your Midterm Exam.

*List of Resources (during Module 5):*
When transitioning your DHH students, you must set them up with a variety of resources. For this assignment, you are to compile a list of a minimum of twenty organizations that support individuals with hearing loss. The resources can include, but are not limited to: local agencies, local organizations, websites, professionals in the community, books, articles, etc. Don't forget about local and federal government programs alike. Make sure you have some that cover the areas of health, vocational training, advocacy, interpreting, etc. Your list must include a brief description of services and contact information.
IEP Goals/Objectives (during Module 8):
Write measurable IEP goals and objectives for the following subject areas:
1. Math - related to money (you can determine grade level)
2. Math - related to addition (you can determine grade level)
3. Math - related to solving equations with an unknown variable (you can determine grade level)

Mock IEP Reflection (during Module 8):
Please write a two page reflection of your experience preparing for and participating in the Mock IEP. Be sure to cover the title and role of the various multidisciplinary team members. What have you taken away from this experience that you will be able to apply to your own experience as a classroom teacher in the near future? Based on the Mock IEP, what are some other community resources the student may benefit from? This is a mandatory assignment that will be factored into your participation grade for the Face to Face meeting sessions.

UNIVERSITY POLICY & PROCEDURES
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 (278-2811).

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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

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).

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.

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:
www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf
TILT’s 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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>8/17</td>
<td><strong>Face to Face Meeting</strong></td>
<td>On Campus - Activities</td>
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<tr>
<td>8/18</td>
<td><strong>Face to Face Meeting</strong></td>
<td>On Campus - Activities</td>
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<tr>
<td>Week of</td>
<td>Module 1: Introduction and</td>
<td><strong>Blackboard Orientation</strong></td>
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<td>8/20/12</td>
<td>Orientation to course</td>
<td><strong>Certificate of Completion</strong></td>
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<td><strong>Syllabus Quiz</strong></td>
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<td><strong>Look at California Content Standards</strong></td>
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<td><strong>Discussion Board Question #1</strong></td>
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<td><strong>Introduction VLOG</strong></td>
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<td><strong>Begin thinking about Course Final Project (Thematic Unit)</strong></td>
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<td>Week of</td>
<td>Module 2: Reflective Teaching,</td>
<td><em>Ash;</em></td>
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<td>8/27/12</td>
<td>Communication, Classroom</td>
<td><em>Baldwin;</em></td>
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<td>Discourse, Behavior</td>
<td><em>Kretschmer &amp; Kretschmer;</em></td>
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<td>Management</td>
<td><em>Hartman;</em></td>
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<td><em>Marschark Introduction</em></td>
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<td><strong>Discussion Board Question #2</strong></td>
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<td><strong>Interviews – Behavioral Norms</strong></td>
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<td>Week of</td>
<td>Module 3: Differentiation,</td>
<td><strong>SRC Chart Assignment</strong></td>
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<td>9/3/12</td>
<td>Active learning approaches,</td>
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<td>Classroom Technology,</td>
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<tr>
<td>Week of</td>
<td>Module 3: Differentiation,</td>
<td><strong>Proposal for Unit Project due</strong></td>
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<td>9/10/12</td>
<td>Active learning approaches,</td>
<td><strong>Generative Topic for Unit due</strong></td>
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<td>Classroom Technology,</td>
<td><strong>Classroom Behavior Management Plan</strong></td>
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<td>Week of</td>
<td>Module 4: Literacy</td>
<td><strong>Marschark Ch 9;</strong></td>
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<td><strong>Tomlinson Part 1.</strong></td>
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<td><strong>Discussion Board Question #3</strong></td>
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<td><strong>Livingston;</strong></td>
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<td><strong>Stewart and Kluwin, Ch. 4;</strong></td>
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<td><strong>Teaching Literacy</strong></td>
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<td><strong>Mansilla, et al.</strong></td>
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<td><strong>Literacy Lesson Plan Due</strong></td>
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<td><strong>Discussion Board Question #4</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
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<tr>
<td>Week of 9/24/12</td>
<td>Module 5: Science and Health</td>
<td>Technical Science Signs&lt;br&gt;Easterbrooks &amp; Stephensen;&lt;br&gt;Stewart and Kluwin, Ch.2;&lt;br&gt;Teaching Science&lt;br&gt;California Science Framework and Standards&lt;br&gt;DeafMD website</td>
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<td>Week of 10/1/12</td>
<td>Cont.&lt;br&gt;Module 5: Science and Health</td>
<td>Science Lesson Plan Due (must include an experiment)&lt;br&gt;Health Lesson Plan Due&lt;br&gt;List of Resources for Deaf and Hard of Hearing Children&lt;br&gt;Discussion Board Question #5</td>
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<tr>
<td>Week of 10/8/12</td>
<td>Module 6: Social Studies</td>
<td>Stewart and Kluwin, Ch. 3.;&lt;br&gt;Teaching Social Studies&lt;br&gt;California Social Studies Framework and Standards</td>
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<tr>
<td>Week of 10/15/12</td>
<td>Cont.&lt;br&gt;Module 6: Social Studies</td>
<td>Social Studies Lesson Plan Due&lt;br&gt;Unit Objectives and Instructional Strategies Due&lt;br&gt;Discussion Board Question #6</td>
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<tr>
<td>Week of 10/22/12</td>
<td>Module 7: Mathematics</td>
<td>Stewart and Kluwin, Ch. 6.&lt;br&gt;Teaching Mathematics&lt;br&gt;California Mathematics Framework and Standards&lt;br&gt;Pagliaro and Kritzer</td>
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<tr>
<td>Week of 10/29/12</td>
<td>Cont.&lt;br&gt;Module 7: Mathematics</td>
<td>Math Lesson Plan Due&lt;br&gt;Discussion Board Question #7&lt;br&gt;Unit overview matrix due&lt;br&gt;Bring mid-term questions.</td>
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<tr>
<td>11/2</td>
<td>Face to Face Meeting</td>
<td>On Campus - Activities</td>
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<td>11/3</td>
<td>Face to Face Meeting</td>
<td>On Campus - Activities</td>
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<tr>
<td>11/4</td>
<td>Face to Face Meeting</td>
<td>On Campus - Activities</td>
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<tr>
<td>Week of 11/5/12</td>
<td>Module 8: Assessment, IEPs and Itinerant Teachers</td>
<td>Bateman &amp; Herr&lt;br&gt;Yager &amp; Luckner&lt;br&gt;VLOG regarding IEPs</td>
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<tr>
<td>Week of 11/12/12</td>
<td>Cont. Module 8: Assessment, IEPs and Itinerant Teachers</td>
<td>California Department of Education – Resources for IEPs&lt;br&gt;Measurable IEP goals due&lt;br&gt;Discussion Board Question #8&lt;br&gt;Mock IEP Reflection Write Up (this will be held during the Face to Face Meeting)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
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<tr>
<td>Week of 11/19/12</td>
<td>Work on Final Projects</td>
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<td>Week of 11/26/12</td>
<td>Work on Final Projects</td>
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<td>Week of 12/03/12</td>
<td>Final Project Presentations</td>
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<tr>
<td>Week of 12/10/12</td>
<td>Final Project Presentations</td>
<td><strong>Bring Final Exam questions</strong></td>
</tr>
</tbody>
</table>

**Final Exam posted via e-mail**

**Take-Home Final Exam Due**

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.
California State University Fresno

CDDS 260 – Clinical Practicum Education of the Deaf
Spring 2012

Instructors: Nan Barker    Chantel Cox
E-mail: nanb@csufresno.edu  chantelc@csufresno.edu
Office Phone: (559) 278-6940    (559)355-3063 (Chantel cell)
Office Video Phone: (559) 478-2788
Office: PH 227
Dept Address: California State University, Fresno
    CDDS Department
    5310 N Campus Dr MS PH 80
    Fresno, CA 93740
    FAX: (559) 278-5187
Office Hours: To be arranged

Course Description:
This course is designed to provide the clinician with the opportunity to plan and
implement instructional programs for deaf/hard of hearing learners. This practicum is
offered in public school classroom settings for deaf/hard of hearing students. The
students enrolled in Clinical Practicum acquire 30 hours of direct contact with the
deaf/hard of hearing learners. Prerequisites for the course are CDDS 162, 163, 164 and
138.

Course Objectives:
The goals of this course are to provide the clinician with an opportunity to:
- Plan and implement lessons for deaf/hard of hearing students
- Write lesson plans and evaluate the progress of deaf/hard of hearing students
- Work cooperatively with the classroom teacher and support staff
- Communicate with the parents of deaf/hard of hearing students
- Use curricula that is commonly found in classrooms for deaf/hard of hearing students
- Become familiar with the care and use of hearing aids and other assistive devices
- Observe in the IEP process, if/when possible

Expectations and Evaluation:
This course is a 2 unit course, graded credit/no credit.
To earn credit for the course, the student is required to fulfill the following requirements:

  a. Together with the Master Teacher, arrange a schedule of 30 hours to spend in the
classroom. A copy of the schedule must be given to the university supervisor
within the first 2 weeks of the semester. Each time you will go to the classroom
needs to be listed with the date and times you will be at the site. (Tues & Thurs,
2nd period is NOT enough information.) Make sure you check the school site
calendar for any days the students will not be available.
  b. Record hours and activities in the classroom on Clinic Log
c. Behave in a professional manner. Behaving in a professional manner includes being respectful of the Master Teacher and all students. Also maintain confidentiality.

d. Observe approximately two hours of lessons before beginning to teach lessons. Complete Clinician Observation Forms for each 30 minutes observed. Keep forms in a portfolio.

e. Decide, with the Master Teacher, which lessons you will teach. These lessons can be with individual students, small group, or whole class.

f. Provide the Master Teacher with a lesson plan for each lesson prior to teaching so the master teacher can provide you with feedback on the plan. Lesson plans must include: objective, materials, motivation, direct instruction, guided practice, independent practice, evaluation procedures, and follow up activity ideas.

g. Self evaluate the success of each lesson and discuss feedback from Master Teacher with him/her.

h. Communicate effectively with the students and Master Teacher.

i. Keep all lesson plans and written feedback from Master Teacher and university supervisor in a well organized portfolio.

j. If unable to attend your clinical placement because of an emergency/personal situation, inform the Master Teacher as soon as possible and be sure to arrange for an alternate time. Email your university supervisor with information regarding the change in schedule.

k. Inform the university supervisor and Master Teacher when you are at the half-way point (15 hours).

l. Send weekly or bi-weekly (after approximately 5 hours of clinical work) email summaries to the university supervisor. Be sure to include the following: your name, Master Teacher’s name, number of hours completed, brief description of lessons taught in the week, any questions/comments/ concerns.

m. Remind Master teacher to complete the first evaluation from at the 15 hour point and the second evaluation form at the 30 hour point.

n. With the faculty supervisor, arrange 2 or 3 sessions for observation. Be sure to have a copy of the lesson plan available for the supervisor.

o. Request, from the Master Teacher, a time to observe an IEP meeting.

p. Immediately contact university supervisor if any unresolved conflicts occur.

q. If “l” above was not met – Write a final summary of the practicum and submit it to the faculty supervisor.

r. Maintain up-to-date insurance and health requirements (TB Hep A & B, and MMR).

Due at End of Practicum Hours:

Practicum Portfolio containing:
- completed time log
- completed 15 hour evaluation
- completed 30 hour evaluation
- Clinician Observation forms (4 – 30 min lessons)
- lesson plans for all lessons you taught
- written comments/feedback from Master Teacher
-written comments/feedback from university supervisor
-copies emails of weekly check-ins with university supervisor or final summary write up
Compile paperwork in a small white 3-ring binder. Do not use page protectors. Make sure you name, CDDS 260, and semester and date are on the cover and spine of the binder.

This portfolio will not be returned to you. Make a photocopy of any documentation you would like to keep.

**Responsibilities of the Master Teacher:**

- arrange a schedule of classroom visits with the clinician to total 30 hours
- orient the student to the classroom, provide information about the students and classroom routine
- inform the clinician of your expectations regarding: teaching, lesson plans, and acceptable student behavior
- allow the clinician to observe about 4 lessons (or 2 hours) before teaching
- provide the clinician with feedback after each lesson taught – use forms provided for feedback on 4 lessons
- complete an evaluation form after 15 hours and 30 hours
- inform the student of any IEP meetings which he/she may attend
- immediately inform the university supervisor of any conflicts which arise

**Responsibilities of the University Supervisor**

- arrange a classroom placement for clinician
- explain the course expectations to the clinician
- observe the clinician actively teaching 3 -4 lessons
- provide written feedback after each observed lesson
- meet with the clinician and Master Teacher after the 15 and 30 hour mark to discuss progress and evaluation
- in the case of clinician not meeting course requirements, explain what he/she needs to do to improve
- review the clinician’s portfolio (time log, 15 and 30 hour evaluations, lesson plans, written comments/feedback from Master Teacher/Supervisor, copies of emails to supervisor)
- provide support for the clinician and master teacher should conflict 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 faculty 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 faculty supervisor, who also consults with the student teacher and master teacher. There are two main requirements:

1) 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 students are not successfully completing student teaching requirements, the steps below will be followed:

1. 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 will be given to all concerned parties.

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 and the university supervisor.

A written summary of this meeting will be prepared by the university supervisor. This summary, with evaluations, will include a notation that the student 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 this time-line or be removed from the placement and assigned a grade of no credit (NC). 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 involved.

6. The final responsibility for the assignment of the grade lies with the university supervisor.

7. If the student believes that the no credit grade had been unfairly assigned, information may be obtained from pertaining to the University’s policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 121.
Clinic Time Log  
California State University, Fresno  
30 hours required

Student Teacher __________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours *</th>
<th>Summary of Lesson</th>
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* Record hours in decimals to the quarter hour: 1 hour 15 min. = 1.25
Clinician Observation Comments
California State University, Fresno

Master Teacher ________________________  Student Teacher _________________________

Topic of Lesson ________________________________________________________________
Date of Observation ____________________________________________________________
(30 minute observation)

Topic of Lesson ________________________________________________________________
Date of Observation ____________________________________________________________
(30 minute observation)
CSU Fresno University Supervisor Observation Report

Course ______
Student Teacher _________________________________________________________
Master Teacher _________________________________________________________
Topic of Lesson _________________________________________________________
Date of Observation ______________________________________________________

__________________________________
Signature

DHH Credential, Fresno State, CDDS 260     January 2012     227
Master Teacher Observation Report
California State University, Fresno

Student Teacher _________________________________________________________

Master Teacher _________________________________________________________

Topic of Lesson _________________________________________________________

Date of Observation ______________________________________________________

__________________________________

Signature

DHH Credential, Fresno State, CDDS 260        January 2012        228
**EVALUATION OF DEAF EDUCATION CLINICIAN**

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Please use blue ink for the First Evaluation, date, checks, and comments.

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<th>Subject/Topic</th>
<th>Date (Second Evaluation)</th>
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Please use red ink for the Second Evaluation, date, checks, and comments.

Please check the appropriate boxes, using the ratings. Leave an area box blank if there has been insufficient opportunity to evaluate this area or if comments would do more adequately.

Use spaces below the rating boxes for any comments you may wish to make.

**Personal Characteristics**
- Personal traits, character, appearance, speech/signing, language usage, judgment, and cooperation.

| Unsatisfactory | Below Average | Average | Above Average | Excellent |

**Teaching Skills**
- Knowledge of subject, planning/preparation, materials, teaching techniques, presentation skills, and behavior management.

| Unsatisfactory | Below Average | Average | Above Average | Excellent |

**Professional Attributes**
- Attitude, cooperation, participation in professional organizations/activities.

| Unsatisfactory | Below Average | Average | Above Average | Excellent |

**Probable Success as a Teacher**
- Able to assess own performance accurately. Accepts suggestions. Flexible & able to modify lessons appropriately.

| Unsatisfactory | Below Average | Average | Above Average | Excellent |

---

**Signatures:**

Classroom Teacher ___________________________ Date (first evaluation)

Student Clinician ___________________________ Date (first evaluation)

---

Classroom Teacher ___________________________ Date (second evaluation)

Student Clinician ___________________________ Date (second evaluation)
California State University, Fresno

CDDS 258 Student Teaching: Deaf and Hard of Hearing

**Instructors:** Nan Barker
E-mail: nanb@csufresno.edu
Chantel Cox
E-mail: chantelc@csufresno.edu

**Office Phone:** (559) 278-6940
(559)355-3063 (Chantel cell)

**Office Video Phone:** (559) 478-2788

**Office:** PH 227

**Dept Address:** California State University, Fresno
CDDS Department
5310 N Campus Dr MS PH 80
Fresno, CA 93740
FAX: (559) 278-5187

**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 classroom settings for Deaf/Hard of Hearing students.

**General Objectives:**
The student teacher will:
1. plan and organize individual and/or group lessons for students who are deaf/hard of hearing.
2. conduct teaching sessions with students who are deaf/hard of hearing
3. evaluate teaching/lesson effectiveness and identify areas for further development
4. relate to the students in appropriate interpersonal levels including empathy, respect, warmth and honesty
5. participate in the IEP process of assessment, preparation of reports, attend IEP meeting and develop appropriate goals.

**Specific Objectives:**
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:
formal standardized tests
school progress reports
previous clinical reports
clinician-made informal tests
observations

The student teacher will write lesson plans which entail the following:
specific objectives intended to evaluate the progress of the students and serve as a basis for further planning
specific activities which actively involve the students, take into account varied learning styles and refer to the objectives
appropriate timing to allow for the needs of the students, the specific situation and closure
specific instructional materials (commercial and teacher-made) suitable for the activities designed to meet the stated objectives
appropriate sequence of activities and tasks, suitable to the students
evaluation procedures to assess success of lesson objectives

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.

The student teacher will participate in regular conferences/discussions with the university supervisor and master teacher focusing on the student teacher’s:

interaction with the students regarding the progress, feeling of accomplishment, curiosity, and interest in the lessons
use of positive reinforcement (verbal and nonverbal) with the students
efficacy in terminating a lesson and bringing closure of the activities
techniques in maintaining positive, non-threatening leadership in the lessons
skills in using a variety of strategies in the lesson, as well as flexibility in presenting information
ability to apply structure during the lesson in order to enhance thinking
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 258 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 258

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 4th week.
*At the end of the 4th 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:

The successful completion of all student teaching expectations based on the course objectives and evaluation forms.

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:

A joint conference will be held from the time a deficiency is noted by the master teacher, student, or university supervisor.

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.

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.

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.

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.

The final responsibility for the assignment of a grade lies with the university supervisor.

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 9

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

### Activities

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**ASSISTING WITH OTHER TEACHING DUTIES** such as Extracurricular activities, special activities of pupils, clubs, making reports, grading papers, etc. Specify activity and time spent.

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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  9

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)

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**California State University, Fresno**  
**Department of Communication Disorders and Deaf Studies**  
**Student Teaching Evaluation**

*Mid-term (blue/black ink)  Final Evaluation (red ink)*

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Does not meet standard</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
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<tr>
<td>1. Communication</td>
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<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. Non-verbal 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>
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<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>
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## Comments on Communication Skills

### 2. Planning and Preparation

<table>
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<tr>
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<tbody>
<tr>
<td>Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.</td>
<td>Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment.</td>
<td>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</td>
<td>Goals are valuable in their level of expectation, conceptual understanding, critical thinking, and importance; most goals are clear and permit assessment</td>
<td>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.</td>
</tr>
<tr>
<td>Demonstrates knowledge of content areas and their integration in planning.</td>
<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>
</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>
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</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 very few resources beyond the Candidate’s Editions and input from the classroom teacher.</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 multiple handicaps or varying levels of academic achievement (Differentiated Instruction)</td>
<td>No provisions in the plans for multiply handicapped or varying levels of academic achievement (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>
<td></td>
</tr>
</tbody>
</table>

Comments on Planning and Preparation Skills
### 3. Formal Assessment

<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>Uses varied assessment and evaluation tools.</td>
<td>Uses no evaluation tools.</td>
<td>Uses only the evaluation tools provided by cooperating teacher.</td>
<td>Develops and uses a variety of evaluation tools.</td>
<td>Develops and uses a variety of evaluation tools including performance assessment and observation.</td>
</tr>
<tr>
<td>Uses assessment results.</td>
<td>Assessment results are not used by the candidate.</td>
<td>Instructional decisions or are sometimes made based on assessment results.</td>
<td>Assessment results are consistently used to plan instruction, but the instruction is not differentiated.</td>
<td>Assessment results are consistently planned instruction that responds to the strengths/needs of varying learners. Results also used to make instructional decisions (grouping, content).</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>
<td>Assessments consistently match goals and objectives; criteria for evaluation are clear and effective.</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>
<td>Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel).</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>
<td>Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students.</td>
</tr>
</tbody>
</table>

**Comments on Assessment Skills**
| 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. |
| Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost | 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 | Often unprepared for class. Occasionally begins late. Students are engaged in learning activities more often than not. | 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 | Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic. |
| Monitors students' participation and interpersonal interactions in learning activities | 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. | Often needs to intervene to control behaviors. Has limited repertoire of management techniques. | Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interaction | 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 |
| Establishes efficient routines for procedural tasks and delegates to students | 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. | Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed. | 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 | 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 |  |

**Comments on Learning Environment**

**5. Teaching for Student Learning**

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Does not meet standard</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Uses a variety of instructional strategies</td>
<td>Uses no variety of teaching strategies.</td>
<td>Uses limited teaching strategies and has little awareness of the fit between strategies and learners’ styles, strengths, and needs</td>
<td>Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners’ styles, strengths, and needs.</td>
<td>Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs.</td>
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<tr>
<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 with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students’ interests and needs.</td>
<td>Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs.</td>
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<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>
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<table>
<thead>
<tr>
<th>Uses a variety of media communication tools to enrich learning.</th>
<th>Teacher does not use media communication tools in the Instructional environment and teaching-learning process.</th>
<th>Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process.</th>
<th>Teacher uses media communication tools in the instructional environment and teaching learning process, in an approach that is primarily teacher-centered.</th>
<th>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.</th>
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<tbody>
<tr>
<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>
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</table>

**Comments on Teaching for Learning**

**6. Teacher Professionalism**

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<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>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>
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<tr>
<th>Reflects on teaching</th>
<th>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.</th>
<th>Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggests for future improvement.</th>
<th>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.</th>
<th>Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. Specific suggestions for improvement.</th>
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</table>

<table>
<thead>
<tr>
<th>Demonstrates professional judgment, integrity, and ethical standards.</th>
<th>Appears unaware of professional and ethical standards.</th>
<th>Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role.</th>
<th>Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role.</th>
<th>Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student.</th>
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</table>

**Overall Comments:**

Both of the undersigned have discussed the results of this student teaching evaluation.

University Supervisor or Master Teacher Signature ___________________________ Date ________________

Student Teacher Signature ___________________________ Date ________________

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California State University, Fresno

CDDS 268 Internship: Deaf and Hard of Hearing

Instructor: Paul Ogden
Mailing address: Dr. Paul Ogden
E-mail: paulo@csufresno.edu
Office: PH 232
California State University, Fresno
FAX: (559)278-5187
CDDS Department
California State University, Fresno
5310 N Campus Drive M/S PH 80
Fresno, CA 93740-8019

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. The 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 4th week.
   *At the end of the 4th 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)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>TEACHING</strong></td>
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<td>Teaching all the pupils in the class</td>
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<td>Teaching a group of pupils in class</td>
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<td>Teaching an individual pupil</td>
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<td>Other:</td>
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<td><strong>ASSISTING WITH OTHER TEACHING DUTIES</strong></td>
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<td>such as Extracurricular activities, special</td>
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<td>activities of pupils, clubs, making reports,</td>
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<td>grading papers, etc.</td>
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<td>Specify activity and time spent.</td>
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<td><strong>OBSERVATION</strong></td>
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<tr>
<td>Observing your master teacher</td>
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<td>Observing special teachers (music, art, etc.)</td>
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<td>Observing other teachers</td>
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<td>Others (specify):</td>
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**TOTALS**

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**TOTALS** for week

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)

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CDDS 278: Application of Theory into Practice in Deaf Education Settings,
Fall 2011, 3 Units – credit/non-credit

University Supervisor: Chantel Cox, Nan Barker
E-mail: chantelc@csufresno.edu
Dept. Address: California State University, Fresno
Department Phone: (559) 355-3063 (Chantel Cell)
5310 N Campus Dr MS PH 80
Fresno, CA 93740
(559) 278-6940 (Nan office)
FAX: (559) 278-5187

The California Commission on Teacher Credentialing (www.ctc.ca.gov) has established guidelines for acquiring a Clear Education Specialist: Deaf and Hard of Hearing (DHH) Credential. Teachers must obtain a Clear DHH credential within five years after receiving a Preliminary Education Specialist: Deaf and Hard of Hearing credential. The Department of Communicative Disorders and Deaf Studies offers a program for Clear Education Specialist: Deaf and Hard of Hearing credential to students who have completed all the CSU Fresno requirements for the Preliminary Education Specialist Deaf and Hard of Hearing credential. Please see CSUF Deaf Ed Information packet in Appendix A for complete details of the CTC and university requirements for the Clear Education Specialist: DHH credential. This course is a major component of the Clear Education Specialist: DHH credential process.

Communicative Disorders and Deaf Studies Dept. Mission Statement: To disseminate knowledge and to train professionals in SLP, 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.

Course Description CDDS 278:
This course provides supervised field experience for first year teachers working with students who are deaf or hard of hearing and their families with an emphasis on the integration of applied research and theory into practice in deaf education. Clear DHH credential candidates will develop an induction plan (IIP) as a collaborative effort including the candidate, university supervisor, and school district representative/support provider where the candidate is employed as a deaf education teacher. Candidates will also begin compiling an electronic professional portfolio. The IIP and portfolio will be completed in the CDDS 279 course.

Prerequisites:
Successful completion of the CSUF requirements for the Preliminary Education Specialist Credential and actual receipt of the credential.

Verification of employment in a deaf education position that is likely to have sufficient duration for the Clear credential program to be completed. Day-to-day substitute positions do not satisfy this requirement.

A letter of recommendation from the supervising administrator of the employing district recommending the candidate to the Clear DHH credential program.

Required Readings:

Recommended Reading:

Course Competencies to be completed in CDDS 278:

The candidate will develop an individualized program of study, including university and non-university components to foster development of advanced levels of knowledge and skill appropriate to the Clear Education Specialist: Deaf and Hard of hearing credential. (Standard 9). The candidate will develop a Clear Education Specialist: DHH credential induction plan (IIP) to include individual performance goals, outline specific strategies for achieving those goals, establish timelines and document progress in meeting the established goals. (Standard 9). The candidate will collaborate with an experienced colleague or support provider, a university supervisor, and the candidate to design an appropriate plan and the candidate will reflect periodically on progress in meeting the professional development goals established in the Clear credential IIP. (Standards 9, 10). The candidate will specify which non-university activities are included and the expected learning that will occur from the activities in the Clear credential IIP. (Standard 11). Non-university activities are implemented in sustained blocks of time, delivered in a variety of modalities, require application of learning beyond attendance, and provide for evaluation of individual candidate performance. Please refer to Appendix B for further definition of non-university activities.

The candidate will submit a non-university activity proposal for approval from the support provider and the university supervisor. Form provided in Appendix C.

The candidate will demonstrate competence in teaching responsibilities as measured by university supervisor and support provider using authentic, fair assessment process. (Standard 12). Please refer to Appendix D for the assessment tools.

The candidate will document a minimum 3 of the 60 required hours in advanced professional development in each of the following areas:

- personal communication skills (Standard 13),
- knowledge and skills related to effective assessment and instruction of deaf and hard of hearing students with special needs (Standard 14)
- knowledge of and ability to assess deaf and hard of hearing infants and to plan, coordinate, collaborate, and/or implement an appropriate program for infants and their families. (Standard 15)
- interaction opportunities with deaf and hard of hearing adults. (Standard 16)

The candidate will provide a written summary of programs for student identified as English Learner. The candidate will write a Sample Student Plan using assessment results from one EL student. See Appendix E. The candidate will attend training session offered in your district for using adopted EL materials. (Standard 19)

The candidate will record his/her reflections of the teaching experience and the IIP process to be included in the professional portfolio. Please see Appendix F for the description of the professional portfolio.

Course Assignments:

Request a letter from your district administrator recommending you for the Clear Education Specialist: Deaf and Hard of Hearing credential program.

Assignments include readings from the text book, interview with EL staff in your district, designing a sample student plan, and demonstrating competence in teaching using EL strategies. See Appendix E for complete descriptions of requirements.

Participate in online discussions with university supervisor and other Clear DHH credential candidates. You will need a minimum of three contributions per discussion.
Course Assignments cont.:

Identify who your support provider will be. The support providers need to be experienced teachers, understand the needs of beginning teachers, and be prepared to help and assist in the development of expertise in the field of special education. They will provide guidance, advice, feedback, and support the new teacher in the performance of his/her role and helps to facilitate the development of professional norms. New teachers may have more than one support provider, and the primary support provider may change. Request a current Vita or resume from your support provider. Submit an electronic copy of the documentation to your university supervisor for approval.

Submit by email the Verification of Employment Form. (Appendix G) to your university supervisor. You will need an electronic copy and hard copy for your professional portfolio.

Complete Outline of IIP and submit to university supervisor by email. (Appendix H). Your activities may change in the two years you are developing your professional portfolio, but you need to have a general plan for the Standards 9-16. Core standards are also listed in Appendix H

Attend professional development activities and document the date, time spent, what you have learned, your reflections on the Clear Education Specialist: DHH Credential Non-University form (Appendix I). This form and the written summary will be included in your professional portfolio.

Document each non-university activity on the IIP Evaluation form (Appendix J). You will need the signature of your support provider when you have completed 15 hours minimum for each Standard 13-16.

Attend 2-3 meetings at the CSU Fresno campus, if requested.

Provide video (CD or DVD preferred) of 1 complete lesson to your university supervisor. Make a copy of each tape for you to analyze using teaching evaluation tools provided by university supervisor.

Attend sessions with support provider and a university supervisor to review and reflect upon progress made toward your IIP.

Method of Grade Determination

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<tr>
<td>On-Site (university) meetings</td>
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<tr>
<td>Bi-weekly online communications and review of IIP</td>
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<tr>
<td>Text book readings</td>
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<tr>
<td>Professional Portfolio</td>
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<tr>
<td>IIP and any Required Supporting Paperwork</td>
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<td>2 videotaped lessons and analysis</td>
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<tr>
<td>Total</td>
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Grading Scale: Credit/Non-Credit: Credit: 85 plus points; Non-Credit: 84 or less points

UNIVERSITY POLICY & PROCEDURES

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).

**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 Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)
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 from birth through age 22 in the following settings: Special day classes, Special schools, Home/hospital settings, Correctional facilities, non public schools and agencies, Resource rooms.

All requirements for the Preliminary Level Education Specialist: DHH Credential must be satisfied before beginning a Clear Credential program. California State University, Fresno requires that all coursework in the CSU Fresno 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 should enroll in a Clear Education Specialist:DHH credential program within 60 days of employment as a teacher of deaf students. All CSU Fresno Clear DHH credential coursework will be completed with a maximum of 3 visits to the campus for each CDDS course. Clear DHH credential candidates will participate in online discussion groups.

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. (This plan may contain up to 25 percent non-university-based activities, if approved by the college or university administering the program.) The IIP will identify the unique needs of the candidate in relation to the candidate’s professional setting.

B. Complete a course in Health Education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco (This requirement must include verification of training in cardiopulmonary resuscitation [CPR] that covers infant, child, and adult CPR skills. CPR certification must be completed while enrolled in a teacher preparation program or teaching on a valid credential based on a teacher education program.)

C. Complete a course in Computer Education, including instruction in general and specialized skills in the use of computers in educational settings

D. Provide verification of a minimum of two years of successful experience in a public school (or private school with equivalent status) while holding the Preliminary Education Specialist Instruction Credential, verified by your employer.

E. Obtain the formal recommendation for the credential by the college or university 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. CSU Fresno requirements for Clear Education Specialist: DHH Credential
   A. Complete all CSU Fresno coursework for Preliminary Education Specialist: Deaf and Hard of Hearing Credential. Obtain a DHH credential. The Preliminary Education Specialist Credential is valid for five years from the date of issuance. Provide the CSUF Clear DHH Credential Advisor with a copy of your Preliminary Education Specialist: DHH credential.
   B. Enroll in and successfully complete CDDS 278 Application and Theory into Practice in Deaf Education (3 units). See Section V - University Enrollment Policies for enrollment procedures.
   C. Enroll in and successfully complete CDDS 279 Induction Plan Based Field Experience in Deaf Education Settings (3 units).
   D. Complete CI 225 Integration of Technology Across the Curriculum or equivalent course.
   E. Complete HS 120 Elementary School Health Science Education or equivalent class including current CPR certification

IV. For Clear credential candidates who have not completed their Preliminary DHH Credential program at CSUF:
   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 university as a Clear Education Specialist: DHH Credential student.
   D. After completion of any prerequisite undergraduate courses, apply to the Dept. graduate program to complete any prerequisite graduate level classes.
   E. After completion of prerequisite graduate courses, enroll and complete CDDS 278 Application and Theory into Practice in Deaf Education, CDDS 279 Induction Plan Based Field Experience in Deaf Education Settings, HS 120 Elementary School Health Science Education or equivalent course, and CI 225 Integration of Technology Across the Curriculum or equivalent course.

V. University enrollment policies
   A. If a student has not been enrolled at CSUF consecutive semesters, the student must reapply to the university as a Clear Education Specialist: DHH Credential student.
   B. When a student applies to the university as a post baccalaureate student, the student must also apply to a specific program, Clear Education Specialist: DHH Credential program. If you have completed your Preliminary Credential at CSUF, you will not need to provide transcripts, letters of recommendation, or a letter of intent. Please see the Communicative Disorders and Deaf Studies Office for the Clear Education Specialist: DHH Credential
application for the graduate program. Please see items Section IV above if you received your Level Preliminary credential from another institution.

C. Students who have completed their MA degree will need to reapply to the university before taking Clear credential classes.

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. Reapply to the university as a Deaf hard of Hearing Clear credential student, if necessary
   3. Enroll in CDDS 278. Begin working on your Individual Induction Plan (IIP) and professional portfolio. You may be required to come to the university 2-3 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. Take an Elementary Health Education course from any university in the area you are employed, if you have not previously satisfied this credential requirement. Some Clear credential students have found this course online at other universities.
   4. Take an advanced computer class from any university in the area you are employed, if you have not previously satisfied this credential requirement. This course may be available online from another university.
   5. Check www.csufresno.edu for application deadlines for reapplying to the university for CDDS 279. Reapply to the university as a Deaf Hard of Hearing Level II Credential student. 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. You may be required to come to the university 2-3 times during the semester. Other course requirements can be completed within the district where you are working.
   2. Complete IIP and professional portfolio.
   3. Upon completion of CDDS 279 course, IIP, professional portfolio, Health Education course, and computer course, apply for the Professional Level II Education Specialist:DHH credential through the credentialing office at CSUF.
4. Provide a copy of the IIP information as outlined in CDDS 279, verification of two years full-time employment in Deaf Education or RSP, and 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.
Appendix B

Non-University Credit Criteria

Non-university activities are intended to develop expertise for California public school teachers and should be designed to provide flexibility, diversity, and a wide range of choices in professional development activities to meet the participant’s needs. These activities may provide field-based, practical and specialized professional development opportunities not available at the university.

a. The instructional design of each non-university activity is sequential and developmental and based upon a conceptual framework.

b. Each instructional activity is guided by goals and expected outcomes for participants and is evaluated for its effectiveness.

c. Each presenter has appropriate professional knowledge and experience and an understanding of professional development strategies designed for adults.

d. Adequate resources for each activity are evident in time that is made available for instruction, appropriate facilities, instructional supplies and technological support.

e. Each non-university activity is implemented in sustained blocks of time, delivered in a variety of modalities, requires candidate application of learning beyond attendance and provides for evaluation of candidate performance.

f. Each activity generates evidence regarding improved performance on the part of participants.

g. The university encourages county offices of education, professional organizations and local agencies to design and initiate effective professional development activities and submit these activities for approval as non-university activities in the Level II Individualized Induction Plan.

h. The entities offering non-university activities maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants.

i. The activity meets other locally determined criteria related to this standard of quality.

Individualized Induction Plan
Non-University Activities

California State University, Fresno in compliance with the Standards of Quality and Effectiveness for the Credential has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Individualized Induction Plan for each candidate. Non-university activities help to provide flexibility, diversity, and a range of choices in professional development activity to meet the participant’s needs. These activities may provide field-based, practical and specialized professional development opportunities not available at the university. Non-university activities may be credited into the Individualized Induction Plan in terms of contact hours.

Each non-university activity included in a candidate’s Individualized Induction Plan is delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities are intended to develop expertise for California special education teachers using a variety of appropriate professional development opportunities.
Before a non-university activity may be considered to fulfill the requirement toward the credential, the Candidate must submit a written proposal to their University advisor describing how the proposed non-university activity meets the criteria. The factors identified by the California Commission on Teacher Credentialing serve as criteria to be considered in evaluating the appropriateness of each non-university activity. Please refer to Professional Level II Education Specialist Credential Non-University Activity Proposal and Non-University Credit Criteria.
Clear Education Specialist: Deaf and Hard of Hearing Credential
Non-University Activity Proposal

Name: _____________________________________________ Student ID# _________

Address: ____________________________________________________________________

Home Phone: _________________ School Phone: ________________________________

Sponsoring Agency of Proposed Activity: _______________________________________

Title of Activity: _____________________________________________________________

Dates: _____________________________________________________________________

Times: _____________________________________________________________________

Location: ___________________________________________________________________

Address: ___________________________________________________________________

Names of Presenters: __________________________________________________________

Number of Hours Requested: _________________________________________________
Appendix D

California State University, Fresno
Department of Communication Disorders and Deaf Studies

Clear DHH Credential Candidates Teaching Evaluation

Teacher ____________________________________________________________ Date __________________________

Location ________________________________________ Grade Level/Subject _________________________________

University Supervisor __________________________________

Person Completing Form: □ University Supervisor        □ Clear DHH Credential Candidate (self-evaluation)

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<td>1. Communication</td>
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</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. Non-verbal 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>
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</tr>
<tr>
<td>Demonstrates communication skills which show sensitivity to diversity differences.</td>
<td>Candidate seldom recognizes diversity differences within the Classroom</td>
<td>Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions.</td>
<td>Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures.</td>
<td>Candidate demonstrates sensitivity to diversity differences through communications and actions.</td>
</tr>
<tr>
<td>Adapts to the various communication needs of students with multiple handicaps</td>
<td>Does not recognize or respond to the communication attempts of students with multiple handicaps</td>
<td>Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately</td>
<td>Frequently responds appropriately to the communication attempts of students with multiple handicaps</td>
<td>Is sensitive to, and consistently responds appropriately to the communication attempts of students with multiple handicaps</td>
</tr>
</tbody>
</table>

Comments on Communication Skills

### 2. Planning and Preparation

<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>Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.</td>
<td>Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment.</td>
<td>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</td>
<td>Goals are valuable in their level of expectation, conceptual understanding, critical thinking, and importance; most goals are clear and permit assessment</td>
<td>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.</td>
</tr>
<tr>
<td>Demonstrates knowledge of content areas and their integration in planning.</td>
<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>
</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>
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</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 very few resources beyond the Candidate’s Editions and input from the classroom teacher.</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 multiple handicaps 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>
## Comments on Planning and Preparation Skills

### 3. Formal Assessment

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Does not meet standard</th>
<th>Basic 2</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses varied assessment and evaluation tools.</td>
<td>□</td>
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<tr>
<td>Uses no evaluation tools.</td>
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<tr>
<td>Uses only the evaluation tools provided by cooperating teacher.</td>
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<tr>
<td>Develops and uses a variety of evaluation tools.</td>
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<tr>
<td>Developed and uses a variety of evaluation tools including performance assessment and observation.</td>
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<tr>
<td>Uses assessment results.</td>
<td>□</td>
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<tr>
<td>Assessment results are not used by the candidate.</td>
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<tr>
<td>Instructional decisions or are sometimes made based on assessment results.</td>
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<tr>
<td>Assessment results are consistently used to plan instruction, but the instruction is not differentiated.</td>
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<tr>
<td>Assessment results are consistently used to plan instruction that responds to the strengths/needs of varying learners. Results also used to make instructional decisions (grouping, content).</td>
<td>□</td>
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</tr>
<tr>
<td>Uses congruent assessments and clear standards</td>
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<tr>
<td>Assessments do not match instructional goals and/or criteria is not clear.</td>
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<tr>
<td>Most assessments match goals/objectives; criteria are developed but not always clear.</td>
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<tr>
<td>Assessments consistently match goals and objectives; criteria for evaluation are developed</td>
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</tr>
<tr>
<td>Assessments consistently match goals and objectives; criteria for evaluation are clear and effective.</td>
<td>□</td>
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</tr>
<tr>
<td>Incorporates varied sources of assessment information.</td>
<td>□</td>
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<tr>
<td>All assessment information comes from student candidate.</td>
<td>□</td>
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</tr>
<tr>
<td>Assessment information comes from student and cooperating teacher.</td>
<td>□</td>
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<tr>
<td>Incorporates assessment information from at least one source other than classroom and student Candidate.</td>
<td>□</td>
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</tr>
<tr>
<td>Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel).</td>
<td>□</td>
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</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>
<td>Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students.</td>
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</tbody>
</table>

**Comments on Assessment Skills**

**4. Creates and Maintains a Learning Environment**

<table>
<thead>
<tr>
<th>Establishes and maintains standards of classroom behavior</th>
<th>Has not established standards of conduct and responds inconsistently or disrespectfully to student behavior.</th>
<th>Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students</th>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitates development of student responsibility</th>
<th>Does not encourage student responsibility for personal and community behavior and learning.</th>
<th>Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning.</th>
<th>Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning.</th>
<th>Consistently encourages and supports student responsibility for personal and community behavior.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost</th>
<th>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</th>
<th>Often unprepared for class. Occasionally begins late, students are engaged in learning activities more often than not.</th>
<th>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</th>
<th>Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Performance Category</td>
<td>Basic 2</td>
<td>Proficient 3</td>
<td>Exemplary 4</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Uses limited teaching strategies and has little awareness of the fit between strategies and learners’ styles, strengths, and needs.</td>
<td>Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners’ styles, strengths, and needs.</td>
<td>Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of instructional strategies.</td>
<td>Uses no variety of teaching strategies.</td>
<td>Uses a variety of instructional strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Teaching for Student Learning

Comments on Learning Environment

- Establishes efficient routines for procedural tasks and delegates to students
  - 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.
  - Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed.
  - 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.
- Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interaction
  - 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.

Comments on Learning Environment
<table>
<thead>
<tr>
<th><strong>Teaches with structure and pacing, yet flexible enough to respond to students</strong></th>
<th><strong>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.</strong></th>
<th><strong>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.</strong></th>
<th><strong>Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students’ interests and needs.</strong></th>
<th><strong>Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs.</strong></th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Asks questions</strong></th>
<th><strong>Few questions are asked or questions do not stimulate students’ analytical or creative thinking; questions encourage yes/no student response.</strong></th>
<th><strong>Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback.</strong></th>
<th><strong>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.</strong></th>
<th><strong>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.</strong></th>
</tr>
</thead>
<tbody>
<tr>
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<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Uses a variety of media communication tools to enrich learning.</strong></th>
<th><strong>Teacher does not use media communication tools in the Instructional environment and teaching-learning process.</strong></th>
<th><strong>Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process.</strong></th>
<th><strong>Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered.</strong></th>
<th><strong>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.</strong></th>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Facilitates opportunities for students to cooperate, communicate, and interact with each other to enhance learning.</strong></th>
<th><strong>Teacher does not involve the students in any type of interactive activities. Interaction is teacher dominated. Little student active participation.</strong></th>
<th><strong>Teacher provides occasional opportunities for student-to-student communication.</strong></th>
<th><strong>Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results.</strong></th>
<th><strong>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.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
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</tr>
</tbody>
</table>

**Comments on Teaching for Learning**
<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>
Both of the undersigned have discussed the results of this student teaching evaluation.

University Supervisor or Master Teacher Signature _________________________________ Date ______________

Student Teacher Signature _________________________________ Date __________________________

Overall Comments:
Standard 19 Teaching English Learners (EL) Module

As of June 2006, all Clear Education Specialist candidates must demonstrate knowledge and ability to teach English learners within the Clear credential program. The Williams Case, 2004, requires that Special Education teachers must have English Learner (EL) authorization in addition to the Education Specialist credential. Many Fresno State Clear credential candidates have received the EL authorization through the Kremen School of Education Multiple Subject Credential program, but now need to demonstrate use of the knowledge and skills in their classrooms.

Although Deaf and hard of hearing students may be learning English, only those students identified as English learners (EL) by the district assessments are considered to be EL students. In response to recent changes in laws and credentialing, each school district has established services and adopted materials specific to English learners. Each Clear credential candidate will identify the services and staff provided to EL students at their work site. If there is not staff at the work site, the Clear credential student will make contact with EL staff at another location.

As a component of the Individual Induction Plan, Clear credential candidates will complete the requirements listed below related to English learners. Candidates will submit assignments to University Supervisor for feedback and include final draft of all written assignments in the IIP portfolio.

Standard 19 Teaching English Learners Requirements

I. Read all information on the Williams Case found on the California Department of Education web site, www.cde.ca.gov and respond to questions posted on Blackboard Discussion Board.

II. Read and have accessible a copy of the English Language Development Standards, July 1999 found under Curriculum and Instruction on the www.cde.ca.gov web site

III. Read Chapter 4, Programs for English Learners, in A Course for Teaching English Learners, (2008) Lynne T. Diaz-Rico and respond to questions posted on Blackboard Discussion Board.

IV. Meet with the English learner staff where you are employed and write a summary of the following information:

   A. Identify the program and staff for English learners at the site where you work.

   B. Identify the adopted instructional programs used at your site. Note how the program could be used with your DHH students.

   C. Obtain a copy of the assessment tool used to determine students’ proficiency in English and in their first language.

   D. Type a summary of the information to include in your IIP

IV. Read Diaz-Rico, Chapter 3, Assessment of English Learners
V. Write a Sample Student Plan using assessment results from one of your EL students or an EL student on your campus. Do not use the student’s real name or any other information that would allow the student’s identity to be recognized. Include the following:

A. The student’s proficiency level as determined by district assessment.

B. Information regarding family structures, student background and experiences.

C. A list of 10 appropriate California State Department of Education Language Arts ELD Standards based on the assessed proficiency level.

D. A list of 3 resources available in student’s first language for Language Arts content.

E. A demonstration lesson plan for a Language Arts lesson utilizing the ELD standards and materials available at your work site, following the format of the EL LESSON PLANNING FORM. Items to be included in the lesson plan:
   1. Appropriate ELD standard
   2. A statement describing how this lesson logically progresses to grade level Language Arts standards
   3. Measurable Behavioral Objective
   4. A description of instruction that indicates how students’ prior knowledge and experiences will be incorporated into the lesson and appropriate student responses from each quadrant of the Cummins Model.
   5. A description of the strategies that will be used to make the lesson accessible for English learners.
   6. A check for understanding after the instruction has been presented.
   7. A summative assessment for language development and for content knowledge in the core curriculum.

F. A 1-2 page summary of strategies you will employ to address cultural, experiential, cognitive and pedagogical factors of first and second language development in your classroom with examples of effective communication with parents and families sharing what students will learn from your lesson (i.e. translation, use of photos, culturally sensitive……)

G. Complete a self-evaluation of your lesson plan using the ELD Observation form. Make any necessary changes in your lesson plan.

H. Consult with your EL staff or Support Provider to evaluate and critique your lesson plan. Make any necessary changes.

VI. Teach an EL lesson and have the EL advisor and/or Support Provider evaluate the lesson utilizing the ELD Observation form.

VII. Attend training session offered in your district for using adopted EL materials.

VIII. Include completed Sample Student Plan and Summary of meeting with English learner staff at your site in your IIP. Your Support Provider and University Supervisor determine if the assignments meet state standards for Standard 19 as documented by their signatures on the IIP summary page.
<p>| Week 1 | Diaz-Rico, Chapter 4, Programs for English Learners | Meet with the designated EL staff person on your site to learn about: 1) the program and resources for EL students on the campus. 2) adopted instruction materials used at the site. 3) the assessment tool used to determine students’ proficiency in English and their first language. Write a summary of the items above and note how the program could be used with DHH students. Add summary to the IIP portfolio for Standard 19. |  |
| Week 2 | Information on the Williams case found on the California State Dept of Ed web site. <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> | Respond to questions on Blackboard Discussion Board. |  |
| Week 3 | Diaz-Rico, Chapter 3, Assessment of English Learners | Select an EL student for the case study, Sample Student Plan. Read through the student file to find information about the student’s proficiency level as determined by district assessment. Make note of student’s family structures, background and experiences. | Item A Item B |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Diaz-Rico, Chapter 7, Planning and Implementing SDAIE-Based Content Instruction</th>
<th>Using the lesson plan format provided, develop a Language Arts lesson for the student in the Sample Student Plan, implementing SDAIE-Based Content Instruction, and Jill Kerper Mora’s Lesson Cycle for CLAD instruction.</th>
<th>Item E EL Lesson Plan for Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Complete a self-evaluation of your lesson plan using the ELD Observation form. Make any necessary changes in your lesson plan.</td>
<td></td>
<td>Item G</td>
</tr>
<tr>
<td>Week 5</td>
<td>Consult with your EL staff or Support Provider to evaluate and critique your lesson plan. Make any necessary changes.</td>
<td></td>
<td>Item H</td>
</tr>
<tr>
<td>Week 6</td>
<td>Submit the final copy of the lesson plan to the University Supervisor for evaluation.</td>
<td></td>
<td>Item I</td>
</tr>
<tr>
<td></td>
<td>Attend training session offered in your district for using adopted EL materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Include completed Sample Student Plan and Summary of meeting with English learner staff at your site in your IIP. Your Support Provider and University Supervisor determine if the assignments meet state standards for Standard 19 as documented by their signatures on the IIP summary page.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Lesson Cycle for CLAD Instruction

- Curriculum Standards
  - Task Analysis
  - Plan Lesson

- Anticipatory Set
  - Presentation
    - Check for Understanding
  - Monitor and Adjust
    - Guided Practice
      - Check Mastery
    - Independent Practice
      - Assess Mastery

- Closure
  - Yes
  - No

- Extension

Jill Keiper Mora, Ed.D. San Diego State University
http://coe.sdsu.edu/people/jmora

DHH Credential, Fresno State, CDDS 278    January 2012    280
Appendix E

SDAIE-BASED LESSON PLANNING FORM

Behavioral Objective:

______________________________

ELD Content Standard:

______________________________

Progresses to grade level Lang. Arts standard:

<table>
<thead>
<tr>
<th>ANTICIPATORY SET</th>
<th>INSTRUCTION</th>
<th>SDAIE</th>
<th>CHECK FOR UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you focus the learner’s attention and establish a purpose for lesson?</td>
<td>Procedure for lesson. What will you do?</td>
<td>What SDAIE strategies will you be using?</td>
<td>How will you know if you’re presenting clearly?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDED PRACTICE</th>
<th>INDIVIDUAL ASSESSMENT</th>
<th>INDEPENDENT PRACTICE</th>
<th>MATERIALS &amp; VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the learner practice with you there?</td>
<td>How will you know if each student has reached the objective?</td>
<td>What will the learner do for additional practice to develop speed and fluency?</td>
<td></td>
</tr>
</tbody>
</table>
CSU Fresno
Classroom Observation Form for ELD/SDAIE

Teacher Observed ___________________________ Date: __________________

Observer: ___________________________ Class Type: ________________

Grade: __________ Content of Lesson: ___________________________

**Classroom Instruction Preparation**

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language structure goals were addressed in this lesson?</td>
</tr>
<tr>
<td>Demonstrated knowledge of English proficiency levels of the students in the class in lesson planning?</td>
</tr>
<tr>
<td>How does the teacher check for understanding among ALL students? How often?</td>
</tr>
<tr>
<td>How did the teacher address students’ prior/background knowledge in the lesson?</td>
</tr>
<tr>
<td>In what ways are students able to frequently use verbal and non-verbal responses and/or take an active role in their learning?</td>
</tr>
<tr>
<td>How were key tasks explained, scaffolded, demonstrated in a variety of ways?</td>
</tr>
</tbody>
</table>

**Check what types of responses the questions required?**

<table>
<thead>
<tr>
<th>Non-verbal (point, touch, clap, find)</th>
<th>One Word</th>
<th>Phrases or Short responses</th>
<th>Entire sentences</th>
<th>Lengthy explanation</th>
</tr>
</thead>
</table>

**What types of questions did the teacher ask?**

<table>
<thead>
<tr>
<th>Question Type (Bloom’s Taxonomy)</th>
<th>Tally</th>
<th>Check if used often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (identify, recall, review. Estimate, match, read)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application (show, explain, solve, calculate, model, use, apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis (distinguish, summarize, categorize, outline, separate, compare)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis (predict, create, infer, derive, formulate, compose)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation (criticize, examine, judge, recommend, conclude, decide)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CSU Fresno
Classroom Observation Form for ELD/SDAIIE

Check which of the following you observed:

<table>
<thead>
<tr>
<th>Graphic Organizers/Outlines</th>
<th>Highlighted and/or Summarized Test</th>
<th>Study Guides/Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Group Work (3 or more working together)</td>
<td>Choral Responses</td>
<td>Partner Work</td>
</tr>
<tr>
<td>Development of Academic Language</td>
<td>Pictures or visual Representations</td>
<td>Hands-On Projects (including manipulatives)</td>
</tr>
<tr>
<td>Realia</td>
<td>Helpful Body Language/Gestures</td>
<td>Additional Processing Time (Wait Time)</td>
</tr>
<tr>
<td>Predictable Routines</td>
<td>Signals Utilized</td>
<td></td>
</tr>
</tbody>
</table>

In how many different activities did students have opportunities to practice?

- Reading [ ] [ ] [ ] [ ] [ ]
- Speaking [ ] [ ] [ ] [ ]
- Writing [ ] [ ] [ ] [ ]
- Listening [ ] [ ] [ ] [ ]

What were the most frequent modes of instruction?

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Pairs/Small Group Monitored</th>
<th>Pairs/Small Group Unmonitored</th>
<th>Individual/Tutorial Monitored</th>
<th>Individual/Tutorial Unmonitored</th>
</tr>
</thead>
</table>

Comprehensible Input (Circle all that apply)

- Speech Rate [ ] Appropriate [ ] Not Appropriate [ ] too fast [ ] too slow
- Sentences [ ] Combination Simple/Complex [ ] Only Simple [ ] Only Complex
- Academic Language [ ] Evident with scaffolding [ ] Evidence without scaffolding [ ] Not evident

Were students engaged during the observation?

- [ ] Almost Always [ ] Frequently [ ] Occasionally [ ] Rarely/Never

Did student behavior interfere with learning?

- [ ] Frequently [ ] Occasionally [ ] Rarely/Never

Adapted from Rhonda Forysth
DHH Credential, Fresno State, CDDS 278 January 2012 283
Teacher Self-Evaluation of Lesson Plan
To be completed before teaching lesson

**Objective (4 pts) (.5 each)**
- Audience
- Behavior
- Condition
- Degree
- Single sentence
- Corresponds to standard
- Measurable outcome
- Clearly stated

**California ELD Content Standards (2)**
- Standard is related to task
- Appropriate content

**Vocabulary (2)**
- Vocabulary listed
- Defined with appropriate language

**Anticipatory Set (1)**
- Purpose established
- Learner focused

**Instruction (6)**
- Instruction meets objective
- Age appropriate teaching vocabulary used
- New information presented clearly
- Visual supports used to supplement instruction
- Variety of instructional strategies used
- Lesson facilitates student participation

**Check for understanding (1)**
- Teacher checks to see if instruction is clear

**Guided practice (1)**
- Practice of tasks with teacher

**Individual assessment (1)**
- Assessment corresponds to objective

**Independent practice (1)**
- Additional practice provided during lesson

**Materials (1)**
- Materials list is complete for task

**Total points (20)**
Appendix F

The Professional Portfolio

Documentation for the portfolio may include assessment reports, unit lesson plans, student work, videotapes of classroom activity highlights, sample tests, original curriculum materials; an authentic teaching or grading technique; list of professional books read; any articles published in newsletters, newspapers, or other professional outlets; resources collected from attendance at conferences, in-services, or workshops; papers or materials that you have created for presentations; descriptions of team teaching activities; photos of special class sessions; classroom management techniques; notes from parents or students that were reinforcing, and special achievements by students. This documentation can be from both experiences and work produced during your preliminary credential or clear credential experiences.

This portfolio will be your final document to be demonstrated for your successful completion of your CDDS 278 and CDDS 279 requirements. The contents will vary with the individual. The portfolio will include three (3) sections. The first section includes the final documents and Table of Contents. The second section includes materials or artifacts which document your competency and ability to perform as a special education teacher. The third section contains the standards for the Level II credential and the supporting documents. You will submit an electronic portfolio and a hard copy of the portfolio.

The following is the basic outline of the portfolio:

SECTION I:
Cover
Letter from District verifying two years of full-time teaching experience.
Initial Verification of Employment.
Table of Contents

SECTION II:
Professional philosophy statement
Academic experience
Teaching experience
Demonstration of work experience
(lesson plans, samples, assessments and rubrics, planning, management, teaching strategies, collaboration, resources, professional support sources)
Pictures of classroom activities and or projects
Reflections and rationale on the first two years of teaching
(2-3 pages double spaced)

SECTION III (Divided by Standard)
List of each standard (9-16)
Non-university Project summary
Written response to non-university project
Evidence/documentation of non-university project
Standard 19 Teaching English Learners (EL)
VERIFICATION OF EMPLOYMENT
AS A SPECIAL EDUCATION TEACHER IN DEAF EDUCATION
(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:______________________________________
## Outline of IIP

<table>
<thead>
<tr>
<th>CCTC Standard to meet Level II 9-16, 19</th>
<th>Professional Goal</th>
<th>Steps to Achieve Goal</th>
<th>Resources Needed to Achieve Goal</th>
<th>Indications of Successful Completion</th>
<th>Date Competed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
CORE STANDARDS FOR CLEAR EDUCATION SPECIALIST: DHH TEACHING CREDENTIAL PROGRAMS

**Standard 9 Design of the Clear Education Specialist Program**

The candidate, the university advisor and the employer's representative(s) work together to develop a Clear credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidate's goals, builds upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The individualized program of studies, including the university and non-university components, is designed to foster development in relation to the standards for advanced levels of knowledge and skill appropriate to the credential.
- Clear credential coursework systematically extends the studies that began at the preliminary level, and is designed to meet the individual assessed needs of the beginning teacher.
- The Clear credential induction plan initiated with the preliminary credential includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning teacher's progress in meeting the established goals.
- The Clear credential induction plan outlines coursework, individual assistance, and professional development opportunities that the beginning teacher will pursue to address the established performance goals.
- An experienced colleague or support provider, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the Clear credential induction plan.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- The curricular content is characterized by a depth of learning that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.

**Standard 10 Support Activities and Support Provider Qualifications**

The credential induction plan includes provisions for a support provider and activities that facilitate the professional development and effective performance of each new special education teacher. Individuals selected as support providers are qualified, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Factors to Consider

- The support process occurs on a regular, ongoing basis and reflects the teacher's changing needs and stage of professional development. The process is evaluated and supplemented as necessary.
- Support activities are balanced to provide an awareness of a full range of teaching responsibilities, to address both site-level and district-level functions, and to provide experiences with diverse populations.
Standard 11 Nature and Inclusion of Non-University Activities

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Clear credential induction plan for each candidate. These activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities included in a candidate's Clear credential induction plan reflect an instructional design that is sequential, developmental and based upon a conceptual framework.

Factors to Consider
• Non-university activities may be included in the candidate's Clear credential induction plan, if deemed appropriate by the candidate, the employer's representative and the university advisor.

• Standard 11 Factors to consider cont.
  Non-university activities, to be included as a part of the Clear credential induction plan, meet the approval requirements of the Commission on Teacher Credentialing.
  • Non-university activities are implemented in sustained blocks of time, delivered in a variety of modalities, require application of learning beyond attendance, and provide for evaluation of individual candidate performance.
  • Presenters have appropriate professional knowledge and experience and an understanding of professional development strategies designed for adults.
  • Adequate resources for the program are evident in time available for instruction, appropriate facilities, instructional supplies and technological support.
  • The entities offering non-university activities maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants.

Standard 12 Assessment of Candidate Competence

Prior to recommending each candidate for a professional credential, the university advisor and a qualified assessor from a local education agency use an authentic, fair assessment process and verify that the candidate has met the Clear credential performance standards and other expectations for candidate performance as outlined in the professional credential induction plan. Qualified assessors are professional practitioners who are thoroughly prepared for their assessment responsibilities.

Factors to Consider
• The institution has established clear guidelines, criteria and standards for assessing the performance of each candidate in Clear credential programs.
• The candidate is assessed by university faculty and knowledgeable school and/or agency personnel in appropriate areas of performance related to the professional level credential.
• Each individual serving as an assessor has systematic preparation in assessing the skills and knowledge necessary to evaluate professional competence for the purposes of Clear credentials, prior to assuming assessor responsibilities.
• The assessment system, both during the program and at the conclusion, is systematic, fair, uses multiple measures and multiple sources, and is tied directly to the curriculum and field experiences.
• The methods used assess performance authentically and recognize the complexity and highly variable nature of teaching responsibilities.
• Candidates are provided feedback about their progress at multiple points in the program.
• A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.

**Standard 13 Advancement of Personal Communication Skills**

Each Clear credential candidate demonstrates advanced personal communication skills which are necessary to effectively interact with the deaf and hard-of-hearing students with whom they work. Each candidate demonstrates an advanced level of communication skills, compared with that required for the preliminary credential.

Factors to Consider
• Each candidate demonstrates increased proficiency in the language(s) and/or modes used by students who are deaf or hard-of-hearing. Each candidate demonstrates increased proficiency in the language(s) and/or modes used by deaf adults who comprise the deaf community.
• Each candidate demonstrates an understanding of current research related to the language(s) and/or modes used by students who are deaf or hard-of-hearing.

**Standard 14 Special Populations Within the Deaf and Hard-of-Hearing Community**

Each Clear credential candidate demonstrates advanced knowledge and skills related to effective assessment and instruction of deaf and hard-of-hearing students with special needs.

Factors to Consider
• Each candidate is knowledgeable about the impact of physical, mental and learning disabilities on the development of communication skills and learning for deaf and hard-of-hearing students.
• Each candidate demonstrates alternative teaching strategies and instructional delivery adjustments in relation to educating special needs deaf and hard-of-hearing students.
• Each candidate is knowledgeable about options, and is able to access options which are available for special needs students whose unique characteristics profoundly affect the teaching and learning process, such as the deaf-blind population.
• Each candidate identifies special techniques that are successful in working with deaf and hard-of-hearing students and their families from diverse cultural backgrounds including older students with no previous formal education.
• Each candidate identifies local, state and national resources to assist in a greater understanding of special needs deaf and hard-of-hearing populations.

**Standard 15 Early Childhood Intervention and Education**

Each candidate demonstrates knowledge of and ability to assess deaf and hard-of-hearing infants and to plan, coordinate, collaborate, and/or implement an appropriate program for infants and their families.

Factors to Consider
• Each candidate demonstrates an increased understanding of the potential impact of hearing loss on aspects of early development, including the development of language and communication skills.
• Each candidate demonstrates knowledge about the impact of a hearing loss on the infant-care provider relationship which may impact later cognitive and linguistic development.
• Each candidate demonstrates knowledge of typical and atypical development of infants and young children in six developmental areas, including gross motor, fine motor, cognitive, communication, social emotional, and daily living skills.
• Each candidate demonstrates knowledge of age-specific, disability-appropriate assessment tools and the ability to assess infants and young children who are deaf and hard-of-hearing.
• Each candidate demonstrates the ability to develop, coordinate, and/or implement an appropriate program for deaf and hard-of-hearing infants and young children and their families.
• Each candidate demonstrates the knowledge and ability to access other community resources and state agencies that serve infants and young children with hearing losses and their families.
• Each candidate demonstrates the ability to cite federal and state law and regulations that support early intervention.
• Each candidate demonstrates skill as a service coordinator of families and agencies in developing multidisciplinary team service plan.

Standard 16 Involvement With the Deaf Community

Each Clear credential candidate utilizes interaction opportunities with deaf and hard-of-hearing adults.

Factors to Consider
• Each candidate demonstrates awareness of interaction opportunities with deaf and hard-of-hearing adults at the local, state, and national levels.
• Each candidate develops a plan for personal ongoing interaction with deaf and hard-of-hearing adults.
• Each candidate demonstrates a plan to inform deaf and hard-of-hearing students and their families of interaction opportunities and fosters their participation.

Standard 19: Teaching English Learners

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students’ access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students’ backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Program Elements for Standard 19: Teaching English Learners

19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.

19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students’ assessed proficiency in English and in their first language.

19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.

19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California’s English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

19(f) Each participating teacher knows how to use assessment information to diagnose students’ language abilities and to develop lessons that maximize students’ academic success and achievement in the State-adopted academic content standards.

19(g) Each participating teacher draws upon available resources to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.

19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.

19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.
Appendix I

Clear Education Specialist: Deaf and Hard of Hearing Credential
Non-University Activity

Project Summary

Name: ___________________________ Student ID# _____________________________

Address: ________________________________________________________________

Home Phone: _______________ School Phone: ___________________________

Sponsoring Agency of Activity: _____________________________________________

Title of Activity: _________________________________________________________

Dates: _______________________________ Times: _____________________________

Location: ____________________________

Address: ________________________________________________________________

Names of Presenters: _____________________________________________________

Number of Hours: _________________________________________________________

Written Summary Requirements

a. A paragraph summarizing your project, assignment, or activity. You are to describe the project, assignment, or activity so that someone reading this summary, not familiar with what you did, could thoroughly understand what you have accomplished to fulfill the requirements of professional development.

b. A short paragraph noting the amount of time that was spent. The time could include research, preparation, the actual activity, any follow-up to the activity, and other incidental time you spent to complete the agreed upon requirements of this project.

c. A summary of what you gained professionally as a result of participating in this activity.

d. Write a paragraph about how the information you learned through participating in this project, assignment, or activity has been implemented into your practice as a special education teacher in your school, district, county, etc.

e. A final culminating summary paragraph.

f. Enter in portfolio.
### Standard 9 – Design of the Clear Education Specialist Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Description of Documentation</th>
<th>Page/Document #</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
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Evaluation of Performance on Standards

- [ ] Documentation Meets or Exceeds State Standards
- [ ] Documentation Does Not Meet State Standards

Signatures:

- Support Provider
- University Advisor

### Standard 10 – Support Activities and Support Provider Qualifications

<table>
<thead>
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- Support Provider
- University Advisor

### Standard 11 – Nature and Inclusion of Non-university Activities

<table>
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Evaluation of Performance on Standards

- [ ] Documentation Meets or Exceeds State Standards
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Signatures:

- Support Provider
- University Advisor

### Standard 12 – Assessment of Candidate Competence
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Evaluation of Performance on Standards

- [ ] Documentation Meets or Exceeds State Standards
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Signatures:

- Support Provider
- University Advisor

**Standard 13 – Advanced Personal Communication Skills**

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Evaluation of Performance on Standards

- [ ] Documentation Meets or Exceeds State Standards
- [ ] Documentation Does Not Meet State Standards

Signatures:

- Support Provider
- University Advisor

**Standard 14 – Special Populations within the Deaf and Hard of Hearing Community**

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Evaluation of Performance on Standards

- [ ] Documentation Meets or Exceeds State Standards
- [ ] Documentation Does Not Meet State Standards

Signatures:

- Support Provider
- University Advisor
### Standard 15 – Early Childhood Interventions and Education

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- Signature: _________________________________
  - Support Provider
  - University Advisor

Comments:

### Standard 16 – Involvement with the Deaf Community

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- Signature: _________________________________
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  - University Advisor

### Standard 19 – Teaching English Learners (EL)

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Evaluation of Performance on Standards

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Signatures:

- Signature: _________________________________
  - Support Provider
  - University Advisor
Appendix K

Education Specialist: Deaf and Hard of Hearing
Individual Induction Plan (IIP)
California State University, Fresno

Credential Candidate: _____________________________  _____________________________  _____________________________

Standard 9 – Design of the Clear Education Specialist Program
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 10 – Support Activities and Support Provider Qualifications
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 11 – Nature and Inclusion of Non-university Activities
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 12 – Assessment of Candidate Competence
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 13 Advancement of Personal Communication Skills
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 14 – Special Populations Within the Deaf and Hard-of-Hearing Community
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 15 – Early Childhood Intervention and Education
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 16 Involvement With the Deaf Community
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 19 Teaching English Learners (EL)
_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

 Credential Candidate  ___________  Date

 University Advisor  ___________  Date

 Support Provider  ___________  Date
CDDS 279: Induction Plan-based Field Experience in Deaf Education (3 Units)

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) 278-2423 (Dept Office)  
Phone: (559) 278-6940, (866) 957-9016 (VP)  
FAX: (559) 278-5187

The California Commission on Teacher Credentialing (www.ctc.ca.gov) has established guidelines for acquiring a Clear Education Specialist: Deaf and Hard of Hearing Credential. Teachers must obtain a Clear DHH credential within five years after receiving a Preliminary Education Specialist: Deaf and Hard of Hearing credential. The Department of Communicative Disorders and Deaf Studies offers a program for Clear Education Specialist: Deaf and Hard of Hearing credential to students who have completed all the CSU Fresno requirements for the Preliminary Education Specialist Deaf and Hard of Hearing credential. Please request the CSUF Deaf Ed Information packet for complete details of the CTC and university requirements for the Clear Credential. This course is a major component of the Clear Education Specialist: DHH credential process.

Communicative Disorders and Deaf Studies Dept. Mission Statement: To disseminate knowledge and to train professionals in SLP, 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.

Course Description CDDS 279:
Final supervised field experience working with D/HH students with an emphasis on self-assessment, goal setting, and other induction plan components. Support provided through collaboration between University and school district personnel. Students will complete their IIP, and demonstration of satisfactory performance in the classroom.

Prerequisites:
Successful completion of the CSUF requirements for the Preliminary Education Specialist Credential, receipt of the Preliminary credential and completion of CSD 278.

Required Readings:

Course Competencies:
The Clear DHH credential candidate will:
Submit a non-university activity proposal for approval from the support provider and the university supervisor for all hours of advanced professional development in each of the following areas:
- personal communication skills (Standard 13),
- knowledge and skills related to effective assessment and instruction of deaf and hard of hearing students with special needs (Standard 14)
- knowledge of and ability to assess deaf and hard of hearing infants and to plan, coordinate, collaborate, and/or implement an appropriate program for infants and their families. (Standard 15)
- interaction opportunities with deaf and hard of hearing adults. (Standard 16)
**Course Competencies** cont.

Provide a written summary of programs for student identified as English Learner. (Standard 19)

Write a Sample Student Plan using assessment results from one of your EL students or an EL student on your campus. (Standard 19)

Attend training session offered in your district for using adopted EL materials. (Standard 19)

Demonstrate competence in teaching responsibilities as measured by university supervisor and support provider using authentic, fair assessment process

Record reflections of the teaching experience and the IIP process to be included in the professional portfolio.

Submit to the university supervisor APA review/summary/reflection of 5 chapters of the textbook or a summary of 5 research based articles published in the last 5 years.

Attend professional development activities and document the date, time spent, what was learned, reflections on the Clear Education Specialist: DHH Credential Non-University form. This form and the written summary will be included in the professional portfolio.

Complete a minimum of 15 hours of advanced professional development in each of the areas outline in Standards 13-16 (listed above).

Attend 2-3 meetings at the CSU Fresno campus, if requested.

Provide video copy (CD or DVD preferred) of 1 complete lesson to university supervisor. Make a copy of each tape for you to analyze using teaching evaluation tools provided by university supervisor.

Arrange for time to be observed by the university supervisor.

Provide university supervisor with ongoing email contact regarding progress of professional portfolio.

Complete all requirements of the IIP and provide university supervisor with an electronic copy of the professional portfolio and one hard copy of the portfolio.

**Method of Grade Determination:**

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<td>On-Site (university) meeting</td>
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<td>Textbook chapter review</td>
<td>10</td>
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<td>Ongoing email communication</td>
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<td>1 videotaped lessons and analysis</td>
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<td>Completed IIP and supporting Paperwork, including portfolio</td>
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Grading Scale: Credit/Non-Credit: Credit: 85 plus points; Non-Credit: 84 or less points
UNIVERSITY POLICY & PROCEDURES

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).

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 Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Tentative Course Schedule:
Week 2  Self evaluate forms and documents for IIP. Arrange for phone consultation or onsite visit with university supervisor to review IIP progress with university supervisor.

SUNDAY  Sept 10, 2011  Attend class meeting at Fresno State, PHS 255,  9AM – 12PM
Week 3  Create schedule to complete hours for Standards 13-19. Submit request for approval for all activities.
Week 4  Read articles or chapters and summarize.
Week 5  Set up observation time for university supervisor.
Week 6  Requests for approval of activities for 15 hours in each area of Standards 13-16 due
Week 7  Article or chapter summaries due
Week 8  Acquire hours for professional development, complete required documentation, and record reflections.
Week 9  Videotaped lesson and self-evaluation due
Week 10 Acquire hours for professional development, complete required documentation, and record reflections.
Week 11
Week 12
Week 13
Week 14
Week 15  IIP portfolio due Wednesday December 7, 2011 at the latest.
Mail to arrive before December 7
The Professional Portfolio

Documentation for the portfolio may include assessment reports, unit lesson plans, student work, videotapes of classroom activity highlights, sample tests, original curriculum materials; an authentic teaching or grading technique; list of professional books read; any articles published in newsletters, newspapers, or other professional outlets; resources collected from attendance at conferences, inservices, or workshops; papers or materials that you have created for presentations; descriptions of team teaching activities; photos of special class sessions; classroom management techniques; notes from parents or students that were reinforcing, and special achievements by students. This documentation can be from both experiences and work produced during your Preliminary or Clear credential experiences.

This portfolio will be your final document to be demonstrated for your successful completion of your CSD 278 and CSD 279 requirements. The contents will vary with the individual. The portfolio will include three (3) sections. The first section includes the final documents and Table of Contents. The second section includes materials or artifacts which document your competency and ability to perform as a special education teacher. The third section contains the standards for the Clear credential and the supporting documents. You will submit an electronic portfolio and a hard copy of the portfolio.

The following is the basic outline of the portfolio:

SECTION I:
Cover
Letter from District verifying two years of full-time teaching experience.
Initial Verification of Employment.
Table of Contents

SECTION II:
Professional philosophy statement
Academic experience
Teaching experience
Demonstration of work experience
(lesson plans, samples, assessments and rubrics, planning, management, teaching strategies, collaboration, resources, professional support sources)
Pictures of classroom activities and or projects
Reflections and rationale on the first two years of teaching
   (2-3 pages double spaced)

SECTION III (Divided by Standard)
List of each standard (9-16)
Non-university Project summary
Written response to non-university project
Evidence/documentation of non-university project

Standard 19 Teaching English Learners (EL)
Clear Education Specialist: Deaf and Hard of Hearing Credential
Non-University Activity

Project Summary

Name: ___________________________ Student ID ___________________________

Address: ________________________________________________________________

Home Phone: __________________ School Phone: ___________________________

Sponsoring Agency of Activity: _____________________________________________

Title of Activity: _________________________________________________________

Dates: ___________________________ Times: _________________________________

Location: _______________________________________________________________

Address: _______________________________________________________________

Names of Presenters: _____________________________________________________

Number of Hours: _________________________________________________________

Written Summary Requirements

a. A paragraph summarizing your project, assignment, or activity. You are to describe the project, assignment, or activity so that someone reading this summary, not familiar with what you did, could thoroughly understand what you have accomplished to fulfill the requirements of professional development.

b. A short paragraph noting the amount of time that was spent. The time could include research, preparation, the actual activity, any follow-up to the activity, and other incidental time you spent to complete the agreed upon requirements of this project.

c. A summary of what you gained professionally as a result of participating in this activity.

d. Write a paragraph about how the information you learned through participating in this project, assignment, or activity has been implemented into your practice as a special education teacher in your school, district, county, etc.

e. A final culminating summary paragraph.

f. Enter in portfolio.
**Standard 9 – Design of the Clear Education Specialist Program**

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Evaluation of Performance on Standards

- [ ] Documentation Meets or Exceeds State Standards
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Signatures:

Support Provider ________________________________ University Advisor ________________________________

**Standard 10 – Support Activities and Support Provider Qualifications**

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**Standard 11 – Nature and Inclusion of Non-university Activities**

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**Standard 12 – Assessment of Candidate Competence**
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Support Provider    University Advisor

**Standard 13 – Advanced Personal Communication Skills**

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**Standard 14 – Special Populations within the Deaf and Hard of Hearing Community**

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Support Provider    University Advisor
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Comments:

### Standard 16 – Involvement with the Deaf Community

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- University Advisor
Appendix J

Clear Education Specialist: Deaf and Hard of Hearing
Individual Induction Plan (IIP)
California State University, Fresno

Credential Candidate: __________________________________________

Standard 9 – Design of the Clear Education Specialist Program
DOCUMENTATION MEETS OR EXCEEDS STATE STANDARDS
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DOCUMENTATION MEETS OR EXCEEDS STATE STANDARDS
DOCUMENTATION DOES NOT MEET STATE STANDARDS

Standard 19 Teaching English Learners (EL)
DOCUMENTATION MEETS OR EXCEEDS STATE STANDARDS
DOCUMENTATION DOES NOT MEET STATE STANDARDS

_________________________________________  ____________
Credential Candidate       Date

_________________________________________  ____________
University Advisor       Date

_________________________________________  ____________
Support Provider       Date

DHH Credential, Fresno State, CDDS 279   January 2012   306
CI 225 - Integration of Technology - Across the Curriculum
Fall 2011 - 3 Units
On-Line Course

Instructor: Otto E. Benavides
Office: ED 48
Phone: 278-0379
Email: ottob@csufresno.edu
Office Hours: TBA on-line

Required Textbook:
eText
Print

Catalog Description
Identification, evaluation, and use of advanced technologies such as microcomputers, instructional video, laserdisc, television, and telecommunications for developing teaching materials appropriate for state curriculum frameworks.

Course Goals and Objectives
The primary goal of this class is to explore the effective use of a variety of advanced technology applications and how these applications can help attain curricular objectives. You will have hands-on experiences and develop meaningful projects, which exemplify and promote the integration of technology to support teaching and learning. While all types of instructional settings are applicable, the primary focus of discussions will be K-12 classrooms. CI 225 is designed to fulfill the California Commission on Teacher Credentialing technology standard for the Professional (Clear) Credential and to respond to Standard 16 from the CCTC Standards of Quality and Effectiveness for Professional Teacher Induction Programs.
Note: Course requirements and assignments have been designed with the expectation that students enrolled in this class will have the knowledge and skills required to develop standards-based curriculum and assess student learning commensurate with that of a first or second year teacher.

Learning Outcomes

Learning outcomes for this course are based on Standard 16, Using Technology to Support Student Learning, of the CCTC Standards of Quality and Effectiveness for Professional Teacher Induction Programs. Major assignments, class discussions, in-class assignments, and homework assignments will provide opportunities for you to demonstrate your learning.

Communication and Collaboration: Students in CI 225 will…

- Communicate through a variety of electronic media.
- Interact and communicate with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced curriculum.

Planning, Designing and Implementing Learning Experiences: Students in CI 225 will...

- Demonstrate competence evaluating the authenticity, reliability, and bias of the data gathered, determine outcomes, and evaluate the success or effectiveness of the process used.
- Monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly.
- Design, adapt, and use lessons that address students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- Use technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions.
- Create or make use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers, or in computer labs.
- Use technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.

Assessment and Evaluation: Students in CI 225 will...

- Use computer applications to manipulate and analyze data as a tool for assessing student learning and providing feedback to students and their parents.
Course Expectations

- I expect that you will behave in a courteous, congenial, and civil manner at all times. The on-line 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 that are supportive of the learning process. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

- This course is scheduled to meet on-line. Three Mondays, on dates and times to be agreed upon are designated days to meet on-line. Please check the tentative schedule of classes and schedule other obligations so they do not conflict with class time. We will meet using Adobe Connect. Instructions will be posted on the Blackboard site after getting responses from a related poll.

- The university requires every student to have his/her own computer or have other personal access to a workstation (including a modem or other type of Internet connection and printer) along with recommended software. If you need additional access to software and/or the Internet, you may use the computers designated for open lab in the Education Building room 420.

- Prior knowledge of basic productivity software (word processing and spreadsheets), email, and Internet searching, as well as lesson planning, assessment, and other major topics covered in credential courses is assumed. These will not be taught in this class.

- This course has a Blackboard web site. Check the site regularly between class sessions. On-line course ID CI225-09-74151-2097

- In order to be listed in Blackboard, you must have a Fresno State email account. You can obtain an account at http://email.csufresno.edu.

- You need to the most recent version of the Firefox web browser (http://mozilla.com), Internet Explorer (http://www.microsoft.com/downloads/) or Safari (http://apple.com) and of Adobe Acrobat Reader (http://www.adobe.com/support/downloads/main.html) on your computer. You can obtain free downloads of all these browsers at the indicated links.

- All assignments will be turned in electronically via the Blackboard “Drop Box.”

- **Format:** Word-processed documents **must** be in a format that can be opened in Microsoft Word. If you don’t have Word, you will need to convert your documents to **Rich Text Format (RTF).** You are strongly encouraged to install Microsoft Office on your computer. For information on special campus pricing and purchasing visit the Kennel Bookstore.

- **File Names:** It is imperative that file names of documents turned in electronically follow a prescribed format. **Always** begin with your **last name and first initial** (all one word), followed by an underscore ( _ ), the assignment I.D. (DS, IC, etc.), and the appropriate file extension. (.docx, .pdf, .xlsx, .pptx)

  Example: SawyerT_WQ.docx. I will **not** open or grade incorrectly named files.

- Assignments and activities are designed to model a variety of strategies. The focus will be on activities that encourage your active participation.
I expect you to assume primary responsibility for your own learning. This includes ensuring that you download and read all assignments and that you clearly understand all assignment requirements and due dates.

Please read the “On-line Orientation” document posted on Blackboard and returned it to me acknowledging your understanding of the role you will have in this course.

If you find you are having difficulty with any concepts or course assignments, email or call me, and/or make an appointment to talk to me. I will make every effort to respond to email before the following class. However, please be aware that this is not always possible, especially over the weekend or if I am out of town and have no Internet access. If you leave assignments until the last minute, there will not be time to offer help.

**Time:** Don’t get behind and don’t wait until the night before! Assignments will take much longer to complete than you anticipate—There’s one rule when using technology—**Something unexpected will happen!**

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

**University Policy on Cheating:** The University has a written policy on cheating and plagiarism, which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. For information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Course Materials**

This course requires the following textbook as part of the reading assignments:


SBN-10: 0136101348 or ISBN-13: 9780136101345

Other reading assignments are posted in the “Tentative Schedule of Topics,” and on the Blackboard web site.

You will need access to the state curriculum frameworks and content standards for your grade level and/or subject area. Many of these are available through the California State Department of Education:

- Standards: [http://www.cde.ca.gov/standards/](http://www.cde.ca.gov/standards/)
- Frameworks: [http://www.cde.ca.gov/cfir/curfrwk.html](http://www.cde.ca.gov/cfir/curfrwk.html)

Frameworks are also available at the Madden Library in the Curriculum and Juvenile Library and in the Government Documents section.
**Storage Device:** You are required acquire a USB drive with 1 GB storage or larger.

**Instructional Materials and Resources**

**READINGS:** A number of readings will be assigned throughout the semester. The textbook will be discussed via Blackboard.

Online help with Microsoft Office (Word, Excel, PowerPoint) is readily available. However, if you are the type of learner who finds having a book more helpful, a variety of “how to” books for Office are available at bookstores or on-line.

**STANDARDS:** The California State Board of Education Content Standards will be used in this class; they can be accessed at the following website: [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)

**TECHNOLOGY RESOURCES:** The following technology resources may be used during this class.

- **Audacity:** PC and Macintosh users can obtain this free program for recording and editing sounds which can be downloaded from the following website: [http://audacity.sourceforge.net/](http://audacity.sourceforge.net/)
- **GarageBand:** Macintosh users will have the advantage of using this unique program to create their own music and to do voice over recordings.
  - **Note:** if your computer does not have a built-in microphone, you will need an external microphone you can connect to record audio. Amazon.com has a variety of relatively inexpensive desktop microphones. All new Macintosh computers have a built-in microphone and a built-in camera.
- You are encouraged install **Microsoft Office** on your computer. For information on campus pricing and purchasing locations check the Kennel Bookstore. Notice: There are other open source solutions such as OpenOffice or NeoOffice.
- **iTunes:** Audio file player which can be downloaded for both Windows and Mac from the following website: [http://www.apple.com/itunes/download/](http://www.apple.com/itunes/download/)
- **QuickTime Player:** Video clip player which can be downloaded for both Windows and Mac from the following website: [http://www.apple.com/quicktime/download/mac.html](http://www.apple.com/quicktime/download/mac.html)
- **Adobe Acrobat Reader** (Adobe Reader 8): Program that allows you to read pdf files. It can be downloaded from the following website: [http://www.adobe.com/](http://www.adobe.com/)
- **Atomic Learning:** Tutorials for using a variety of software programs are available at Atomic Learning at [http://movies.atomiclearning.com/k12/home](http://movies.atomiclearning.com/k12/home). Atomic Learning requires a paid subscription and a username and password.
- **Lynda.com:** Tutorials for using a variety of software programs are available at: [http://lynda.com](http://lynda.com). This site requires a paid subscription and a username and password.
- Macintosh users are encouraged to install iLife and iWork to produce their multimedia projects.
- Others as required
Grading Policy

- A 4-point rubric or scoring guide will be used to evaluate three major assignments. Specific rubrics for these assignments will be posted on Blackboard.

- In-class assignments and homework will be graded on a 100 point scale. (See the assignment weighting and grading scale.)

- All assignments are to be submitted on or before the due date, and are due at the beginning of the class unless otherwise instructed. A penalty of 11 points per class session (or part of a class session) is assessed on late assignments. For example, if your assignment submitted on time would earn a score of “100,” if submitted the following class, “89” would be the score.

- Credit/No Credit Grading: You may choose to enroll in this class for “Credit.” However, be aware of the following:

  - Because this is a graduate level course, a grade of “C” translates to “No Credit.” In other words you must have a “B” to receive credit for the class

  - If you think you might ever want to use the class as part of a Master’s Degree program, you must enroll for a letter grade.

- University Policy on Incomplete Grades: The University has a written policy that describes the incomplete (I) grade for a course. This grade is given “due to unforeseen, but fully justified reasons… The student must have completed at least two-thirds of the required coursework with a passing grade…It is the responsibility of the student to bring pertinent information to the attention of the instructor before the end of the semester…” For more information, consult the University Catalog section on Academic Regulations.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>
Assignment Weighting

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WebQuest</td>
<td>20</td>
</tr>
<tr>
<td>2. Digital Storytelling</td>
<td>20</td>
</tr>
<tr>
<td>3. Digital Portfolio</td>
<td>10</td>
</tr>
<tr>
<td>4. On-line Participation and Homework Assignments</td>
<td>10</td>
</tr>
<tr>
<td>5. Chapter Readings</td>
<td>20</td>
</tr>
<tr>
<td>6. NASA workshop Attendance</td>
<td>10</td>
</tr>
<tr>
<td>6. Final Test</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assignments

Below are brief descriptions of major course assignments. More detailed information will be available during the semester at the course Blackboard site.

WebQuest (WQ)
Design and develop a WebQuest that requires students to solve a meaningful problem. Information on and examples of WebQuests will be presented in class.

100 points – 20%

Digital Storytelling (DS)
Using iMovie, MovieMaker or a similar program for creating desktop videos, create a short movie that would support instruction about a specific content standard or standards. You will use still images, an audio/music track, and your narration to tell a story or explore a topic.

100 points – 20%

Digital Portfolio (DP)
Develop a digital portfolio that provides evidence you have met course objectives. Your portfolio will be organized into 3 sections:

- Communication and Collaboration
- Planning, Designing, and Implementing Learning Experiences
- Assessment and Evaluation.

Introduce each section of your portfolio with a narrative that describes what evidence you have included, explains how it demonstrates you have met one or more objective(s), and states specific goals for your professional growth in technology related to the objectives. See examples of previous student work at http://education.csufresno.edu/ci225F07.html. There are links to other examples on the Blackboard site.

100 points – 10%

Homework Assignments
There will be four homework assignments to be completed at the announced time:

1. On-Line Orientation Exercise 20 points
2. A visual literacy project 30 points
3. A spreadsheet data analysis assignment 20 points
4. A database organizing and sorting assignment 30 points

**Total 100 points 10%**

**Chapter Readings**
Read chapters 1, 2, 3, 4, 6, 7, 8, 9, 12 and 13 (10 chapters) from the “Integrating Computer Technology into the Classroom” textbook as outlined in the “Tentative Schedule of Topics.” Students are required to post a minimum of three comments or responses to other student comments. One posting must be original. Visit the site: [http://www.nlteq.com/](http://www.nlteq.com/)

**100 points – 20%**

**NASA Workshops**
The NASA Educator Resource Center will offer two workshops during the fall 2009. You will need to choose to attend one on the following dates: Saturday September 3 or Saturday November 5. CI 225 students may register for a workshop via the CTAP Calendar following a link for each workshop. You may register at any time after August 24, 2010. Please wait for registration announcement.

**100 points – 10%**

**Final Test**
The final test will cover materials from the reading assignments and class presentations (Issues related to ethics, copyright and equity). I will give you a list of topics to study for the test. The final test may be a combination of multiple-choice and essay questions.

**100 points – 10%**
### CI 225 Fall 2011 - Tentative Schedule of Topics

*(Schedule is subject to change)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Self-Assessment Orientation Reflection</td>
<td></td>
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<tr>
<td>Aug 29</td>
<td>Tentative Virtual Meeting via Adobe Connect – Instructions to join will</td>
<td>7 – 9 PM</td>
</tr>
<tr>
<td></td>
<td>be mailed prior to the meeting</td>
<td></td>
</tr>
<tr>
<td>Sept 3</td>
<td>NASA</td>
<td>NASA Workshop 8 AM – 4 PM</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Chapter 1 - Discussion Integrating Computer Technology into the</td>
<td>Visual Literacy Reflection</td>
</tr>
<tr>
<td></td>
<td>Classroom, Morrison and Lowther, 3rd Edition. Visit the site:</td>
<td>WebQuest Exercise</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nteq.com/">http://www.nteq.com/</a></td>
<td>Chapter 2 - NTeQ Research-Based Model</td>
</tr>
<tr>
<td>Sept 24</td>
<td>WebQuest checkpoint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 3 &amp; 4 - Teacher as a Designer I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Oct 1</td>
<td>Chapter 9 – The Internet in the Classroom</td>
<td></td>
</tr>
<tr>
<td>Oct 8</td>
<td>Completed WebQuest</td>
<td></td>
</tr>
<tr>
<td>Oct 8</td>
<td>Digital storytelling - use of <em>iMovie,</em> <em>Movie Maker</em> or similar</td>
<td>Read/Browse: Digital</td>
</tr>
<tr>
<td></td>
<td><em>video editing application</em></td>
<td>Storytelling Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.storycenter.org/memvoicelce/pages/cookbook.html">http://www.storycenter.org/memvoicelce/pages/cookbook.html</a></td>
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<tr>
<td>Oct 10</td>
<td>Tentative Virtual Meeting via Adobe Connect – Instructions to join will</td>
<td>7-9 PM</td>
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<tr>
<td></td>
<td>be mailed prior to the meeting</td>
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<tr>
<td>Oct 15</td>
<td>Storyboard for Digital Story</td>
<td></td>
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<tr>
<td></td>
<td>Electronic Portfolios</td>
<td><a href="http://www.electronicportfolios.com/portfolios/encyclopediaentry.htm">http://www.electronicportfolios.com/portfolios/encyclopediaentry.htm</a></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 22</td>
<td>Work on Digital Storytelling</td>
<td>Chapter 8 – Publishing and Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Creating A New Culture of Teaching and Learning by Alan November</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.anovember.com/articles/asilomar.html">http://www.anovember.com/articles/asilomar.html</a></td>
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<tr>
<td></td>
<td></td>
<td>Using Spreadsheets in the Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://edservices.aea7.k12.ia.us/edtech/classroom/workshops/excel.html">http://edservices.aea7.k12.ia.us/edtech/classroom/workshops/excel.html</a></td>
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<tr>
<td></td>
<td></td>
<td>Every Picture Tells a Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.ideabook.com/chart.htm">http://www.ideabook.com/chart.htm</a></td>
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<tr>
<td></td>
<td></td>
<td><a href="http://lttechno.com/links/spreadsheets.html">http://lttechno.com/links/spreadsheets.html</a></td>
</tr>
<tr>
<td>Nov 5</td>
<td>NASA</td>
<td>NASA Workshop 8 AM – 4 PM</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Legal and ethical issues – fair use, plagiarism, privacy, equity, digital divide</td>
<td>Spreadsheet Assignment – Analyzing Data Chapters 6 &amp; 7 Spreadsheets and Databases</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Work on Digital Storytelling</td>
<td>Digital Story</td>
</tr>
<tr>
<td>Nov 11</td>
<td></td>
<td>Draft portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Database – Organizing and Sorting Data</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Work on Digital Portfolio</td>
<td>Chapter 12 – Teacher as Facilitator and Managing the Classroom</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Tentative Virtual Meeting via Adobe Connect – Instructions to join will be mailed prior to the meeting</td>
<td>7 – 9 PM</td>
</tr>
<tr>
<td>Dec 3</td>
<td>Self Assessment: What have you learned? Work on Digital Portfolio</td>
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<tr>
<td>-------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Dec 12</td>
<td>Digital Portfolio</td>
<td></td>
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<tr>
<td>Dec 14</td>
<td>On-line Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Course Description:
This course introduces students to concepts and issues related to teaching diverse learners in contemporary public schools. The California Commission on Teacher Credentialing (CCTC) Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and the Standards of Quality and Effectiveness for (Single) Subject Matter Programs articulate the requirements of early field experiences and introductory classroom experiences. **EHD 50 satisfies the pre-teaching field experience required for admission to a basic teaching credential program at CSUF** by providing each prospective teacher with planned, structured observations and experiences in classrooms. The university instructor meets with school site personnel to select appropriate classroom placements for the students. The instructor monitors the students’ progress at the school sites and reviews the students’ performance with the host teachers and with the students. The prospective teacher’s introductory classroom experiences are linked to subject matter coursework and are characterized by diversity and dialogue.

EHD 50 provides an orientation to:
1. The duties and responsibilities of K-12 public school teachers during the instructional day in a comprehensive public school setting,
2. California’s Standards for Teaching and Learning
3. Concepts and Issues Related to Diverse Learners,
4. Teaching as a Profession and Career, and
5. The operation of schools during the academic year.

Field Experiences
EHD 50 offers weekly structured, diverse classroom placements consisting of tutorial sessions and observation visits to host schools under the supervision of the university instructor. During site visits, students will tutor, view instructional approaches and classroom management, become familiar with the curriculum and standards, and observe other aspects of elementary or secondary schooling. Students will complete weekly field-based assignments or projects. During seminars, students will become familiar with basic concepts and practices, standards, credentialing, advanced programs in education, and issues related to entering the teacher work force.

<table>
<thead>
<tr>
<th>Course Information: Seminar and Field Placement/Assignments</th>
<th>Instructor Name: Dr. Susan Schlievert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 3</td>
<td>Office Number: 449</td>
</tr>
<tr>
<td>Time: 2 hours per week seminar, &amp; minimum 4 hours per week arranged at a schoolsite</td>
<td>Email: <a href="mailto:susansc@csufresno.edu">susansc@csufresno.edu</a></td>
</tr>
<tr>
<td>Location: ED 170</td>
<td>Telephone: (559) 278-0348</td>
</tr>
<tr>
<td>Website: (Blackboard)</td>
<td>Office Hours: T 1:30, Th 6:30, or arranged</td>
</tr>
</tbody>
</table>

Prerequisites: N/A

Required Texts and Instructional Materials:

Required Materials:
1. Students are presumed to have access to a computer workstation and the necessary communication links to the University’s information resources. The University provides free email accounts to all students. Go to https://zimmer.csufresno.edu/csuf/index.html.

Internet accounts are available for fee at http://www.fresno.com/cvonline/cvip.html.)
2. Students will be assigned readings on an individual and group basis. Some materials will be distributed in class; others will be available on the Web, on Blackboard, at the Kennel copy center, or in the Madden Library.

3. Course is Blackboard enhanced. Information on a Course Packet (Kennel Bookstore) may be provided during the first class meeting. Do not purchase in advance.

4. A binder or folder to organize your collected materials.

5. A journal to record your observations and reflections.

**Required Technology:**
- e-mail, Internet, Microsoft Word (most recent version)

**Primary Learning Outcomes:**
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).

**The student will:**
1. Work with students and gather data from field visits at elementary, middle, or high school sites under the supervision of a host teacher and the university instructor.

2. Increase one’s knowledge of: (a) the demands and expectations of classroom teaching, (b) curriculum and standards, (c) general school operations, (d) current issues and best practices affecting teachers and, (e) basic concepts of public education.

3. Examine general program procedures for the teaching credential.

4. Identify challenges in education.

5. Examine professional development and career opportunities currently found in schools, advanced credentials/certificates, and graduate programs in professional education.

6. Demonstrate knowledge of computer terminology, operation, and troubleshooting.

EHD 50 Activities provide:
- an introductory, school-based field experience;
- an orientation to teaching and school operation;
- an overview of teaching practices and standards;
- information about credentials and professional development;
- an introduction to historical, psychological, and cultural perspectives.

**Examinations and Major Assignments/Activities:**

| A. | READING: complete readings, as assigned. |
| B. | SCHOOL VISITS: Complete tutorial/observation field experience at the arranged school site (minimum 4 hours per week for a total of 45 hours). Tutorial sessions are scheduled during the public school day, not including after school activities. |
Procedures and protocol will be discussed during the first seminar.

C. **JOURNAL:** complete a minimum of one entry per week. Include reflections and observations of teaching methods, curriculum, and classroom management.

D. **COLLECTED MATERIALS/PORTFOLIO:** Submit a Course Portfolio to include items and topics provided during the seminars (log, host teacher evaluation, assignments in numerical order, quickwrite/quizzes, exam results, journal (one entry per visit to the host school), collected materials (handouts from seminars and host teacher). Do not use page protectors.

E. **LOG:** Submit the completed (signed) log with the Course Binder

F. **SEMINAR INTERACTION:** Contribute to weekly discussions.

G. **WRITTEN ASSIGNMENTS:** Complete all Field Study (Lab) Components Assignments (See Schedule).

H. **QUICK WRITE/QUIZ (2):** Complete in class only; no make-ups

I. **EXAMINATIONS:** Complete required examination.

*Single subject candidates: observations and subsequent assignments must occur in your specific single subject area.*

**GRADES**

Grading is multimodal and based on points. Attendance is mandatory, all course requirements and activities (100%) must be completed, and all work/documentation must be submitted on the due date before the end of the term. Should any course requirement not be completed by the end of the semester, two-thirds of all requirements having been completed, a student may request an incomplete grade from his/her instructor.

- **Attendance:** Students are required to attend and participate in all seminars. Attendance is an essential part of this course. Students are expected to arrive to class on time. Attendance is required from the beginning to the end of each class. Three late arrivals and/or early departures are equivalent to one absence. A late arrival and/or early departure in excess of 15 minutes may be recorded as an absence. Your classmates depend on your presence in group work and discussions. Regular absences and/or tardiness may affect your grade in the course. If for some reason you are late to class or must miss class, the experiences missed cannot be duplicated. If you must miss a class, you are responsible for getting notes and materials from a class member.

- **Late Assignments.** Assignments should be completed on time. If you cannot turn in an assignment when it is due, let me know in writing when it will be submitted. Late assignment grades will be lowered by 10% of possible points for each class meeting that the assignment is not submitted.

**Completion of Pre and Post Surveys:**

https://csufresno.us.qualtrics.com/SE/?SID=SV_0dOAXn4l5kC3wVe

Grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment/project</th>
<th>Primary Learning Outcome</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments 1-10 (10 points each)</td>
<td>1, 2, 3, 5, 6</td>
<td>100</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>FIELD STUDY (LAB) COMPONENT ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Placements</td>
<td>1. Most Memorable Teacher. Write about a memorable teacher that may have influenced you to consider teaching. What are the qualities and attributes that you admire? (1 page)</td>
</tr>
<tr>
<td>1/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Career Paths in Education</td>
<td>2. People enter the teaching profession for many reasons: honorable work, enjoy working with children, salary and benefits, work schedule, job stability, good working conditions, doing something that makes a difference, etc. Why do you want to teach? (1 page)</td>
</tr>
<tr>
<td>1/24</td>
<td></td>
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</tr>
<tr>
<td>Week 3</td>
<td>Instruction</td>
<td>3. Using the sample lesson plan format from the seminar as a guide, observe your host teacher’s lesson(s). Can you identify the objective of the lesson? Is there modeling? Reinforcement? What is the</td>
</tr>
<tr>
<td>1/31</td>
<td>Lesson design and planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruction: direct, cooperative, inquiry, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivation and teaching strategies</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Content</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| Week 4 2/7 | **Classroom Management**  
- Dimensions of classroom management  
- Child development research  
- School Safety  
- Rules, & procedures  
- Techniques & Strategies (SPED Infusion)  
- Ethics (NEA), cheating | 4. Describe the management system in place in your host classroom. Is it effective? Do the students know the expectations? (1 page) |
| Week 5 2/14 | **Diversity**  
- The multicultural classroom  
- Modalities & Learning Styles  
- Strategies for Diverse Learners Video **Demographics**  
- Community | 5. Student populations in California are diverse in many ways. Describe the students in the observed classroom, including culturally and linguistically diverse students, students with disabilities, GATE students, and other students with special needs. How does the observed teacher meet the needs of all the students? (1 page) |
| Week 6 2/21 | **Assessment**  
- Types and purpose of assessment  
- No Child Left Behind Act (NCLB) | 6. What kinds of assessments are used in your host classroom? Would you use the same assessments in your own classroom? |
| Week 7 2/28 | **Special Education**  
- Laws governing Special Education  
- Identifying special needs students  
- Basic Law and Disabilities  
- IEP & 504 Video clips  
- Inclusion | 7. Write about one student you have observed throughout the semester. What do you know about him/her? Describe behavior, learning style, interactions, other. |
| Week 8 3/6 | **Curriculum and Standards**  
- California Content Standards (http://www.cde.ca.gov)  
- Teacher Performance Expectations (TPEs)  
- Teacher Performance Assessments (TPAs)  
- California Standards for the Teaching Profession (CSTP) | 8. After reflecting on lessons you observed, describe how the California content standards are addressed at your site placement. What standards were being addressed? How? (1 page) |
Single subject candidates: observations and subsequent assignments must occur in your specific single subject area.

<table>
<thead>
<tr>
<th>Week 9 3/13</th>
<th>Technology (Independent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internet search</td>
</tr>
<tr>
<td></td>
<td>Word processing, tables</td>
</tr>
<tr>
<td></td>
<td>Troubleshooting</td>
</tr>
<tr>
<td></td>
<td>Education links</td>
</tr>
</tbody>
</table>

9. What instructional resources (including technology) does the observed teacher use in the classroom? Explain (1/2 page). and Identify three websites that address issues in education, including one in your observed grade/subject. Create a three-column table to list the websites, briefly describe the contents, and evaluate the site.

<table>
<thead>
<tr>
<th>Week 10 3/20</th>
<th>School Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finance</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
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<tr>
<td></td>
<td>Abuse</td>
</tr>
<tr>
<td></td>
<td>Copyright</td>
</tr>
<tr>
<td></td>
<td>Students’ Rights</td>
</tr>
</tbody>
</table>

10. Interview a teacher:

What is the best part of teaching?

What has been your greatest achievement as a teacher?

What has been your greatest disappointment as a teacher?

What are the greatest challenges for teachers?

What are your non-teaching duties and time requirements?

In what ways are schools successful?

What advice do you have for someone considering a career in teaching? (1 page

<table>
<thead>
<tr>
<th>Week 11 3/27</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fish! Philosophy</td>
</tr>
</tbody>
</table>

| Week 12 4/3 | (Spring Break) |

| Week 13 4/10 | Review |

<table>
<thead>
<tr>
<th>Week 14 4/17</th>
<th>Summative Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Including a plan and time schedule for credential requirements</td>
</tr>
</tbody>
</table>

| Week 15 4/24 | Independent Study |

Complete observations and assignments.
<table>
<thead>
<tr>
<th>Week 16  5/1</th>
<th><strong>Course Portfolio due</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 17  5/8</td>
<td>Review Binders</td>
</tr>
<tr>
<td></td>
<td>Course Binder Presentation, Panel Discussion</td>
</tr>
<tr>
<td></td>
<td>• Student Sharing</td>
</tr>
<tr>
<td></td>
<td>• Commonalities</td>
</tr>
<tr>
<td></td>
<td>• Unique Experiences</td>
</tr>
<tr>
<td>TBA</td>
<td><strong>Final Examination</strong></td>
</tr>
</tbody>
</table>

**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).

**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 (Policy/Legal Statements) or the University Catalog (University policies).

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**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 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."

**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](#).

Digital Campus 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.

**Procedures and Protocol**

- Tutorial sessions are arranged for students at schools selected by the university instructor.
- Tutorial sessions are scheduled during the public school day, not including after school activities. You must make up a missed tutorial session.
- Schools expect professional behavior of persons functioning in a professional role with pupils. EHD 50 students are guests of host schools and representatives of the Kremen School of Education & Human Development at California State University, Fresno. EHD 50 students are considered future student teachers and their appearance when visiting schools is expected to be appropriate to a professional setting. Your instructor will give specific suggestions before the first visit. Also, check with your host teacher about special dress days, games days, etc.
- Schools are Drug Free Zones. Do not smoke, drink, or use drugs before or during your visit to a school site.
- Gum is seldom allowed on campus.
- Wear a name badge at all times.
- Sign the general visitor’s log at the school site, if applicable.
- Park in designated areas or along frontage roads/side streets.
- Notify the host school if you will miss a scheduled visit; leave a message for the host teacher. It is the EHD 50 student’s responsibility to make up missed visits.
- Host teachers serve on a completely volunteer basis. Please consider leaving a thank you note on your final visit.
EHD 50: INTRODUCTION TO TEACHING LOG

Name________________________ Class day/time________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
<th>HOST TEACHER’S SIGNATURE</th>
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<tbody>
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</tbody>
</table>

TOTAL CLASSROOM HOURS 45

TOTAL HOURS________________
EHD 50: INTRODUCTION TO TEACHING PORTFOLIO

Name________________________________________ Class day/time__________________________

Organize the portfolio in the following order:
(Include this sheet before the log)

Cover: Name, Course Title, School Placement, Host Teacher, Date

Log

Host Teacher Evaluation

Assignments (in numerical order)

Quickwrite/quiz, exam results

Journal (one entry per visit to the host school)

Collected Materials (Handouts from host teacher and seminars)

<table>
<thead>
<tr>
<th>Assignment/project</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments 1-10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>10=Accomplished, 8=Competent, 6=Developing, 4=Beginning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site visits, reflections, log***</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Quick-write/quiz</td>
<td>10 (2x5)</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Seminar oral participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final/Course Binder**</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 300

** Final/Course Binder required to pass the course.

*** 45 hours required to pass the course.
Dear Host Teacher,

Thank you for hosting a CSUF EHD 50 student. Your participation has provided the student with insight and understanding so that s/he may make an informed career decision. You are a valued partner in the student’s educational development.

Because you have seen the student “in action” on a weekly basis, we ask that you please complete the following appraisal of the student’s performance in your classroom. Thanks, again, for guiding a future teacher into the profession!

EHD 50 Student’s Name_____________________________________________

Grade or Subject____________________     School________________________

Please evaluate the student in the following areas:

<table>
<thead>
<tr>
<th>(O=Outstanding, S=Satisfactory, N=Needs Improvement)</th>
<th>O</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Attendance, Punctual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including made up missed time, called if absent)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communication with Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate (Professional) Appearance</td>
<td></td>
<td></td>
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<tr>
<td>Effort and Initiative</td>
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<td></td>
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<tr>
<td>Positive Attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with staff, parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N/A if there was no opportunity for this)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

OVERALL EVALUATION

Do you have any concerns about the suitability of this student to enter the teaching profession?

Do you have any suggestions to help develop and improve this student’s skills?

Does this student have any special talents or abilities that you observed?

Host Teacher’s Signature_____________________________________________
DATE: Spring 2012  
TO: All Teachers  
FROM: Dr. Susan Schlievert  
CSUF EHD 50 (Ed 449, 278 - 0348)  
RE: Placement of Student Tutors

EHD 50 is a class for CSUF students who are interested in the teaching profession and want to learn more about school operations and programs. Students are required to observe/participate in a classroom 4 per week for a total of 45 hours during the semester.

If you choose to participate, you will NOT be required to meet with them outside of class nor write lengthy evaluations. You simply initial an attendance form, complete a concise appraisal, and “point them in the right direction.” EHD 50 students may:

- observe
- tutor
- work in small groups
- assist with activities
- help with materials
- review curriculum
- other?

Of course, they must always be under your supervision.

If you are interested in having a tutor this semester, please complete the attached form below and return it with the student. Our students are eager to help and welcome the opportunity to learn with the best.

If you have any questions, please call me at 278-0348, or e-mail me at susansc@csufresno.edu  
Thanks!

Yes, I would like to participate in the EHD 50 program.

Teacher’s Name ..................................................................................................................
School ................................................................................................................................
Phone................................................................Grade/subject......................................................
Day........................................... Time.......................... e-mail.............................................
Student’s Name .................................................................................................................
Vision:
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:
This course focuses on applied psychology, considering developmental/learning theory, research, and assessment as it relates to the learner. Students examine the design of integrated curriculum in K-8 classrooms and investigate reforms, curricular theories, and instructional models.

Multiple Subject Program Requirements:
This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study A, will need to make special arrangements with the instructor.

Units: 3
Instructor:

Days:
Office #:

Time:
Schedule #:

Location:
Email:

Telephone:
Office Hrs:

Prerequisites: Admission to the Multiple Subject Credential program.

Required Texts and Instructional Materials:
CI 171 Education: Understanding the Learner, Instructional Design & Assessment Pearson Custom.


**Additional materials will be disseminated by your instructor** in hard copy or electronically through Blackboard. Internet accounts are required and available for a fee at [http://www.fresno.com/cvonline/cvip.html](http://www.fresno.com/cvonline/cvip.html).

**Primary Learning Outcomes:**
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

- Teacher candidates will demonstrate knowledge about a broad range of critical issues in learning and development and their relationship to professional practice in schools and classroom. (CCTC 4; TPE 8; NCATE 1.2)
- Teacher candidates will demonstrate an understanding of curriculum theories, methodology, planning, instruction and assessment and the application of a variety of models of teaching. (CCTC 4; TPE 2, 9; NCATE 1.3, 1.4)
- Teacher candidates will demonstrate the ability to evaluate instructional alternatives, articulate the pedagogical reasons for instructional practices in relation to state adopted academic content standard for students and curriculum frameworks. (CCTC 6, TPE 6A, 6B; NCATE 1.4)
- Teacher candidates will learn major psychological, cognitive and motivational principles, theories and research strategies related to child and adolescent development --both typical and atypical. Candidates will learn and utilize knowledge of human learning theory in designing, planning and delivering instruction. (CCTC 3 & 13; TPE 8; NCATE 1.4, 4.1)
- Teacher candidates will become familiar with professional perspectives on teaching that includes: professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. (CCTC 5; TPE 12) Utilize appropriate technology (CCTC 11; NCATE 1.3).
- Teacher candidates will gain overall knowledge of assessment which is inclusive of, but not limited to: informal, formal, formative, summative, systematic observation, thematic anecdotal, criterion referenced, normative, standardized and other diagnostic measures. (TPE 2, 3; NCATE 1.7)

**Examinations and Major Assignments:**
Your instructor(s) model Multimodal Assessment; therefore, evaluation will take several forms. The assignments are designed to help you make the theory-to-practice connection.
**Case Study (Turn in Online)**  
INTRODUCE: TPE 2, TPE 6A & 6B, TPE 12  
TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9  
CCTC: 3, 13  
DISPOSITIONS: Valuing, Diversity, Reflection  
NCATE 1.2, 1.4, 1.7, 4.1  

**Design for Instruction Unit (Turn in Online)**  
INTRODUCE: TPE 2  
TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9  
TEACHER PROJECT COMPONENT 4  
CCTC: 4, 6  
DISPOSITIONS: Reflection, Critical Thinking  
NCATE 1.3, 1.4, 1.7  

**Final (Turn in Online)**  
INTRODUCE: TPE 2, TPE 6A & 6B, TPE 12  
TEACH & FORMATIVE ASSESSMENT: TPE 8, TPE 9  
CCTC: 3, 4, 6, 13  
DISPOSITIONS: Valuing Diversity, Reflection  
NCATE: 1.2, 1.3, 1.4, 1.7  

See Appendices for a complete description of each assignment.

**Course Policies:**

**Grading & Attendance**  
90% of the possible pts. = A, 80%-89% of the possible pts. = B,  
70-79% of the possible = C, below 70% individual contract for improvement

**Attendance is mandatory.** If you are absent from class, it is your responsibility to check on announcements made while you were away. You will need a doctor’s statement for an excused illness absence. **Make-Up Policy:** Missed classes and assignments will result in point deductions, unless excused. More than four absences will reduce your overall grade.

**Collaboration on research assignments is encouraged.** Written assignments (unless otherwise specified) should represent independent work.

**Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as Child A.”
**Plagiarism Detection.** The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work. Instructions for getting started with Turnitin.com are attached. The class ID for this course is (ID) and the enrollment password is (PASSWORD). Turnitin.com Originality Reports WILL/WILL NOT be available for your viewing.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Class/Tues.</th>
<th>Theme/Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td><strong>Introductions, Syllabus,</strong> Group Investigation Model – Assigned Readings</td>
<td>B: Handouts/Readings</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Understanding the Learner</strong></td>
<td></td>
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<tr>
<td>Aug. 25</td>
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<tr>
<td>Session 2</td>
<td><strong>Curriculum, Instruction, Educational Psychology, Definitions, Issues, Images,</strong> Missions of our Schools, Group Investigation Presentations – Course Framework</td>
<td>B: Handouts/Assigned Readings</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Understanding the Learner and Instructional Design</strong></td>
<td></td>
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<tr>
<td>Sept. 1</td>
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<tr>
<td>Session 3</td>
<td><strong>Overview of Major Theories of Development</strong> Piaget and Vygotsky, Videos</td>
<td>E: Chapter 1 (p. 9-30)</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Understanding the Learner</strong></td>
<td></td>
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<tr>
<td>Sept. 8</td>
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<tr>
<td>Session 4</td>
<td><strong>Developmental Theory:</strong> Moral Development (Kohlberg), Moral Dilemmas, Introduction to Brain Learning</td>
<td>E: Chapter 2 (p. 77-85) (p. 56-63) &amp; Chapter 1 (p. 3-9)</td>
</tr>
<tr>
<td>Tuesday</td>
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<tr>
<td>Sept. 15</td>
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<tr>
<td>Session 5</td>
<td><strong>Developmental Theory:</strong> Brain Learning, Intelligence &amp; its relationship to learning and development, Gardner’s theory of multiple intelligences</td>
<td>E: Chapter 3 (p. 93-106) &amp; Chapter 4 (p. 141-171) B: Handouts/Readings</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Understanding the Learner and Instructional Design</strong></td>
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<tr>
<td>Sept. 22</td>
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<tr>
<td>Session 6</td>
<td><strong>Personal Family of Models</strong> Social/Emotional Development (Erikson) Group Process Carrousel Activity - Review of Theories</td>
<td>E: Chapter 2 (p. 63-77) Chapter 5 B: Handouts/Readings</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Understanding the Learner and Instructional Design</strong></td>
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<tr>
<td>Sept. 29</td>
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</table>
| Session 7 | Models of Teaching Overview  
Behavioral Family of Models – Direct Instruction Model: Clinical Teaching Demonstration Lesson on Writing Performance Objectives,  
Behavioral Objectives Assessment  
Instructional Design and Assessment | E: Chapters 6 & 7  
B: Handouts/Readings |
|---|---|---|
| Session 8 | Direct Instruction Model: Planning for Instruction/Lesson Design PowerPoint Overview, Clinical/Target Teaching Lesson Plan Development, Curriculum Alignment, Addressing Content Standards, Educational Goals, Rubrics, Group Investigation Presentations  
Design For Instruction Assignment Explained | E: Chapters 7 & 8  
B: Handouts/Readings |
| Session 9 | Assessment  
Standardized Testing, Measurement & Assessment, Issues in Standardized Testing, Assessment for the Classroom  
Clinical Teaching Lesson Plan Due  
Instructional Design and Assessment | E: Chapter 9  
B: Handouts/Readings |
| Session 10 | Critical/Higher Level Thinking  
Paradigms in Education, Defining Higher Level Thinking, Teaching for Intelligence, Cultural Literacy, Sample Critical Thinking Program: CORT  
Case Study Due  
Instructional Design | B: Handouts/Readings |
| Session 11 | Tuesday Nov. 3 | **Critical/Higher Level Thinking/Bloom’s Taxonomy**  
“The Weapon” Pre-Assessment, Bloom’s Taxonomy, Questioning Strategies, Wait Time  
Activity: Incorporating Bloom’s Taxonomy into Lesson Design | **E:** Chapter 8 (p. 251-259)  
**B:** Handouts/Readings |
| --- | --- | --- |
| Session 12 | Tuesday Nov. 10 | **Models of Teaching: Information Processing Family of Instructional Models**  
Inductive Thinking/Concept Formation, Concept Attainment, Synectics,  
**Instructional Design and Assessment** | **E:** Chapters 10, 11, & 12  
**B:** Handouts/Readings |
| Session 13 | Tuesday Nov. 17 | **Models of Teaching: Information Processing Family of Instructional Models**  
Introduction to Inquiry, Demonstration lesson and Group Project  
**Instructional Design and Assessment** | **E:** Chapter 13  
**B:** Handouts/Readings |
| Session 14 | Tuesday Dec. 1 | **Models of Teaching: Social Models of Instruction**  
Partners in Learning/Cooperative Learning Approaches, Cooperative Structures, *Slavin, Johnson & Johnson, Sharan, Kagan*  
**Instructional Design and Assessment** | **E:** Chapters 14 & 15 (p. 485-497)  
**B:** Handouts/Readings |
| Session 15 | Tuesday Dec. 8 | **Models of Teaching: Behavioral Family of Instructional Models**  
Learning from Simulations -“Environment versus Development”  
Performance Assessment  
**Design for Instruction Unit Due**  
**Instructional Design and Assessment** | **E:** Chapter 16  
**B:** Handouts/Readings |

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
Topics/Themes Descriptions

Course Overview: Investigation and Exploration of Issues in Education
Through the use of the Group Investigation Model students become experts in an assigned area. Each area represents an important dimension in the course. The session serves as an Advance Organizer that demonstrates some of the major themes of the course such as: history of curriculum and instruction, progressive vs. traditional approaches to teaching, child & adolescent development (six developmental pathways), professional learning communities and identifying what a good teacher in the classroom is going to need.

Developmental Pathways

Cognitive/Intellectual Developmental Pathway
The cognitive development theories of Piaget and Vygotsky are explored through the readings, PowerPoint presentations, videos and Jigsaw activities. Some of Piaget’s ideas covered in this session are the basic tendencies in thinking such as organization, adaptation (assimilation and accommodation), equilibration, schema theory and the four stages of cognitive development. Vygotsky’s Socio-Cultural Theory of Cognitive Development includes four key pt. 1) Social Origins of Thought 2) Tools for Thought 3) Language and Development and 4) Zone of Proximal Development.

Ethical Developmental Pathway
This session focuses on Moral Development. Lawrence Kohlberg’s ideas are discussed particularly moral reasoning and how the stages of moral reasoning (Preconventional, Conventional, and Postconventional) are congruent with Piaget’s stages of cognitive development. Students participate in a Moral Dilemma activity that asks them to take a position and explore the reasoning stage they are operating at. Programs for Character development such as Kevin Ryan’s 6 E’s are discussed.

Physical Developmental Pathway
The focus is on physical development, particularly as it relates to the function of the brain and its connection to learning and cognitive processing (Neuro-education). Some of the major ideas are the function of neurons, synapses, neural networks, lobes of the brain, the role of attention in learning, and the Information Processing Model that includes sensory, working and long term memory. The impact of emotion in learning is also discussed. A connection is made between some of these theories and appropriate instructional strategies to use such as reciprocal teaching, storytelling, simulations, graphic organizers and projects. Finally the idea of Multiple Intelligences is discussed with accompanying activities that allow students to identify their preferred intelligence.

Psycho-Emotional Pathway – Personal Family of Models
Some of Eric Erikson’s research on Psychosocial Development is discussed. The primary focus is on understanding the Theory of Psychosocial Development. The nature of each stage and the developmental crises that occur at each stage of growth and how it impacts individuals is talked about. Other important ideas discussed are ego identity, self-concept, and ethnicity as it impacts self-concept. Another major area that is covered is motivation with the ideas of intrinsic vs. extrinsic and Maslow’s Hierarchy of Needs and
Attribution Theory of Motivation. Videos on positive expectations and on alternative approaches to working in the affect are also shared.

**Instructional Design and Assessment: Models of Teaching**

**Behavioral Family of Models: Direct Instruction, Learning from Simulations**
The transition to instructional design and assessment begins with a demonstration lesson on Direct Instruction that teaches students how to write Instructional/Performance Learning Objectives. The twin goals of this lesson are to experience a direct instruction lesson with a debriefing on the different components of Madeline Hunter’s Clinical Model of Instruction. The second phase of this section focuses on planning for instruction and a group investigation activity that encourages students to break down and analyze the various components of the Clinical Lesson Plan. Subsequently, students must begin designing lesson plans for the classroom and for unit development. The last session of the semester revisits the Behavioral Family of Models with the Learning from Simulations session where guest presenters implement a Cultural Simulation. BAFA BAFA allows students to experience a new culture and explore their feelings of alienation when they try to mix with other cultures.

**Assessment**
Although assessment is embedded within all the Instructional Design components, this session provides the foundation by providing information about the comprehensive nature of assessment. The idea that assessment is more than testing and evaluation and allows us to understand the learner’s needs more effectively. Some of the topics discussed are curricular alignment, formative and summative assessment, norm and criterion referenced tests, reliability & validity, authentic assessment and classroom assessment. Also covered are the accountability systems in California and at the Federal Level (NCLB). A group investigation and data hunt activity allow students to consolidate their knowledge of important topics as they are assigned articles on informative assessment, rubrics and the state of education in California.

**Critical Thinking**
In this area we discuss the idea of best practices and the importance of understanding and incorporating critical and higher level thinking in teaching. A video on shifting paradigms provides the foundation for the discussion. The nature of thinking deeply about a topic or subject is experienced through critical thinking curriculum such as CORT thinking and the Object of their Attention. Research articles are also examined and discussed in a Socratic manner to understand the thinking processes. Bloom’s Taxonomy is presented as a structured and straightforward way of incorporating higher level thinking into lesson design.

**Social Family of Models: Partners in Learning, Group Investigation**
Although cooperative learning structures and activities are utilized throughout the semester, this session provides the foundation of understanding the power of social models and synergy in a social world. Students understand that cooperative learning is not so much learning to cooperate but cooperating to learn. Some of the major themes of cooperative learning are addressed such as improving academic achievement, race relations and socialization of students. Some of the positive aspects of cooperative
learning are shared such as higher achievement, motivation, communication skills and self-esteem. Cooperative learning structures are experienced such as round table, corners, round robin, STAD, Jigsaw and Group Investigation.

**Information Processing Family of Models: Concept Formation, Concept Attainment, Synectics, Inquiry**

A major emphasis in this course is the challenge of processing all the information students are bombarded with in this information-overloaded society. In this session we reconnect with the information processing memory model and share instructional models to illustrate effective ways to handle information. This is accomplished through demonstration lessons beginning with Inductive models of teaching such as Concept Formation and Concept Attainment. Also the Synectics instructional model is demonstrated to share how creativity can be enhanced in writing and in cognitive processing. Inquiry is also introduced as an interactive and engaging approach to involving students in the learning process. A demonstration lesson using Map and Compass allows students to experience this model.

**Assignment: Case Study Report (30 pts)**

<table>
<thead>
<tr>
<th>INTRODUCE: TPE 2, TPE 6A &amp; 6B, TPE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACH &amp; FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9</td>
</tr>
<tr>
<td>CCTC: 3, 13</td>
</tr>
<tr>
<td>DISPOSITIONS: Valuing, Diversity, Reflection</td>
</tr>
<tr>
<td>NCATE 1.2, 1.4, 1.7, 4.1</td>
</tr>
</tbody>
</table>

Candidates require an opportunity to apply the developmental theories, knowledge of learning styles, assessment methods and teaching methodologies for working with children from diverse backgrounds with different needs. This exercise is intended to assist students to bring together in a useful and meaningful way the above-stated content areas taught in this course. The assignment should also prepare you for the teacher work sample you will be completing as part of the credential program.

The case study report is the product of careful observation of student behavior, identified developmental levels, academic skills, learning styles, interests, special considerations, and analysis of all relevant information. The final section of this study is your design for a teaching method(s) and an appropriate assessment method(s).

The following is a format and content outline for the case study:

**I. Introduction and Identification Section.** This section should contain the following information at a minimum:

- A brief description of the case study student you identified such as age, sex, position in family, grade, school, socioeconomic and ethnic background, and any other background information gained through study that you deem to be appropriate. (You are **expected** to use fictitious names to protect the confidentiality of the person.)

**II. Ecological Record Section.** This section should contain the following:

Ecological records of the observations you do of the case study child are to be
included in the report in chronological order (each record prefaced by date, amount of time spent in observation, observation environment and locale, and situational purpose of observation). A case study should be based on the ecological records of at least four separate behavior episodes in differing situations. All interpretations and supplementary information related to the behavior observed should be kept separate from the straight factual reporting of what is seen and heard. The utilization of two different sub-sections for this section is suggested.

III. **Normative Comparison Section.** This section should contain information about the subject’s developmental level in each area below. Identified theorists (where appropriate) should be used as a basis of comparison. Each section should contain an introductory paragraph(s) that explain the theory being utilized and/or the importance of each area being assessed and described. A detailed description of the assessment or observation done and the reasons for the identification of each area is expected.

A. Subject’s cognitive development (Piaget – Use Piagetian tasks) & (Vygotsky – Use Assisted Learning to determine the ZPD) **W Chap. 2**  
B. Subject’s psychosocial development (Erikson) Use **W Chap.3**  
C. Subject’s moral development (Kohlberg - Use moral dilemmas) **W Chap. 3**  
D. Child’s intelligences – describe child's primary intelligences (**W Chap. 4 & Hand-outs**)

IV. **Describe Special Interests of Child.** 
Special interests of the child can be learned through conversations, observations, and/or an interest inventory.

V. **Briefly Describe student's skills and/or academic abilities in reading/language arts and mathematics.** 
Case study’s skills and academic abilities can be assessed through observations of work and/or talking with the classroom teacher.

VI. **Teaching/Learning Method and Assessment.** 
Describe a teaching method(s) appropriate for this child given all the data acquired through each of the assessments, observations, and conversations. Be sure to provide specific implications for choice of instructional method(s) and assessment(s) based on student characteristics. Assessments should include formative and summative types.

VII. **Professionalism** 
The paper should demonstrate consistent use of standard English and correct spelling, punctuation, capitalization, and paragraphing. It is neat and legible.

**Structure for Report** 
Two persons (or more if working in same EHD 174 classroom) will work together with one case study child. Each person must participate in the assessments, analysis, and write-up and will receive one grade for the report. First, provide an overview of the
theories used for each section of the report. Secondly, summarize the form of and process used for the assessment(s) completed in each section. Third, in section VI, be sure to connect the knowledge gained through the completed assessments to the selected teaching method and assessment.

**Connection to the Field**
Teacher candidates will spend time in a school and/or community setting gathering information pertinent to fulfillment of objectives for this assignment.

**Grading of Assignment**
Case study assignment is worth 30 points of your final grade. Specifically, grade will be based on completeness of tasks, accuracy of data included, and clarity of implications for instructional planning and assessment based on knowledge of characteristics of student; development levels; knowledge of student's learning styles, intelligences, and interests; knowledge of student's skills and prior learning.

Points by section:

**Scoring Sheet**

<table>
<thead>
<tr>
<th>Student Name(s):</th>
<th>Case Study Sections</th>
<th>Possible Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Introduction and Identification Section</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II Ecological Record Section</td>
<td>4</td>
<td></td>
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<tr>
<td>III Normative Comparison Section</td>
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<tr>
<td>A Cognitive Development</td>
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<tr>
<td>• Piaget</td>
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<tr>
<td>• Vygotsky</td>
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<tr>
<td>B Psychosocial Development</td>
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<tr>
<td>• Erikson</td>
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<td>C Moral Development</td>
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<tr>
<td>• Kohlberg/Piaget</td>
<td>4</td>
<td></td>
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<tr>
<td>D Child’s Intelligences</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>IV Special Interests of Child</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Student's Skills and/or Academic Abilities in Reading/Language Arts and Mathematics</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI Teaching/Learning Method and Assessment</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>VII Professionalism: Grammar, Spelling, Formatting (double spaced, etc.)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
TEACHING PROCESS STANDARD
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

INTRODUCE: TPE 2
TEACH & FORMATIVE ASSESSMENT: TPE 3, TPE 8, TPE 9
TEACHER PROJECT COMPONENT 4
CCTC: 4, 6
DISPOSITIONS: Reflection, Critical Thinking
NCATE 1.3, 1.4, 1.7

OVERVIEW
In this section you will:
- Develop three learning outcomes that will guide the unit.
- Summarize the results of your pre-assessment and indicate how the results will influence your planning.
- Provide an overview of your unit showing how your lessons relate to the learning outcomes.
- Describe three unit lessons that demonstrate your ability to plan appropriate instruction related to students’ characteristics and needs, and the specific learning context.

You may work individually, in pairs or in a larger group depending on your EHD 174 placement. If you work in partners or larger groups you must include six lesson plans instead of three. Everything else can remain the same.

DIRECTIONS:
1. Develop 3 learning outcomes that will guide the planning, delivery and assessment of your unit.
   - **Format:** Use a table (similar to the one shown at the end of the prompt) to list the learning outcomes and to show how each is related to CA-adopted or challenge-standards.
   - **Unit Outcomes:** These outcomes should define what you expect student to know and be able to do at the end of the unit. (Note: These are not lesson objectives.) The goals should be written in terms of student outcomes. The goals should be significant (i.e. reflect the big ideas or structure of the discipline), challenging (i.e. students will learn something they do not already know), varied (i.e. include different levels or types of learning), appropriate (i.e. grade/age specific), observable and measurable.
   - **Types and levels of learning:** Identify the types (e.g. cognitive, affective, psychomotor) and levels (e.g. Bloom’s or other taxonomy) of your learning outcomes. The outcomes should be varied across types and/or levels. Higher-level learning outcomes are encouraged.
   - **Alignment with standards:** For each goal, write out the related CA-adopted or challenge standard(s) (www.cde.ca.gov).

<table>
<thead>
<tr>
<th>Unit Outcomes</th>
<th>Level of Outcomes</th>
<th>Type of Outcome</th>
<th>Related Standard(s) (include content area, # &amp; text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Learning Outcome 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 3</td>
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<td></td>
<td></td>
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</tbody>
</table>
2. Find, adapt, or develop pre- and post-assessments that measure each of your learning outcomes. Summarize the results of your pre-assessment and how they will guide your instruction.
   - **Individual student scores.** One of the learning outcomes must be pre-assessed using a method that results in an individual score for each student. The score may be based on a rubric, point system, or percentage. The post-assessment for this goal should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.)
   - **Results of pre-assessment.** After administering the pre-assessment(s), analyze student performance relative to the learning goals. Summarize the results of the pre-assessment(s) for each learning goal. What knowledge do students have prior to instruction? Tables, graphs, or charts can help you analyze your results and add to your summary.
   - **Implications for planning.** Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on a goal, building prerequisite knowledge, differentiated instruction) and/or modification of the learning goals (e.g. If many students demonstrate an understanding of a goal, you might change or eliminate it). Be specific.

3. Provide an overview of your unit.
   - **Unit overview.** Use a visual organizer (block plan, outline) to make your unit plan clear. Include the topic, activity, or lesson objective you are planning for each day/period. Also indicate the goal or goals that you are addressing in each lesson. Make sure that every goal is addressed by at least one lesson and that every lesson relates to at least one goal (Please include only lessons related to your unit).

4. Develop at least three lesson plans (six if working in partners or groups) that reflect a variety of instructional strategies/techniques.
   - **Lesson plan development.** Write three lesson plans that are key to your unit goals. The lesson plans may be “across the curriculum” and they may represent different types of lessons from the models of teaching (e.g. direct instruction/clinical teaching, synectics, concept formation, learning from simulations, group investigation).
   - **Lesson plan format.** Clinical/Target Teaching Lesson Plan format or any teaching model described in class.
   - **Rationale.** Include a rationale for each lesson in your unit. Your rationale should include how the lesson content is supported by the state content standards, how the lesson content relates to your unit goal(s) and how the lesson design has been influenced by your knowledge of your students’ knowledge, characteristics and needs, and the context of your classroom.
   - **Use of technology.** Provide specific examples of how you or your students will use technology during a lesson.

**Documentation (Suggested page length):** Table of outcomes (1 page); Summary of pre-assessment (1 page); Unit Overview (1 page); lesson plans and rationale (3-6 pages)

**Connection to the Field**
Teacher candidates will spend time in a school and/or community setting observing instruction, assessing students, collecting materials, planning lessons and teaching small groups. These activities will be documented on a fieldwork form and evaluated by the course instructor.

**Grading of Assignment**
Instructional unit assignment is worth 40 points of your final grade. As specified in the following rubric, the grade will be based on learning goals, content, California Content Standards, Lesson and unit structure, variety of instructional models & resources, and assessment.
These two assignments (Case Study and Design for Instruction Unit) will require a minimum of 15 contact hours in the classroom or community (LAB).

**Organizing the Design for Instruction Unit**

The process for developing the unit may be different than the way you organize it in your final product. Although I will allow you some flexibility here, I suggest the following format for the unit.

1. **Title Page:**

2. **Table of Contents:**

3. **Unit Overview:**
   a. **Block Plan**

4. **Learning Outcomes/Goals Table**

5. **Assessment Plan**
   a. Results of Pre-Assessment
   b. Individual Student Scores – Include any post-assessment data
   c. Implications for Planning

6. **Lesson Plans**
# Design for Instruction (Rubric)

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>1 Indicator Not Met</th>
<th>4 Indicator Partially Met</th>
<th>8 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and California Content Standards</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. No reference to content standards</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities assignments and resources are aligned with learning goals. Most learning goals are covered in the design. Some reference to content standards</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. Content standards are articulated appropriately.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a large conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure and Overall Professionalism</strong></td>
<td>The lessons within the unit are not written appropriately, logically organized (e.g., sequenced). The quality of the unit overall is inferior.</td>
<td>The lessons within the unit are adequately written, have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. The quality of the unit overall is adequate.</td>
<td>All lessons within the unit are appropriately written, logically organized and appear to be useful in moving toward achieving the learning goals. Professional quality unit evidenced by correct grammar, spelling, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of a Variety of Instructional Models, Activities, Assignments &amp; Resources</strong></td>
<td>Minimal variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets). No evidence of higher level thinking skills.</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. Very little evidence of higher level thinking skills.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. Utilize at least two different models of teaching. Evidence of higher level thinking skill development. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments &amp; Resources</strong></td>
<td>Instruction has not been designed with reference to students and their context and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to students and their context and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to students and their context and pre and post assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
The intent of this assignment is to reflect on the course content. Develop an essay that encompasses the various topics, concepts, instructional theories and strategies that were covered in the course. Although you may write at the Recall and Comprehension levels to briefly describe characteristics of the particular topic, approach or strategy, your writing should focus on the top four levels of Bloom’s Taxonomy (Application, Analysis, Synthesis, and Evaluation). In the essay, indicate how and when you would implement (Application) the different concepts, teaching strategies in your classroom.

Please remember to use Bloom's as a framework for writing. When you describe and provide background on, for example, the Information Processing Family of Teaching Models, you are writing at the Knowledge and Comprehension levels. After you provide this foundational explanation you can choose one or two of the higher levels such as Application (How would I use it? or how have I used it?), Evaluation (What do I think about it?), etc. It is not necessary to include all the higher levels of Bloom's in each topic area. I am grading this quite holistically therefore I will be flexible in looking at your approach. I want to see your reflection on the content and how you might use it and what you think about it or how you create something from it, using Bloom's as your framework for writing.

Use the rubric to guide you in terms of how many areas you choose to write about (4 for an A). Remember to look at the topics as thematic sessions, for example, 1) Information Processing Family of Teaching models includes - Concept Formation, Concept Attainment, Synectics, Inquiry. The other family of models are 2) Social Family - Cooperative Learning, 3) Behavioral Family - Direct Instruction, Learning from Simulations, and 4) Personal Family - Non-directive teaching, Enhancing Self-Concept. There are other potential topics that are not necessarily models such as Critical Thinking - (Paradigms, CORT Thinking), and Brain Learning.
You may use any materials and books that we used in the class. Although it is okay to discuss the final with other students, please do your own writing. Do not hesitate to contact me if you have any questions. Please submit online.

**Rubric for Final Examination (30 points)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>10 Indicator Met</th>
<th>5 Indicator Partially Met</th>
<th>1 Indicator Not Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>This report covers all major aspects of the topic and is focused. In addition to the foundational levels of Bloom’s, it shows evidence of the higher levels of the Taxonomy (application, analysis, synthesis, evaluation). The report references at least 4 areas of the instructional theories and strategies experienced in class.</td>
<td>This report covers several aspects of the topic but omits some important information. It shows evidence of the foundational levels of Bloom’s Taxonomy (Knowledge &amp; Comprehension). The report references at least 3 areas of the instructional theories and strategies experienced in class.</td>
<td>This paper is limited to one or two aspects of the topic. It shows evidence of the knowledge level of Bloom’s Taxonomy. The report references at least 2 areas of the instructional theories and strategies experienced in class.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>This report is logically organized and easy to follow. The introduction presents the topics, the content follows in reasonable order, and the conclusion pulls information together</td>
<td>This report shows some evidence of organization, but it lacks a clearly constructed beginning, middle, and end. Connections among subtopics are sometimes unclear.</td>
<td>This report is difficult to follow because it lacks a logical organizational plan. It shifts from one idea to another without making logical connections.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Conventions and Professionalism</strong></td>
<td>This paper shows consistent use of standard English and correct spelling, punctuation, capitalization, and paragraphing. It is neat and legible.</td>
<td>This paper indicates a general observance of conventions, but several errors exist in spelling, mechanics, and form.</td>
<td>This paper shows little awareness of writing conventions. Neatness and legibility are minimal.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>
**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).

**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 (Policy/Legal Statements) or the University Catalog (University policies)

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practical after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**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 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."

**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."

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ASSIGNMENT DESCRIPTIONS
For detailed description of assignments, scoring guides and exemplars please go to Blackboard – Assignments

BIBLIOGRAPHY
Course bibliography contained in syllabus on Blackboard


California State University, Fresno

Leadership for Diverse Communities

LEE 172 - Cultural and Language Contexts of the Classroom

Vision:
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:
This course will address: 1) the impact of culture on teaching and learning in the elementary school, 2) language acquisition theory and instructional strategies for English Learners in the classroom, and 3) strategies to promote student success, including achievement of state-adopted content and language-development standards.

Multiple Subject Program Requirements:
This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study A, will need to make special arrangements with the instructor.

<table>
<thead>
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<tr>
<td>Units: 3</td>
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<td>website</td>
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<td>Office Hours</td>
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</tbody>
</table>

Prerequisites: Admission to the Multiple Subject Credential program. Students should have taken CI 171 or be concurrently enrolled. Students not concurrently enrolled in EHD 174 need to make special arrangements with the instructor.

(Suggested) Required Texts and Instructional Materials:


Selected Readings.


**Primary Learning Outcomes:**
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

**Topics and Objectives:**
1) **Purpose(s), History(ies) and Cultural Traditions in United States Education**
   (CCTC 3, 9, 10, 12; TPE 7, 8, 11, 12; NCATE 1.4, 1.6 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)
   Objectives:
   a) Explore the purposes, roles, and functions of education in American society.
   b) Discuss the historical and cultural traditions of the major cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
   c) Examine one’s stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
   d) Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2) **Equity and Access** (CCTC 3, 5, 9; TPE 8, 11; NCATE 1.4, 1.6 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)
   Objectives:
   a) Examine principles of educational equity and diversity and their implementation in curriculum content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.
   b) Describe the relationship between background characteristics of students and inequities in academic outcomes of schooling.

3) **Bias, Racism and Schooling** (CCTC 9; TPE 11; NCATE 1.1, 1.3 – Critical Thinking, Professional Ethics)
   Objectives:
   a) Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting.
4) **Accountability, Standards and Testing** (TPE 3; NCATE 1.7 – *Professional Ethics, Valuing Diversity*)
   Objectives:
   a) Understand the relationship between equity, accountability, standards, and high-stakes testing and the implications for student learning.

5) **School Law And Policy** (CCTC 10; TPE 12; NCATE 1.1 – *Critical Thinking*)
   Objectives:
   a) Understand relevant state and federal educational laws and policies currently and historically, including those related to English Learners and students’ and parents’ rights and responsibilities.

6) **Professional and Ethical Responsibilities** (TPE 12; NCATE 1.6 – *Reflection, Professional Ethics*)
   Objectives:
   a) Understand and meet professional and ethical obligations of teachers.

7) **Language Acquisition Theory** (CCTC 4, 9, 12; TPE 7, 9; NCATE 1.1, 1.3, 1.4 – *Reflection, Critical Thinking, Valuing Diversity*)
   Objectives:
   a) Demonstrate understanding of adaptations necessary for English Learners at various proficiency levels by observing and reporting on a classroom observation of an ELD lesson.
   b) Make suggestions for improving the lesson observed (in writing.)

8) **SDAIE Strategies** (CCTC 4, 5, 6, 9, 12, 13; TPE 4, 9; NCATE 1.1, 1.3, 1.4 – *Reflection, Critical Thinking, Valuing Diversity*)
   Objectives:
   a) Demonstrate understanding of strategies for making content accessible to English Learners.
   b) Observe and report on a classroom observation of a SDAIE lesson.
   c) Make suggestions for improving the lesson observed.

9) **Appropriate Assessment Practices for English Learners** (CCTC 9, 13; TPE 3, 4, 8; NCATE 1.7 – *Reflection, Critical Thinking, Valuing Diversity*)
   Objectives:
   a) Interpreting assessment results
   b) Designing approaches to assessment
   c) Building a sequence of learning based upon students’ ELD development levels and content-related assessments.

10) **Assessing and Building Background Knowledge** (CCTC 12, 13; TPE 4, 6, 8; NCATE 1.4, 1.6 – *Collaboration, Valuing Diversity*)
    Objectives:
    a) Integrating home cultures and values into instruction.
    b) Communicating effectively with families across cultures.
Major Assignments and Examinations

**Cultural Awareness Project**  
(Lab 8 hours) (FORMATIVE ASSESSMENT: TPE 8, 11; NCATE 1.4, 1.6 – Reflection, Valuing Diversity, Collaboration, Lifelong Learning)  
(TEACHING PROJECT COMPONENT: Students in Context)  
This assignment requires the candidate to work with a student in the classroom whose race/ethnicity/culture is different from the candidates. The student will be interviewed and the candidate will initiate a dialogue to learn more about the student. In order to develop observational and analytical skills, candidates must reflect upon their experience by highlighting differences, similarities, new discoveries regarding their own cultural beliefs, and classroom implications.

**Legal, Professional, and Ethical Obligations Reflections**  
(FORMATIVE ASSESSMENT: TPE 12; NCATE 1.1, 1.3, 1.4 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Lifelong Learning)  
Candidates will be required to take a critical look at the legal, professional, and ethical obligations of teachers of English learners by reflecting upon these topics in written form. The reflections should make a connection between previous knowledge, new learning, and classroom applications.

**ELD Lesson Observation**  
(Lab 3.5 hours) (TPE 7; NCATE 1.3, 1.4 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Lifelong Learning)  
Participants will be required to observe an English Language Development (ELD) lesson. Required elements for this observation will be explored in class prior to the assignment and will address such things as: assessment driven instruction, ELD and ELA Standards, systematic ELD, ELD grouping, and how the teacher makes language instruction appropriate for students of differing language development stages. Candidates will reflect upon the lesson and make suggestions for improvement.

**Content Lesson Observation**  
(Lab 3.5 hours) (TPE 7; NCATE 1.3, 1.4 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Lifelong Learning)  
Participants will be required to observe a content area lesson that uses Specially Designed Academic Instruction in English (SDAIE) strategies. Required elements for this observation will be explored in class prior to the assignment and will address such things as: language and content standards, scaffolding elements, SDAIE strategies, content assessments, and how the teacher differentiates content instruction for students of differing language development stages. Candidates will reflect upon the lesson and make suggestions for improvement.

**Final Exam: English Learner Assessment and Strategies**  
(FORMATIVE ASSESSMENT: TPE 3, 7; NCATE 1.1, 1.3, 1.4, 1.7 – Critical Thinking, Professional Ethics, Valuing Diversity)  
The final examination in this course will satisfy the formative teacher performance assessment requirement of interpreting assessment data and planning instruction appropriate for English Learners responding to their levels of English Language Proficiency, literacy and background knowledge. Based on appropriate assessment information, candidates will select instructional
materials and strategies to develop students’ abilities to comprehend and produce English, orally and in written form

**Assignment and Examination Schedule:**

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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Session 6</td>
<td>ELD Lesson Observation</td>
<td>20</td>
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<tr>
<td>All Sessions</td>
<td>Legal, Professional, &amp; Ethical Obligations Reflections</td>
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<tr>
<td>Session 12</td>
<td>Content Lesson Observation</td>
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<td>Session 16</td>
<td>Cultural Awareness Project</td>
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<tr>
<td>Session 16</td>
<td>Final Exam</td>
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**Course Policies:**

**Preparation for Class.** Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments.

**Grading.** Grading will be based on points. Points will awarded for various assignments and exams and the final grade will be determined based on the following scale:

- 90-100 points = A
- 80-89 points = B
- 70-79 points = C
- 60-69 points = D
- <60 points = F

**Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as Child A.”

**Subject to Change.** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**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).

**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 (Policy/Legal Statements) or the University Catalog (University policies).

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before
the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**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 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."

**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.

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<th>ASSIGNMENTS</th>
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<td>First Language Acquisition (L1)</td>
<td>Chapter 3 (Díaz-Rico &amp; Weed)</td>
<td>Written Reflection</td>
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<td>Session #2-3</td>
<td>Second Language Acquisition (L2)</td>
<td>Chapter 3 (Díaz-Rico &amp; Weed)</td>
<td>Written Reflection</td>
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<td>English Language Development (ELD)</td>
<td>Chapter 4 (Díaz-Rico &amp; Weed)</td>
<td>ELD Lesson Observation Due</td>
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<td>Dutro &amp; Moran article</td>
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<td>Language Structures</td>
<td>Chapter 2 (Díaz-Rico &amp; Weed)</td>
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<td>Content Area Instruction using SDAIE</td>
<td>Chapter 5 (Díaz-Rico &amp; Weed)</td>
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<td>Moran article</td>
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<td>Using SDAIE</td>
<td>Walqui-Van Lier article</td>
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<td>Language and Content Area Assessment</td>
<td>Chapter 7 (Díaz-Rico &amp; Weed)</td>
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<td>Chapter 6 &amp; 8 (Díaz-Rico &amp; Weed)</td>
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<td>The Law and Language Policy</td>
<td>Chapter 11 (Díaz-Rico &amp; Weed)</td>
<td>SDAIE Lesson Observation Due</td>
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<td>Culturally Responsive Schools</td>
<td>Chapter 10 (Díaz-Rico &amp; Weed)</td>
<td>Written Reflection</td>
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<td>The Intercultural Educator</td>
<td>Chapter 9 (Díaz-Rico &amp; Weed)</td>
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<td>Diverse Learners and Special Education</td>
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<td>Cultural Awareness Project Due</td>
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Topics and Descriptions

First Language Acquisition (L1)
Through cooperative learning structures and lectures, teacher candidates are asked to have a solid understanding of the theory of first language acquisition in order to understand and build connections between first and second language acquisition. This understanding is evaluated through a reflection and Blackboard discussion questions.

Second Language Acquisition (L2)
The theory and methods of second language acquisition are addressed throughout the course. Teacher candidates spend ample time discussing and understanding the basic tenets of second language acquisition through evaluating Stephen Krashen’s theories of second language acquisition. Teacher candidates are expected to know the theories and connect the theories to strategies used in the classroom.

English Language Development (ELD)
In addition to observing an ELD lesson in their field placement, teacher candidates are expected to recognize effective ELD strategies in the lesson observed, adjust the lesson for various levels of English language proficiency. Teacher candidates are expected to understand the various levels of English language proficiency and be able to recognize various strategies and how they apply to each level of proficiency.

Language Structures
The language structures of English are discussed in the course. The phonological elements of English are discussed in relation to how to assist EL’s in acquiring English. The course also presents methods to assist in transition to English. These methods are presented in ELD lessons modeled by the instructor, placement teacher and videos shown in class.

Content Area Instruction/SDAIE strategies
Throughout the course teacher candidates observe and model content area instruction strategies for English Language Learners. Students observe a lesson in their field placement, write a reflection on the observation and apply the strategies in their final lesson. These instructional strategies are modeled in the content areas. They are also described in relation to the Sheltered Instruction Observation Protocol (SIOP), which is used in the advanced levels of English proficiency in the content areas. Teacher candidates also observe these strategies in videos that give them ample opportunities to observe SDAIE strategies.

Language and Content Area Assessment
This topic will focus on the current emphasis on standards-based instruction and the various ways in which English learners are assessed and placed in appropriate instruction. Teacher candidates will also learn about the key role assessment play, not only in instruction, but also in learning about the learner in the process of classroom instruction. In addition, teacher candidates will watch films (i.e. immersion) that provide them with opportunities to discuss and reflect on policy decisions regarding standardized testing and English Learners.

Historical Perspectives in Education and Immigration Laws and Policies
Teacher candidates will examine and reflect on the historical backgrounds on cultural diversity and its treatment in the United States. Immigration laws and polices will be discussed in this course (i.e. Chinese Exclusion Act and CA Proposition 227). Teacher candidates will be required to take a critical look at the legal, professional and ethical obligations of teachers of English learners by reflecting upon these topics in reflection papers.

Culturally Responsive Schools and the Intercultural Educator
Teacher candidates will explore how culture influences every aspect of life, including schooling. They will explore culture by first recognizing who they are as cultural beings and that of their students by conducting a sociocultural project. This project will allow candidates to not only reflect upon their own cultural beliefs and that of their students, but also of classroom
implications. In this topic, student candidates will gain knowledge on how schools can become responsive to the cultural needs of their students and strategies in becoming an intercultural educator.

**Culturally and Linguistically Diverse Learners and Special Education**

In this topic, teacher candidates are exposed to language policies and specific program models for culturally and linguistically diverse learners (CLD) with special needs. Such issues as the disproportionate representation of CLD learners in Special Education will also be discussed. Students will review the identification, referral, and early intervention for CLD learners with potential special needs. Their understanding is evaluated through a reflection and Blackboard discussion questions.

**Bibliography**


Appendix A.
Legal, Professional, and Ethical Obligations Reflections
(6 pts. each)

In this course you will learn about the research and theory of Language Acquisition and English Learners (EL) by listening to lectures using effective ELD strategies, participating in class activities, conducting Internet searches, and by reading articles. However, research and theories alone will not make you a better teacher. In order to process new learning and reinforce previous learning, it is necessary to reflect upon the topic and make the connection to the classroom.

Your one page reflection should consist of:

- A visual element (drawing, picture, photo, graphic organizer, etc.) related to the topic
- 2 quotations, one from the class session and the other from the assigned article (cite source)
- One short interpretive paragraph (your understanding of the topic)
- One short paragraph with a connection to the classroom (implications for teaching English Learners)

*Be creative!*
Appendix B.

ELD Lesson Observation

Part I

Include the following information in your lesson observation project:

Your name:
Date of Observation:
District/School:
ELD Proficiency Level(s):
Type of ELD Lesson:
Length of Lesson:
Materials Used:

Part II

Describe your observation of the following areas in paragraph form:

- **TARGET VOCABULARY**—How was the vocabulary introduced? Was literature used as an introduction?
- **LISTENING**—What activities were students involved in that required listening?
- **SPEAKING**—Did students have an opportunity to use the target vocabulary? How and how often?
- **PHONOLOGICAL ELEMENTS**—How were the phonological elements of the vocabulary taught and practiced?
- **READING**—In what ways did students practice reading the target vocabulary?
- **GRAMMATICAL STRUCTURES**—What structures were taught and how were they taught?
- **WRITING**—Were sentence frames used to encourage writing and how were they used? If not, how did the teacher encourage students to write?
- **PRACTICE**—What type of practice was provided for students to review the target vocabulary?

Part III

Discuss your reaction to the lesson observed and if the lesson was appropriate for the proficiency level of the students. How were they grouped? Explain what you learned and what you will use or not use in your future classroom. Use the Appendix A format.
Appendix C
Content Lesson (SDAIE) Observation
(Fine Arts, Math, Reading, Science, Social Studies)

Part I

Include the following information in your lesson observation project:

Your name:
Date of Observation:
District/School:
Subject/Grade Level:
Lesson Topic:
Length of Lesson:
Materials Used:

Part II

Describe your observation of the following areas in paragraph form:

- Clearly defined OBJECTIVES
- BUILDING BACKGROUND (concepts linked to students’ prior knowledge)
- KEY VOCABULARY emphasized
- COMPREHENSIBLE INPUT (appropriate, clear explanations, variety of techniques, pacing)
- Specific SDAIE STRATEGIES observed
- Frequent opportunities for INTERACTION (teacher/students, student/student)
- Integration of all LANGUAGE SKILLS (listening, speaking, reading, writing)
- Regular FEEDBACK/ASSESSMENT provided (spot-checking, group response, etc.)
- Time for METACOGNITION (review, processing of new knowledge, debrief)

Part III

Discuss your reaction to the lesson observed and what you learned. Explain what you will use or not use in your future classroom. Use Appendix A format.
California State University, Fresno
Leadership for Diverse Communities

LEE 173 - Teaching Reading and Social Studies in Grades 4-8

VISION
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development (KSOEHD) fosters the development of the following candidate dispositions: 1) Valuing Diversity, 2) Critical Thinking, 3) Collaboration, 4) Reflection, 5) Professional Ethics, and 6) Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

COURSE DESCRIPTION
This course enables teacher candidates to teach the state-adopted academic content standards for students in English-Language Arts (4-8) and in history-social science (K-8) with research-based methods. Candidates will demonstrate the ability to understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress, and organize, manage, and plan instruction for reading and social studies. They will also demonstrate the use of developmentally appropriate instructional practices, activities, and materials in making content accessible to all students in English-language arts and History/Social Studies classrooms.

Multiple Subject Program Requirements:
This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course.

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<th>Instructor Name:</th>
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Prerequisites: Admission to the Multiple Subject Credential program. CI 171, LEE 172 (or concurrent enrollment). Concurrent enrollment in EHD 174 is required.
(SUGGESTED) REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS
5. Additional Course Materials are available on Blackboard

(SUGGESTED) CHILDREN’S BOOK (students are to select one):

(SUGGESTED) SUPPLEMENTAL TEXTS AND INSTRUCTIONAL MATERIALS
Grammar: Students will need to know standard English word usage, punctuation, parts of speech (noun, conjunction, adverb, pronoun etc.), complete subjects and predicates, and four types of sentences (fragment, simple, compound, and complex) so that students can teach proper proper language instruction in K-8 schools. Knowledge of those topics will be tested in the third week. Students can study yellow pages 458-795 in the Sebranek book listed below:


Or do a Google Search for (grammar+lessons+instruction) to find some good sites to learn grammar.

LEE 173 Website
This course is supported by a web site: http://blackboard.csufresno.edu

Primary Learning Outcome
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (NCATE) adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the RICA domains.

1) Demonstrate the ability to strategically plan, organize, schedule, and deliver a comprehensive, standards-based program of reading and writing instruction incorporating the following (NCATE 1.1, 1.3, 1.4; CCTC 4, 7A, 12; TPE 1; RICA Domains 1):
   • Word analysis (RICA Domain 2)
   • Fluency (RICA Domain 3)
   • Vocabulary, Academic Language, and Background Knowledge (RICA Domain 4)
   • Comprehension (RICA Domain 5)
- Literary Response and Analysis (CCTC 7A)
- Writing strategies, application, & convention (CCTC 7A)
- Instructional delivery in listening and speaking (CCTC 7A)

2) Demonstrate the ability to design a classroom environment that encourages the use of language arts and literature to enhance accessibility to the History/Social Science curriculum (NCATE 1.4; CCTC 4, 9, 7A, 8Ac; TPE 1, 4).
   - Demonstrate the ability to distinguish between misbehavior and over-enthusiasm (CCTC 3, 4; TPE 6b).
   - Demonstrate the ability to design developmentally appropriate activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills (CCTC 4; TPE 6b; RICA Domain 5.013).

3) Understand the purpose of reading assessment and best practices related to standards entry-level assessment by implementing a minimum of two types of informal and formal assessments in analyzing student learning needs, planning instruction, and reporting student progress via summative assessment (NCATE 1.7; CCTC 4, 9, 7A, 12; TPE 3; RICA Domain 1.2, 5.013).

4) Demonstrate the ability to make Reading and History/Social Studies content accessible to all students (including struggling readers, students with special need, English learners, speakers of non-standard English, and advanced learners) through (NCATE 1.3; CCTC 3, 4, 9, 7A, 8Ac, 12; TPE 4; RICA Domains 1-5):
   - Using grade level standards/standards-based curriculum instructional materials appropriately.
   - Using selections listed in Recommended Literature, Pre-Kindergarten through Grade Twelve
   - Varying instructional strategies, providing universal access, and using differentiated instruction to enhance reading and comprehension over a variety of content texts and informational/expository text sources,
   - Prioritizing and sequencing essential skills via appropriate pacing methods
   - Modeling active listening
   - Creating and adjusting lesson designs relative to students’ current level of achievement and/or severity of their difficulties (i.e, benchmark, strategic, and intensive groups)
   - Using flexible grouping, individualized instruction, and whole-class instruction as needed.

5) Provide examples of activities designed to assist students in the following areas: (NCATE 1.4; CCTC 3, 4; TPE 6b):
   - Strategies for managing time and completing assignments
   - Working in groups
   - Developing peer relationships
   - Supporting risk-taking in intellectual exchanges

6) Implement instructional strategies that facilitates English language development, including reading, writing, listening, and speaking skills in reading and History/Social Studies classrooms (NCATE 1.3; CCTC 9, 7A, 12; TPE 7; RICA Domains 1-5).

7) Begins to identify and use appropriately computer-based technology (hardware and software) to facilitate the teaching and learning process (NCATE 1.4; CCTC 11).

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8) Begins to analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms (CCTC 6; TPE 13).

**MAJOR ASSIGNMENTS**
All assignments are aligned with NCATE Standards, KSOEHD Dispositions, the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the RICA Domains.

**CASE STUDY** (100 pts)
(NCATE 1.7; TPE 1, 6B, 7; KSOEHD 1, 2, 4 & 5)
(FORMATIVE ASSESSMENT: TPE 1 (reading), 6B)

Candidates will compile a case study on one child in grades 4-8 who is a struggling reader, using formal and informal assessment techniques.

**Social Studies Literature Project/CONTENT-AREA FOCUS UNIT** (100 pts)
(NCATE 1.1, 1.4; TPE 1, 6B, 7; KSOEHD 1-6)
(FORMATIVE ASSESSMENT: TPE 1 (reading & social studies), 4, 6B)

Candidates are expected to design a one-week History/Social Science content-area unit using a chapter from a currently adopted content-area textbook and a text set of trade books.

**READING RESPONSE** (30 pts)
(TPE 1, 6; KSOEHD 2 & 4)

Candidates will respond to a selected children’s book by posting 3 times on the online discussion board and preparing notes to take on literature circles discussion roles.

**QUICKWRITES** (50 pts)
(FORMATIVE ASSESSMENT: TPE 1 (reading & social studies), 6; KSOEHD 2, 4, 5, & 6)

Five to seven times over the course of the semester, students will write a 50-150 word essay in class based on the assigned reading or class work. Some quickwrites will be based on assigned readings and others on lectures. Most will be given in the first few minutes of class, while others will be given after lecture/discussion times. Up to 50 points may be awarded for the best 5 quickwrites (possible of 10 points each). No make up of quickwrites. (Disposition: Lifelong Learning).

**READING COMPETENCIES #1-8 (85 PTS)**
(NCATE 1.4; TPE 1, 6; KSOEHD 1-6)

During the semester students will be completing a list of competencies to be carried out in their field placement classrooms. These competencies are to be done in conjunction with the master teacher’s schedule and/or as you learn about them in class (See competency verification sheet in the appendix.) You are required to submit competencies (1-8) to the LEE 173 instructor along with a reflection and a student work sample. The LEE 173 instructor will collect and evaluate these competencies.
Completion of competencies 1-8 represent a minimum of 15 hours in the candidate’s EHD 174 field placement.

**MIDTERM AND FINAL EXAM** (200 pts)
(NCATE 1.3; TPE 1, 3, 6, 7; KSOEHD 1, 2, 4, & 5)
(SUMMATIVE ASSESSMENT: TPE 1 (reading and social studies), 6B)

Students will a midterm, and a comprehensive final exam. The midterm will be administered halfway through the semester and the final exam during the scheduled final exam time for the course. Each could include some short answer (50-150 words) questions, application questions, and/or multiple-choice. The midterm and final exam are worth up to 100 points each.

**SUPPLEMENTAL COURSE REQUIREMENTS**

**PREPARATION AND PARTICIPATION:** Students will attend and participate in all classes and be prepared to discuss the assigned reading. It is recommend that students: 1) read and understand the material before class, 2) peruse the area designated in the book of handouts that corresponds with the assigned reading, 3) take good notes during class, and then 4) reread or ask questions about concepts that you need clarity on. Lack of attendance and participation after two instances will result in a lowered grade scores (subtract up to five points per absence, excused or unexcused, or lack of participation).

**RICA:** RICA should be taken after you have finished or are just about to finish both reading courses and all student teaching placements. Registration booklets are in room 100. Registration is six weeks before the exam. We request you take the exam after you have finished your coursework and student teaching because a high percentage of the people who do wait, pass the exam. RICA prep courses take place the first Saturday in February, April, and June for $80 through Extended Education 278-0333. Also see [http://www.rica.nesinc.com/](http://www.rica.nesinc.com/) and/or call Glenn DeVoogd at 278-0279 for other resources.

**WRITING:** Those who have difficulty writing are encouraged to visit the Learning Resource Center (LRC). They are generally open M-W 8-5 and sometimes until 9.

**GRAMMAR:** In order to receive credit for this course, teachers must know standard language, punctuation, parts of speech, and parts of a sentence to teach effectively. In the fifth week of class, a test of the conventions of the English language will be given. Students who do not pass this test must then pass a 3 hour course offered on your LEE173 Blackboard website.
ASSIGNMENT AND EXAMINATION SCHEDULE

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Any Week</td>
<td>Quick writes</td>
<td>50</td>
</tr>
<tr>
<td>Week 3</td>
<td>Reading Response</td>
<td>30</td>
</tr>
<tr>
<td>Week 6</td>
<td>Grammar Exam</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Week 8</td>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Week 14</td>
<td>Reading Competencies (Completed)</td>
<td>85</td>
</tr>
<tr>
<td>Week 15</td>
<td>Social Studies Literature Project/Content-Area Focus Unit</td>
<td>100</td>
</tr>
<tr>
<td>Week 16</td>
<td>Completed Case Study: (parts due throughout the semester)</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

COURSE POLICIES:

PREPARATION FOR CLASS: Reading assignments are expected to be completed prior to attending class. Knowledge of the content of the reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments with or without notice.

GRADING SCALE. Grading will be based on points. Points will be awarded for various assignments and exams. The final grade will be determined based on the following scale: (Final Grades are available through STAR.)

665 – 598 = A; 597 - 532 = B; 531 - 465 = C; 464 - 399 = D; 398 – 0 = F

CELL PHONES. Out of respect for everyone’s learning experience, cell phones are to be turned off during class except when an emergency call is expected, or during breaks.

CONFIDENTIALITY. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as Child A.”

*SUBJECT TO CHANGE. This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
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).

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 (Policy/Legal Statements) or the University Catalog (University policies).

MAKE UP POLICY FOR PLANNED AND UNPLANNED ABSENCES: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

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 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."

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."

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<table>
<thead>
<tr>
<th>Session # and Date</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effective teachers of reading and social studies</td>
<td>Tompkins Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organizing Reading Instruction</td>
<td>Tompkins Chapter 10</td>
<td>Post one online response to child’s text</td>
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<td></td>
<td>Read ½ of assigned child’s text</td>
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<tr>
<td>3</td>
<td>Organizing Social Studies Instruction</td>
<td>Tompkins Chapter 11</td>
<td>Post the second online response Study for English Conventions Exam</td>
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<td></td>
<td>Read and bring Child’s Text</td>
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<tr>
<td>4</td>
<td>Assessment</td>
<td>Tompkins Chapter 3</td>
<td>Study for English Conventions Exam</td>
</tr>
<tr>
<td></td>
<td>Read 1/2 of Silveroli Conventions Exam</td>
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</tr>
<tr>
<td>5</td>
<td>Assessment (continued)</td>
<td>Read ½ Silveroli</td>
<td>Bring Silveroli</td>
</tr>
<tr>
<td>6</td>
<td>Teaching the Reading Process and Differentiated Instruction</td>
<td>Tompkins Chapter 1</td>
<td>Draft of student profile for case study</td>
</tr>
<tr>
<td>7</td>
<td>Teaching Comprehension</td>
<td>Tompkins Chapter 7-8</td>
<td>Draft of motivation section for case study</td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
<td></td>
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<tr>
<td>9</td>
<td>Critical Literacy</td>
<td>McLaughlin/Devgood Chapter 1-3</td>
<td>Draft of vocabulary and writing section of the case study</td>
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<tr>
<td>10</td>
<td>Academic Vocabulary</td>
<td>Tompkins Chapters 5-6</td>
<td>Draft of one or two reading competencies</td>
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<tr>
<td><strong>Writing Process</strong></td>
<td></td>
<td>Tompkins Chapter 6</td>
<td>Draft of</td>
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<tr>
<td>11</td>
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<td></td>
<td>interpretation and commendation section for case study (to be peer edited) Draft of lesson plan for unit</td>
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<tr>
<td>12</td>
<td><strong>Reading and Writing in the Content Area</strong></td>
<td>Tompkins Chapter 12</td>
<td>Draft of print skills section for case study</td>
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<tr>
<td>13</td>
<td>Teaching with Textbooks</td>
<td></td>
<td>Completed case study De</td>
</tr>
<tr>
<td>14</td>
<td>Media and Visual Literacy</td>
<td></td>
<td>Completed Reading Competencies Due</td>
</tr>
<tr>
<td>15</td>
<td>Diversity</td>
<td>McLaughlin/DeVoogd Chapters 3-6</td>
<td>Content Atrea Unit Due</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
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<td>See Examination Schedule</td>
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</tbody>
</table>
TOPICS AND DESCRIPTIONS

Effective Teachers of Reading and Social Studies
Teacher candidates will examine the characteristics of good readers & writers, will focus on the teaching of Social Studies through the idea of social constructivism, and will learn the basic principles for organizing reading instruction.

Organizing Reading Instruction
Teacher candidates will examine three instructional methods for teaching reading: Reading Workshop, Literature Focus Units, and Literature Anthologies’ (basals). Students will also be exposed to the benefits of maintain sustained silent reading times.

Organizing Social Instructions
Teacher candidates will examine three instructional methods for teaching social studies: Literature Circles, Themes, and Multiple Intelligences. Teacher candidates are expected to explain the advantages and disadvantages of these methods.

Assessment
Teacher candidates will learn about formative and summative assessment. Formative assessment is based on authentic literacy activities in which students are engaged in. Observations, conferences, and student works samples are examples of authentic assessment. In contrast, summative assessments are generally assessment administered at the end of the unit or school year. Tests are the most common form of this type of evaluation. In addition, teacher candidates will be exposed to the basic components of literacy development used to measure literacy learning.

Teaching the Reading Process
Teacher candidates will understand that the reading process involves a series of stages during which readers comprehend the text. Teacher candidates will also learn difference between a strategy and a skill, and will gain knowledge regarding the guidelines of strategy instruction.

Differentiated Instruction (Differentiating reading/writing instruction for at-risk students, struggling readers, English learners and special needs students)
Teacher candidates will be exposed to the idea that students vary in interests, motivation, background knowledge, prior experiences, culture, language proficiency and literacy achievement. As a result, they will understand that it is important to take these individual differences in to account as they plan for instruction. Teacher candidates are expected to learn how differentiate for content, process, and product.

Comprehension
This topic will focus on what is comprehension and the factors that impact it. In addition, teacher candidates will learn the differences between the four levels of thinking; and become familiar with the following comprehension strategies: Activating background knowledge, connecting, determining importance, drawing inferences, evaluation, monitoring, predicting questioning, repairing, setting a purpose, summarizing and visualizing.

Critical Literacy
This topic will focus on what critical literacy is. Teachers will learn the principles of critical literacy and will develop and instructional framework that will be used as part of their content area unit. In addition, teacher candidates will learn to see beyond the bias of a text.

Academic Vocabulary
This topic will focus on the idea of expanding academic vocabulary. Teacher candidates will understand that academic vocabulary are the words frequently used in language arts, social
studies, science, and math. Teacher candidates will learn about the three tiers of words, the levels of word knowledge, and will be exposed to word-study concepts.

**Writing Process**

Teacher candidates will learn components of effective instructional delivery in writing, including the systematic progression of instruction and application of foundational writing strategies. Writing strategies will include activities for gathering and organizing ideas, drafting a composition, penmanship, revising and editing a draft, and finally publishing. Teacher candidates will also learn about research, technology, and evaluation strategies for teaching writing. As part of the revising stage of the writing process, teacher candidates will learn how to develop students’ writing conventions for appropriate grade level standards, including sentence structure, grammar, punctuation, capitalization, and spelling.

**Reading and Writing in the Content Area**

Teacher candidates will understand that content-area textbooks are important resources that students use to learn about social studies. Teacher candidates will learn writing applications according to genres and their characteristics. In particular, teacher candidates will apply the five stages of the writing process to support students’ comprehension of content area knowledge through writing expository texts related to social studies.

**Teaching with Textbooks**

Teacher candidates will learn about texts sets, interactive read-alouds, mentor texts, and commercial reading programs.

**Media Literacy**

This topic is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase the students’ understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products.

**Diversity**

Teacher candidates have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.

**Bibliography**

**SOCIAL STUDIES**


**READING**


Competencies for Literacy Development: Phase I
Field Experience: EHD 174
(ATTACH TO ASSIGNMENT)

The following activities will be supervised by the LEE 174 instructor; credential candidates submit all records and reflections to their LEE 173 instructor for sign-off of successful completion.

**Supervisor’s Initials**  **Description of Competency**

### READING COMPETENCIES

<table>
<thead>
<tr>
<th></th>
<th>Description of Competency</th>
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<tbody>
<tr>
<td></td>
<td>1. Observe and work with students having diverse backgrounds including children who are at-risk, EL’s, and those with special needs during a reading/social studies activity (e.g. social studies, Reading Workshop, SSR or DEAR time), and conference with them about their reading. Use any of the following ideas for interacting authentically with the student about the text read:</td>
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<tr>
<td></td>
<td>(1) Comment about the ideas in the text and assist with any decoding or vocabulary problems s/he has during reading;</td>
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<tr>
<td></td>
<td>(2) Talk about strategies you might use to clarify or enjoy the text (e.g., rereading, looking at the illustrations/graphics, predicting what an unknown word might be, visualizing the action, wondering about what might come next);</td>
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<td></td>
<td>(3) Ask open-ended or specific questions that make a connection between the ideas in the text and students’ frames of reference;</td>
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<td></td>
<td>(4) Comment on ideas you find interesting to record in a response log;</td>
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<td></td>
<td>(5) Model a strategy that would help with decoding or comprehension challenges.</td>
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<td></td>
<td>Have students record responses to the reading activity in a Reading Log. Record observations/comments for each student. Do this competency with at least 3 students. Submit student logs, your observations/comments, and your reflection about your interactions with students. (LEE 173 Objective 1)</td>
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<td>LEE 173 Instructor Sign-off __________________________ Date ________________</td>
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<td>2. Work with students during three sessions in small groups in which you do activities before, during, and after reading, and conference with the students. Have students record their responses in a Reading Log or a selected social studies tradebook. Record your comments for each student using Anecdotal Notes (informal teacher notes) and reflect on the student’s use of the log as a tool for learning, their use of vocabulary and sentences and spelling/mechanical skills. Submit your notes and reflections. (LEE 173 Objective 1)</td>
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<td>LEE 173 Instructor Sign-off __________________________ Date ________________</td>
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<td>3. Plan and Read Aloud two stories with multicultural and/or social studies emphasis to a group of students and include an activity to activate prior knowledge (e.g., use of realia and gestures to teach vocabulary) before reading and a response activity after reading. Submit descriptions of the Read Aloud activities and your reflections. (LEE 173 Objective 6)</td>
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<td>LEE 173 Instructor Sign-off __________________________ Date ________________</td>
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</table>
Competencies for Literacy Development: Phase I
Field Experience: LEE 174 – Page 2 (of 2)
(ATTACH TO ASSIGNMENT)

4. Prepare and give two Book Talks (social studies related) for an appropriate level book that students have available to read. Submit your reflections. (LEE 173 Objective 6)

LEE 173 Instructor Sign-off __________________________ Date ________________

5. Study the various components of the state adopted Reading/Language Arts and History/Social Studies Standards curriculum used in the classroom/school as adopted by the State of California. Submit a written report in which you describe and summarize each of the components. (LEE 173 Objective 8)

LEE 173 Instructor Sign-off __________________________ Date ________________

WRITING COMPETENCIES

6. Plan and teach a writing activity using the five steps of the Writing Process (Prewriting, Drafting, Revising, Editing for spelling and punctuation, and Publishing for the public). Select an appropriate grade or reading level social studies standards based topic. Submit plans and student work, making sure to show evidence of each step. (LEE 173 Objectives 1, 4)

LEE 173 Instructor Sign-off __________________________ Date ____________________

7. Assess student writing to identify a writing difficulty or grammar misuse, and plan and teach a mini-lesson to address this need. Submit your prepared plan, evidence of student difficulty, and evidence of study learning. (LEE 173 Objective 3)

LEE 173 Instructor Sign-off __________________________ Date ____________________

LITERACY WITH TECHNOLOGY COMPETENCY

8. Assist a group of students who are using computers or other technological tools for reading (e.g. web quest, blog) or writing (e.g., word processing, PowerPoint, web pages.). This competency may be done in combination with any of the other competencies. Submit evidence of student work. (LEE 173 Objective 7)

LEE 173 Instructor Sign-off __________________________ Date ____________________
INSTRUCTIONS FOR THE CASE STUDY ASSIGNMENT

Students will create a case study of a struggling reader in grades 4-8, and set instructional goals based on the results of the assessment. The purpose of this assignment is to give students experience and knowledge in the area of assessment and diagnosis of struggling readers.

1. Identify a reader in grades 4-8 who struggles with classroom reading tasks, and obtain written permission from the child’s teacher, *parents, and the *child him/herself (see book of handouts for permission slip). This child should be a struggling reader without other severe educational problems. Students could lose up to 40 points of the student selected is not a struggling reader. (*Signature not mandatory.)

2. Administer a battery of tests to assess this child, including an informal reading inventory, phonics test, spelling sample/test, vocabulary test, and collect four writing samples (formal and informal). This information together with data from interviews and observations will prepare students to write a case study that describes each of the following:
   
   A. **Student Profile/Student Literacy Dispositions.** – Try to understand the child’s practice of and motivation for literacy by interviewing the child and the teacher, conducting at least one classroom observation of the child, speak to one of the student’s parents. The intent here is for students to collect information to help them write a profile of the child’s personal history as a reader, including milestone events in the child’s development and description of the child’s attitudes, habits, and interests with respect to reading.

   B. **Motivation Skills.** Present information connected to the students literacy interests and attitude.

   C. **Print Skills.** Present information and interpretations about the child’s print skills in English (word identification in isolation, word identification in sustained passages, sight word knowledge, stage of spelling development, and knowledge of phonics).

   D. **Writing.** Present information and interpretations about the child’s writing development. Consider the child’s use of the writing process, his/her ability to adapt writing according to audience, form, and purpose, and use of English language conventions.

   E. **Vocabulary.** Present information and interpretations about the child’s general knowledge of meaning of words (not sight word vocabulary!). This assessment should focus on the child’s capacity to fully define and explain common words, his/her knowledge of word parts used orally, and his/her understanding of words used in reading materials, and the sophistication and grade-appropriateness of words the student uses in writing.

   F. **Comprehension.** Present information and interpretations about the child’s comprehension skills (using the CRI). Be sure and do the Listening Capacity.

3. Compile the following components stapled at best or in a flat binder:
   - Cover Sheet and Scoring Rubric
   - Permission Form
   - Information about the child.
   - Assessments (placed in this order: Student Literacy Dispositions, Motivation, Print Skills, Writing, Vocabulary & Comprehension).
   - Results and Analysis Interpretation
   - Instructional Goals & Recommendations
The case study should be neatly typed using an easy to read font. Be sure to proofread and spell check your work. It is very important that your case study is professional looking to be credible. Use tabs to separate each section. Please do not use plastic page covers nor page numbers. Submit two copies. The first copy is to be the original and the second copy is to be in the electronic form on a disk (save paper in Word format or save in .rtf format). Place the hardcopy in a PLASTIC SOFT-COVER BINDER (HARD BINDERS WILL NOT BE ACCEPTED) AND ORGANIZE THE PAGES IN THE ORDER LISTED ABOVE. ADD TABS BETWEEN THE MAJOR SECTIONS. Place the grading sheet on top of the unit. The case study will be graded and returned upon request. The instructor will keep the original case study and the diskette.

Hints:

- Three sources of information should be used to write up the Disposition section.
- Identify important words in a text the students have already read and ask them what the words mean or have them put them in a sentence in order to get a better understanding of their vocabulary.
- For each of the sections under Results & Analysis Interpretation include a statement of purpose, list of assessments, results of the assessments and conclude with an overall analysis of the assessments by area.
## CASE STUDY GRADING SHEET

(Insert behind title page)

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<tr>
<th>Required Elements</th>
<th>Point Range</th>
<th>Points Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER SHEET &amp; GRADING SHEET</td>
<td>0-10</td>
<td></td>
</tr>
<tr>
<td>PERMISSION SLIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION 1 -- STUDENT INFORMATION</td>
<td>0-40</td>
<td></td>
</tr>
<tr>
<td>Student Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Dispositions</td>
<td></td>
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</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
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<tr>
<td>Teacher or parent conversation</td>
<td></td>
<td></td>
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<tr>
<td>One on one interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION 2 -- DATA COLLECTION</td>
<td>0-25</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Attitude Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Attitude Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henderson Spelling Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscue Analysis of mistakes on word list portion Silvaroli's CRI (OPTIONAL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing (four writing samples)</td>
<td>0-10</td>
<td>0-10</td>
</tr>
<tr>
<td>Four Rubrics</td>
<td></td>
<td>0-10</td>
</tr>
<tr>
<td>Observation of writing time</td>
<td></td>
<td>0-10</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation/Informal assessment with school text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critchlow Verbal language Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silvaroli CRI vocabulary question</td>
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<td></td>
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<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation or Interview asking student what they do when they don't understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRI Comprehension section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION 3 -- RESULTS &amp; ANALYSIS INTERPRETATION</td>
<td>0-15</td>
<td>0-15</td>
</tr>
<tr>
<td>Affect</td>
<td></td>
<td>0-15</td>
</tr>
<tr>
<td>Print Skills</td>
<td></td>
<td>0-15</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>0-15</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td>0-15</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>0-15</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION 4 -- INSTRUCTIONAL RECOMMENDATIONS</td>
<td>0-20</td>
<td>0-20</td>
</tr>
<tr>
<td>Clear connections between analysis &amp; interpretation and instructional recommendations</td>
<td></td>
<td>0-20</td>
</tr>
<tr>
<td>Instructional priorities explicit with rationale</td>
<td></td>
<td>0-20</td>
</tr>
<tr>
<td>OVERALL EVALUATION</td>
<td>0-5</td>
<td>0-5</td>
</tr>
<tr>
<td>Complete (Original plus electronic copy)</td>
<td></td>
<td>0-5</td>
</tr>
<tr>
<td>Professional Tone &amp; Appearance</td>
<td></td>
<td>0-5</td>
</tr>
</tbody>
</table>

| /100 |

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DHH Credential, Fresno State, LEE 173   January 2012   387
ONLINE DISCUSSION BOARD ASSIGNMENT

In compliance with the State of California requirement to integrate the teaching and use of technology in the year 2000 into credential courses, and in order to support more rigorous and critical thinking about reading methods, the instructors of LEE 173 require students read and post on the class discussion board. The LEE 173 class web site has useful information about teaching reading, study guides for LEE 173 exams, study guides for RICA, study guides for the English Conventions Exam, state objectives in English, social science, and science for the content area unit, as well as opportunities to discuss reading methods and submit reading reactions online with other LEE 173 students in all sections. Therefore, during the semester, students will have a thoughtful conversation with other students on the LEE 173 discussion board. At minimum, students are required to:

1. read some of the posts;
2. respond online to one posts read with a paragraph or two;
3. write a page of text relating how the children’s text read in LEE 173 (149) worked or might work in field placement (see rubric below).

Where to get to a computer. To access the web site go to on any computer connected to the web. Though virtually all schools and 54% of all residences and all schools in the United States are connected to the web, students may also use computers in the School of Education and Human Development in rooms 157, 163, 165, 169, and 360 during open lab times which are generally 10-10 and 10-8 on weekends when classes are not in session in the labs. Generally, in the evenings, classes are scheduled from 4-10 p.m. in these labs.

How to login. To access the online study at the university, students must login and give a password when students arrive at the online web site http://blackboard.csufresno.edu. The login username is the same one students use for their campus email or create one at that site. If students have trouble logging in, they are to make sure they are registered for the class and then call the Technology help desk at 278-7000. To get to the online discussion, click on the buttons at the left with communication and discussion. Then click on one the threads of discussion and to post comments, click on ‘reply’ or if the topic students want to address is not covered with the threads listed, they are to click on ‘start a new thread.’

What to write. Read several of the posts listed in the different threads of discussion, respond to one posts with a paragraph of your own writing (by clicking on reply), and then write an in depth post of about a page by responding to another student or creating a new thread. Remember, do not simply write a summary of what you see in your student teaching, hear about in your class lecture, or read about in the class readings. Your job here is to give a thoughtful and critical analysis of your thoughts drawing on lectures, readings, and experiences in schools. The highest scores for this assignment will be given to students who post original ideas drawing explicitly on information from the class readings, lectures and specific examples from student teaching focusing on one topic. In your post, do not jump around from topic to topic. Your post should be cohesive and focused.

Some possible topics of discussion are: Focusing on one area of study such as organizing reading or comprehension instruction, describe how the methods of teaching reading in your student teaching assignment are different than those referred to in class or in the readings and how that impacts the attitude and efficiency of the reading program as it relates to the children’s text. How do you have to adapt particular methods from class and from the readings to meet the needs of specific students in student teaching? Describe impressionable methods for using children’s literature to supplement social studies curriculum that you have noticed teachers using and how they relate to those covered in class or in the class text.

The discussion is meant to be much like a class discussion except, you have as much time and space to or organize and think about your answer as you like. These discussions are not like chat rooms. The conversation should be more in depth and thoughtful. Remember to be respectful of all people on the web. Instead of saying reductive statements such as ‘good (or bad) teacher,’ use phrases such as ‘this method did not appear to be effective.’

John Dewey, in Experience & Education, asserted that experience (such as student teaching), is not necessarily educative. It is the reflection on that experience which may educate. We hope that this experience gives you the
opportunity to reflect on your experience in student teaching, in your reading, and in your LEE173 class in critical and thoughtful ways with other students that might not have been possible without this technology.

What to do when the web site doesn’t come up for you…
1. Go back to the syllabus and follow the directions
2. Try another computer
3. Quit your browser (Netscape, Internet Explorer etc.) and start it back up again
4. Quit your browser and try another browser
5. Quit your browser and then reboot your computer
6. Sign in again as another student’s name to see if you can get it to work
7. Try again later
8. Call a friend and see if they can get into the site from their computer or from your computer.
9. Take a class in computers.
**STUDENT:**

**RUBRIC FOR READING RESPONSE**

Online and Discussion

(Place behind assignment)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of Story (Quote Reactions, Thematic Interpretations, Personal Connections, World Opinions)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Examples and sources of information draw from diverse contexts such as the readings, lectures, other online posts, &amp; student teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Depth of thought</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Literature Roles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
INSTRUCTIONS FOR THE CONTENT-AREA FOCUS UNIT ASSIGNMENT

Students can work by themselves or in small groups of no more than 5 students. Each person or group will design a one week content-area unit focusing on a chapter from one social studies textbook and a text set of trade books. The purpose of this assignment is for students to practice developing lesson plans that integrate reading and writing instruction with content-area instruction while focusing on the needs of students. Information from this unit can be used in other courses and your lessons can be used to satisfy several competencies.

1. Choose a topic using a chapter from a history/social studies textbook that is appropriate for grades 4-8. Be ready to tell what topic you want to study- (e.g. grade 6 Medieval Japan )
http://www.cde.ca.gov/standards/ grade 4 (California and it’s history), grade 5 (development of U.S. up to 1850), grade 6 (stone age to early Rome), grade 7 (Europe, Africa, and Asia in the years A. D. 500- 1789), grade 8 Constitution up to World War I. Make a copy of the chapter to include in your unit.
Place the chapter behind the overview.

2. Select 1 or 2 of the lessons from the chapter and create a list of five history/social studies goals that respond to your students needs. Consider pre-assessing your student’s knowledge of the topic before you begin planning. (Goals are generally non-measurable ideas such as understand, value, appreciate, and imagine.) Then for each goal, write a behavioral objective. (Behavioral objectives are objectives that are measurable. Operative words such as list, identify, compare or evaluate are but a few of behavioral objectives possible.) Then proceed to explain how that goal & behavioral objective will be accomplished during the unit. For each objective and/or activity, list the appropriate grade level California English/Language Arts Standard and Social Studies Standard related to it. Be sure to mention how you will differentiate instruction to help English learners and other special needs students for each goal.

3. Locate and compile an annotated bibliography of your text set of at least 15 books and 5 electronic sources (web, CDs, videos, etc.) to extend the topic of the textbook chapter. You should first list books you will read to students using the subtitle Teacher Read Aloud Books. Then you should list books appropriate to the students’ reading below grade level, then books for students on grade level and then for students above grade level subtitling each group (e.g. Books at Reading Level 2 &3). List each book using APA format (see this syllabus) and annotate it (write a one- to two-sentence summary)

4. Identify a list of about 25 vocabulary words taken from student readings (chapter and text set) that are absolutely necessary for students to learn to study this topic. Construct an alphabetized, block form, word wall and describe 4 vocabulary activities using the words that you will teach in the block lesson plan. You may teach a few important words before the reading but most will be taught during the reading. Be sure that three of the four vocabulary activities are for English language learners and explain why.

5. Create a week long block plan for at least two hours daily with the instructional activities you will teach before, during, and after the reading of the lesson. Be sure to include speaking, listening, lots of reading and writing (teacher reading and one hour of student reading and one hour of student writing per day), viewing and representing that can be scored using a rubric if needed.

6. Create two lesson plans with the elements listed in number 2 that can be taught sequentially. Provide lots of detail and attach any additional paperwork you plan to use in conjunction with these lessons (e.g. anticipation guide, a KWL chart). If possible, include one of more of the following lesson plan elements:
a. A developmentally appropriate reading and writing strategy and/or student activities to meet the needs of struggling readers and English language learners.
b. Opportunity for English language development.
c. A lesson that capitalizes on student’s prior knowledge.
d. Learning opportunities that meet the content standards in social studies and language arts.
e. Use of materials that supports the learning of social studies and language arts and assure successful learning for “struggling” readers and English language learners.
f. A specific behavioral objectives for each lesson
g. Teaching methods that make use of a variety of teaching techniques such as direct instruction and student centered activities.
h. Techniques for making some of the abstract concepts more concrete

7. Create a reasonable assessment checklist with at least five items that students will complete during the week-long unit. Make sure to provide a space for self and teacher to evaluate each student's work. Construct a rubric for one of the items listed on the checklist.

8. Write a 3-5 page overview introducing the unit, the grade, and your class of students. Briefly describe the week’s worth of instruction and explain how the week fits into the larger picture of the chapter and the curriculum in your classroom. (Be sure to cite the content area textbook.)

The unit that you turn in should include a title page and the following components: Overview (Chapter), Goals, Text Set, Vocabulary, Block Lesson Plan, Lesson Plans, Assessment

Put together your unit as follows:

Section I. OVERVIEW (Example)
Students will find out about the foundations of democracy and the ancient Greeks through guided reading and literature circles….. (significance) Students need to understand how democracy does not come naturally to humans, but was devised to help create justice and self determination. Today, in many institutions (including school) we still struggle to be democratic. By understanding the nature of humans and the development of democracy in Greece students may create a vision for their future participation in families, work, and other organizations…

I asked students in the lower, middle, and high ability range these questions: What is democracy? How and why did Greeks use democracy? in order to get a sense of the student’s prior knowledge. I also noticed students had trouble organizing their ideas when they were comparing their own lives with the lives of characters in books… I observed 8 students having trouble reading fluently during reading workshop… which made realize that I would have to include a lesson on text-self connections and fluency. On Monday, I will pre assess my students’ knowledge of the topic by using a KWL …

For my English language learners I … (be sure to include a variety of ideas such as front loading, integrating more visuals, more vocabulary instruction, or expand or cut short instruction to meet the needs of these students such as going slower, small group instruction or finding extra help for these students. Having students pair up with a more experienced reader is not enough.)

Section II. GOALS/STANDARDS
Goals and standards in literacy and social studies from the State of California www.cde.ca.gov/be/st/ss/ and Objectives to achieve those standards

Section III. TEXT SET (5th grade example below)
Teacher Read Aloud Books
Books at Reading Levels 2 & 3
Books at Reading Levels 4 & 5
Books at Reading Levels 6 & 7
Videos & Internet

Section IV. VOCABULARY (Word Wall and A Detailed Description of Activities, Include the Words)

Section V. BLOCK LESSON PLAN (see book of handouts)

Section VI. LESSON PLANS (Two Lessons)
Ex.: Notetaking during Social Studies
Ex.: Text to Self-Connections while Reading an Autobiography of XXX

Section VII. ASSESSMENT
An assessment checklist with riteria (Select five assignments for grading purposes, explain or show grading method for one or all assignments selected. Include a teacher-made rubric.)

Your unit should be neatly typed, proofread and spell checked without page covers. At best 3 hole punched and organize the pages in the order listed above. Place a copy of the grading sheet at the front of the unit behind the cover page. Turn in an original and one electronic copy of your unit (save the unit in Word format or save in .rtf format). The unit will be graded and returned upon request. The instructor will keep the original and the diskette.

Here’s some hints: Most students get lower grades when they don’t integrate reading and social studies; don’t have enough reading and writing time (at least some of it guided); don’t connect objectives with standards; activities don’t connect with standards; lesson plans don’t connect with goals, standards and/or objectives; don’t list student needs and respond to them; and don’t include enough teacher modeling (of reading and writing strategies usually).
# CONTENT-AREA FOCUS UNIT GRADING SHEET

(PLACE BEHIND COVER PAGE)

Name:

<table>
<thead>
<tr>
<th>Required Components</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overview: Include adaptations for ELLs and other special needs students</td>
<td>20</td>
</tr>
<tr>
<td>2. Goals, objectives, and standards</td>
<td>15</td>
</tr>
<tr>
<td>3. Text Set</td>
<td>10</td>
</tr>
<tr>
<td>15 books (list books by approximate grade level difficulty K-2,3 etc)</td>
<td></td>
</tr>
<tr>
<td>Books organized by purpose (Tchr Read Aloud, Literature Circles etc)</td>
<td></td>
</tr>
<tr>
<td>and grade level difficulty</td>
<td></td>
</tr>
<tr>
<td>APA format</td>
<td></td>
</tr>
<tr>
<td>Annotated</td>
<td></td>
</tr>
<tr>
<td>5 electronic sources - web sites, CDs, videos</td>
<td></td>
</tr>
<tr>
<td>4. Vocabulary: Include adaptations for ELLs</td>
<td>10</td>
</tr>
<tr>
<td>A few words taught before the reading</td>
<td></td>
</tr>
<tr>
<td>About 25 words total embedded in your lessons)</td>
<td></td>
</tr>
<tr>
<td>Four vocabulary activities</td>
<td></td>
</tr>
<tr>
<td>5. Block Lesson Plan</td>
<td>15</td>
</tr>
<tr>
<td>Students have some choice of activities</td>
<td></td>
</tr>
<tr>
<td>Appropriateness for your group</td>
<td></td>
</tr>
<tr>
<td>Complete and detailed</td>
<td></td>
</tr>
<tr>
<td>Include all six language arts (highlight viewing and representing)</td>
<td></td>
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<tr>
<td><strong>Lots of reading and writing</strong></td>
<td></td>
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<tr>
<td>Used a computer to create charts</td>
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<tr>
<td>6. Lesson Plans</td>
<td>20</td>
</tr>
<tr>
<td>7. Assessment Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Checklist</td>
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<tr>
<td>Student choice and input</td>
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<tr>
<td>One Rubric</td>
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</table>
Student:

**Rubric for QUICKWRITES**

<table>
<thead>
<tr>
<th>Originality</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples and sources of information draw from diverse contexts such as the readings, lectures, other online posts, &amp; student teaching</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Depth of thought</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
| Total Points Earned                              |    | /10
California State University, Fresno

EHD 174 - Field Study A: Grades 4-8

Leadership for Diverse Communities

Course Description:
EHD 174 is a supervised field experience in a grade 4-8 classroom. It is the first in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. EHD 174 requires a minimum of 6 hours a week over two afternoons, plus seminars/lab times to be announced. Seminars will be called both during and beyond the school day for specialized training from district trainers and/or university faculty. Additional time with students will be necessary for completing the assignments in all the Phase 1 courses.

Multiple Subject Program Requirements:
This course is a required course in Phase 1 of the Multiple Subject Program. Field Study A must be taken concurrently with LEE 173, Teaching Reading and Social Studies in Grades 4-8. Field Study A. (CI 171, LEE 172, LEE 173).

Prerequisites: Admission to the Multiple Subject Credential Program. CI 171, LEE 172 (or concurrent enrollment). Concurrent enrollment in LEE 173.

Course Information

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 2</td>
<td>Office Number</td>
</tr>
<tr>
<td>Time: 11:30-2:30, Tu/Th + Seminars as Required</td>
<td>Email</td>
</tr>
<tr>
<td>Location: School Site</td>
<td>Telephone</td>
</tr>
<tr>
<td>Website</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>

Required Texts and Instructional Materials:
- Multiple Subject Field Work Handbook- Kennel Bookstore
- California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)
- California Standards Teaching Profession booklet (receive at orientation-Lab Fees)
- Fresno Assessment of Student Teachers, FAST (receive at orientation--Lab Fees)
- Red three ring binder with dividers
- Register for Task Stream $69.00= 2 years, $42.= calendar year $25. =each semester

Primary Learning Outcomes:
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher
Teacher Candidates will demonstrate the ability to strategically plan, schedule and deliver reading instruction incorporating the following:
(CCTC 4, 7A, 12; TPE 1; RICA 2, 3, 5, 6, 8, 12, 14; NCATE 1.1)
- Word analysis
- Fluency systematic
- Vocabulary development
- Reading comprehension
- Literacy response and analysis
- Writing strategies and applications Written and Oral English Language conventions
- Listening and speaking strategies and applications

Teacher Candidates will demonstrate the ability to make reading and History/Social Science content accessible to all students through:
(CCTC 3, 4, 9, 8Ac, 12; TPE 4; RICA 6, 10, 12, 14; NCATE 1.3, 1.4)
- Creating and adjusting lesson designs relative to students’ current level of achievement
- Using instructional materials appropriately
- Varying instructional strategies to enhance reading and comprehension over a variety of content texts and informational sources
- Prioritizing and sequencing essential skills
- Modeling active listening

Teacher Candidates will demonstrate their ability to teach state-adopted content standards for students in History/Social Science by using analytical thinking to help teach temporal and spatial scale, historical periods, cultures, events and periods. To facilitate understanding of History/Social Science, candidates will learn to utilize: simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities in their lessons. (CCTC 8Ac; TPE 1, 9; NCATE 1.1, 1.3)

Teacher Candidates will demonstrate an understanding of the application of different teaching models in the classroom through observation and reflection. (CCTC 4; TPE 9; NCATE 1.3)

Teacher Candidates will demonstrate their understanding making content accessible to English Learners by incorporating SDAIE strategies into their Reading/Language Arts and Social Studies lesson plans. (CCTC 7A, 9, 12, TPE 7; NCATE 1.4)

**Examinations and Major Assignments Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8</strong></td>
<td>Documentation for 50% of EHD 174 and Literacy Development competencies.</td>
</tr>
<tr>
<td><strong>Week 11-13</strong></td>
<td>Comprehensive Lesson Plan Project Exam</td>
</tr>
<tr>
<td><strong>Last Week of Instruction</strong></td>
<td>All EHD 174 competencies as outlined in the EHD 174 Competency Log must be successfully completed and verified by the University Supervisor by the last day of instruction.</td>
</tr>
</tbody>
</table>
Course Policies

Grading:
Teacher Candidates receive a grade of credit or no-credit as a result of their performance in their field assignment(s). Field Study A provides many opportunities for multi-modal assessments. University Supervisors will visit the school site at least once a week. Reflective journaling, observations, written lesson plans, lesson analysis and implementation of teaching strategies with students in the classrooms will provide evidence of proficiency. The supervisor signs a Mid-Semester Self Reflection/Goal Setting form and verifies competencies throughout the semester. Competencies are outlined in the Multiple Subject Field Placement Handbook. A score of 2 or above is necessary to pass the Comprehensive Lesson Plan Project. Satisfactory completion of all competencies, as verified by the University Supervisor, is required for credit in the course.

Attendance:
Case studies and other Phase I course related assignments may be drawn from students in Field Placement A, however, additional time outside of required field placement hours will be necessary to complete these assignments.
Regular attendance is imperative. Teacher Candidates are expected to arrive at the school on time and to remain at the school for the full-designated period. Absences, leaving early, or tardiness are dealt with on an individual basis. **Teacher Candidates will be required to make-up time absent by adding days to the field placement experience.** If a Teacher Candidate is going to be absent, he or she must notify the University Supervisor, the school and School Site Partner/Master Teacher by 7:30 AM on the day of their assigned class time. It may be necessary to have someone bring materials and/or lesson plans to the classroom to be used in the Teacher Candidate’s absence. Excess absences may result in a No Credit for the course.

Professional Ethical Behavior:
As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and or making cell phone calls or texts during class time. My Space or similar online forms of communication should be kept professional. The Teacher Candidate Code of Ethics and Confidentiality of Student Records in the Field Placement Handbook (pages 16-17) can serve as a guide.

The Professional Dress:
The Teacher Candidate maintains a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students. Do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, miniskirts or attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.
Tentative Course Schedule:
Field Study A requires Teacher Candidates to be at the assigned school site in the classroom with students a minimum of 6 hours over at least 2 afternoons, as well as, scheduled seminars. Because school schedules vary, duty hours may be adjusted by the University Supervisors and Master Teachers. Case studies and other Phase I course related assignments maybe drawn from students in Field Study B, however, additional time outside of regular field placement hours will be necessary to complete these assignments.

SEMINARS/GROUP MEETINGS/INDIVIDUAL DISCUSSIONS
Small Group Discussions should allow the supervisor opportunities to present suggestions and to impart the experience that they have to their teacher candidates. These can be individual or group meetings.

Week 1
Tues. General Teacher Candidate Orientation- Introduction of Supervisors
Thurs. Classroom Management Seminar
Fri. Team Building Seminar

Week 2
Tues. Small Group Discussion/Task Stream Registration:
   EHD 174 Competencies
   Lesson Planning – cut and paste activity
   Lesson Planning Video Observation -Tape 1
   Task Stream-Dispositions Survey and Demographic survey
Thurs. Social Studies Seminar
Fri. Team Building Seminar

Week 3
Tues. Small Group Discussion:
   Lesson Planning Video Observation- Tape 2
   Teacher Performance Expectations Activity
   Comprehensive Lesson Plan Project review
Thurs. Geography/ Social Studies Seminar

Week 4
Tues. Principal Orientation at School Site
   School Site Partner Orientation at School Site
   Small Group Discussion:
   Instructions for Guided Observation

Week 5
Tues. Guided Observation in the Classroom
Thurs. Begin Placement

Week 6
Small Group Discussion
Sharing and review of Guided Observation Activity
**Week 7 or 8**

**Small Group Discussion**
Mid Semester Self Reflection Goal Setting with lesson plan attached  
  Documentation for 50% of EHD 174 Field Study A competencies.  
Give directions for Comprehensive Plan Project  
  Mid-semester Self Reflection/Goal Setting meeting facilitated by University Supervisor.

**Week 12**
Comprehensive Lesson Plan Project Test Scheduled

**Weeks 9-15**
Social Studies/History Project implemented in the classroom

**Week 13-15**
Complete Supervisor Evaluation, and Master Teacher Survey on Task Stream  

**Subject to Change:**
This syllabus and schedule are subject to change in the event of extenuating circumstances.

**EHD 174, Phase I Seminars:**

**Classroom Management**
Classroom management in phase I is a 3 hour interactive seminar. The focus of this seminar is making positive connections with students and creating an effective learning environment. Small group activities include role plays, simulations and opportunities for teacher candidates to practice strategies that they can use to engage small groups of students. Participating in these Classroom Management activities helps teacher candidates learn how to develop safe, inclusive positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.  
CCTC 5

**Geography/Social Studies**
Fresno State partners with the Geographic Alliance (sponsored by National Geographic) for this 3 hour seminar. The teacher candidates rotate through 3 different sessions that are taught by classroom teachers who have received training from the Geographic Alliance. The teacher candidates are engaged in hands on activities that provide ideas and resources for supporting them to teach state adopted academic content standards for students. They learn to use timelines and maps as tools to give students a sense of temporal and spatial scale.  
CCTC 8A(c)

**Social Studies**
Teacher candidates rotate through 3 different sessions that are taught by exemplary classroom teachers. These classroom teachers model and have the teacher candidates practice effective teaching by integrating concepts and themes which provide insights into historical periods and cultures. They help candidates understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and students research activities. The teacher candidates also learn to use analytical thinking skills in history and social science. Immersing themselves in these activities helps candidates internalize strategies that will help them implement adopted academic content standards. Teacher candidates are required to demonstrate
their understanding and apply what they learned by teaching a series of social studies lessons in their field placements. CCTC 8A(c)

**Team Building**
All the teacher candidates in a cohort meet outdoors near the San Joaquin River for 3 hours of interactive activities. They learn the importance of connecting with students and building a cohesive, cooperative classroom environment. These activities help in completing cooperative assignments in EHD 174 and also give ideas and resources that they can use in their future classrooms. Participating in these Team Building activities helps teacher candidates learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals. CCTC 5

**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).

**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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**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).
Make Up Policy for Planned and Unplanned Absences:
In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

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."

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/libraryinformation/campus/copyright/copyrtpolicyfull.pdf


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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.

Bibliography & Resources

Support Materials:


National association for Education of Young Children 2007 (NAEYC).WWW.NAEYC.ORG


EHD 174 FIELD STUDY A COMPETENCY LOG

The purpose of this log is to document the successful attainment of competency in various teaching activities. The Teacher Candidate is responsible for documentation of these competencies. Upon completion of all the competencies and the verification of that completion, the log will be collected by the University Supervisor and filed in the Teacher Candidate’s program file.

Certification of Competency

Based on the accompanying Teacher Candidate’s Competency assessments, I/we recommend:

- The Teacher Candidate engaged in implementing Reading/Language Arts activities in the classroom.
- The Teacher Candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood by students with varying linguistic ability.
- The Teacher Candidate models exemplary professional behavior and dress.

- The Teacher Candidate is ready to progress to EHD 178, Field Study A.

- While the Teacher Candidate evidences some significant weaknesses at this point in the semester, s/he should be allowed to progress to EHD 178, Field Study A with the understanding that continued improvement is required.

- The Teacher Candidate has not developed the competencies necessary to progress to EHD 178, Field Study A.

School Site Partner ___________________________ University Supervisor ___________________________

Teacher Candidate ___________________________ Date ___________________________

California State University, Fresno
Kremen School of Education and Human Development

EHD 174 –Field Study A
**EHD 174 COMPETENCY LOG**

*Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 174 competencies. It is the Teacher Candidate’s responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms or lesson plans with reflections. University Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught.*

<table>
<thead>
<tr>
<th>Supervisor’s Signature</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Guided Classroom Observation Activity: Look for the classroom procedures on the list and make notes on as many as you see. Be prepared to share with your classmates. Choose 5 of these procedures you have observed and discussed. Explain why you think each one of these would be appropriate in the classroom. Documentation: Notes and written explanations. Max. 2 pages</td>
</tr>
<tr>
<td></td>
<td>2. Describe a specific incident in which you established a positive professional rapport with students in your classroom. Explain why it would benefit instruction. Documentation: Description and Explanation 1-2 pages</td>
</tr>
<tr>
<td></td>
<td>3. Through observation or your own lessons identify 3-4 instructional strategies addressing English Learners that might be effective with your classroom and why. Documentation: Description and Explanation 1-2 pages</td>
</tr>
<tr>
<td></td>
<td>4. Teacher Candidate worked in a team to collaboratively plan and implement a three-week sequence of lessons applying strategies learned in the Teaching Content Reading/Social Science course and Social Science Seminars (CCTC 3, 5, 8A (c), 9, 12; TPE 1 SS; NCATE 1.6 Collaboration). Documentation: Lesson plans with individual reflections</td>
</tr>
<tr>
<td></td>
<td>5. Orientation/Professionalism and Ethics for Educators (NCATE 1.6 Professional Ethics)</td>
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<tr>
<td></td>
<td>6. Team Building Seminar (NCATE 1.6 Collaboration)</td>
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<tr>
<td></td>
<td>7. Classroom Management Seminar</td>
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<tr>
<td></td>
<td>8. Complete Dispositional Survey and Demographic Survey on Task Stream</td>
</tr>
<tr>
<td></td>
<td>9. The Five themes of Geography including the teaching of maps, grids, atlases, and historic timelines across the curriculum seminar</td>
</tr>
<tr>
<td></td>
<td>10. Teaching History/Social Science to the content standards using cultural artifacts, works of art, literature, cooperative projects, case studies, student research activities and simulations seminar (NCATE 1.6 Critical Thinking)</td>
</tr>
<tr>
<td></td>
<td>11. Teacher Performance Assessment Comprehensive Lesson Plan Project with a score of 2 or above. (TPA 1, 4, 6, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Score of 2 or above.</td>
</tr>
</tbody>
</table>
EHD 174 - FIELD STUDY A

MID SEMESTER SELF REFLECTION / GOAL SETTING

NAME ____________________________ I.D.# ________________________

DATE ____________________________

1. TEACHING STRENGTHS:

2. CIRCLE COMPETENCIES COMPLETED:

   EHD 174  1  2  3  4  5  6  7  8  9  10  11  12
   LEE 173  1  2  3  4  5  6  7  8

3. GOALS:

4. SUPERVISOR COMMENTS:

   University Supervisor Signature: ________________________________
   Teacher Candidate Signature: _________________________________
EHD 174 - FIELD STUDY A
FINAL SELF REFLECTION /GOAL SETTING

NAME ______________________ I.D.# ________________________

DATE ______________________
1. TEACHING STRENGTHS:

2. GOALS:

3. SUPERVISOR COMMENTS:

University Supervisor Signature: ________________________________

Teacher Candidate Signature: ________________________________
California State University, Fresno

Leadership for Diverse Communities

CI 175 - Science Instruction and Applied Technology
Fall 2010

Vision:
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:
This course is designed to prepare teacher candidates to effectively and equitably teach elementary school science and to use contemporary instructional technologies in culturally and linguistically diverse classrooms.

Multiple Subject Program Requirements:
This course is a required course in Phase 2 of the Multiple Subject Program. Taken concurrently, Field Study B is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study B, will need to make special arrangements with the instructor.

<table>
<thead>
<tr>
<th>Course Information: $5 lab fee</th>
<th>Instructor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 3</td>
<td>Office Number:</td>
</tr>
<tr>
<td>Time: 3 hours per week, plus 1 hour arranged</td>
<td>Email:</td>
</tr>
<tr>
<td>Location:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>Website:</td>
<td>Office Hours:</td>
</tr>
</tbody>
</table>

Prerequisites: Successful completion of Phase 1 of the Multiple Subject Credential Program: CI 171, LEE 172, LEE 173, EHD 174. Students not concurrently enrolled in EHD 178 need to make special arrangements with the instructor.
Required Texts and Instructional Materials:

Required Text:

Recommended Texts:

*Project Wild K-12 Curriculum and Activity Guide*

Required Technology:
Flash Drive (2 G minimum)
Microsoft Office (most recent version) available at Kennel Bookstore (program requirement)

Primary Learning Outcomes:
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards and Dispositions (Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning).

Science Expectations:
- Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science. (CCTC 6, 8Ab; TPE 1; NCATE 1.1, 1.3)
- Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. (CCTC 5, 6, 8Ab; TPE 3; NCATE 1.7)
- Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. (CCTC 3, 4, 6, 9, 8Ab, 12, 13; TPE 4; NCATE 1.1, 1.3)
- Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. (CCTC 6, 8Ab; TPE 5; NCATE 1.3)
- Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. (CCTC 3, 4, 6, 9, 8Ab, 12, 13; TPE 7; NCATE 4.1)
- Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. (CCTC 6, 8Ab; TPE 13; NCATE 1.6-Reflection)

Technology Expectations:
- Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. (CCTC 5, 6, 9, 11, 13; NCATE 1.1, 1.3)
• Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly. (CCTC 4, 6, 11; NCATE 1.3)
• Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support. (CCTC 11)
• Each candidate uses computer applications to manage records and to communicate through printed media. (CCTC 11)
• Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools. (CCTC 11)
• Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (CCTC 6, 11)
• Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning. (CCTC 6, 11; NCATE 1.3)
• Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. (CCTC 6, 11)
• Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies. (CCTC 11; NCATE 1.6-Professional Ethics)

Examinations and Major Assignments:
Multimedia Portfolio
(Total: 150 points)
(FORMATIVE ASSESSMENT: TPE 1, 4) (CCTC 11) (NCATE 1.1, 1.3)
(Dispositions: Professional Ethics, Collaboration)
Teacher candidates will develop a multimedia portfolio, which includes:

1. Web Resources/Spreadsheet (50 points)
   Students will review a total of eight web sites and two web quests.
   
   Internet Site Review: Students will select one California Science Content Standard for grades K-4 and one for grades 5-8. Three web site reviews will be completed for each standard. An assignment sheet will be provided to indicate the protocol for the reviews. Web Quest Review: Students will also review two web quest sites (one at the K-4 level and one at the 4-8 level). The reviews will be formatted in a spreadsheet.

2. Multimedia Presentation (100 points)
   The student will create a multimedia presentation (ex. PowerPoint, KeyNote, Google Presentation, SMARTBoard). The presentation will contain a minimum of ten slides focusing on one of the California Science Content Standards. The purpose of the presentation is to provide an introduction to a new unit of study.
   
   The following elements need to be included in the content of the presentation: title page, science standard, and minimum of five science concepts. A hard copy of the presentation and resource list (minimum of ten resources) will be submitted. Content resources may include: books, magazines/journals, videos, educational CD/ROMs, and Internet sites. The following format elements are required within the presentation:
Inspiration content concept map, animation, sound, integration of digital images (with citations), and an Internet hyperlink.

**Blackboard Quizzes**  
**100 points**  
(CCTC 11) (NCATE 1.1, 4.1)  
(Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)  
Quizzes will include content from class meetings, notes, discussions, and readings.

**Model Lesson Project**  
**150 points**  
(TPE 1, 3, 4, 5, 7, 13) (NCATE 1.1, 1.3, 1.4, 4.1)  
(FORMATIVE ASSESSMENT: TPE 1, 4, 5, 13)  
(Teacher Project Component 2: Content Analysis and Learning Goals)  
(Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning)  
Students will complete the following components:

**Part One: Lesson Planning**  
Working in groups, students will develop a conceptual framework for a standards-based science unit. The framework will include an analysis of content with a set of learning goals/outcomes. Students will, also, design and analyze one lesson for the unit.

**Part Two: Lesson Presentation**  
You and members of your group will present the lesson modeling effective instructional strategies. The thirty-minute lesson presentation will include the following components: constructivist teaching, inquiry, English Learner strategies, special needs strategies, and instructional technology.

**Part Three: Lesson Reflection**  
Students will provide an individual, written reflection on the model lesson planning and presentation process and learning outcomes. Components of the reflection will include: an explanation of pedagogical strategies, core academic content standards, choice of instructional materials, use of English Learner strategies, and plan for improvement for future teaching.

**Environmental Education**  
**50 points**  
(TPE 1, 4, 5, 7)  
You have 3 options to fulfill this course requirement:  
1) Attend the Environmental Education Workshop at Woodward Park provided by the science methods instructors. See specific date in the schedule below.
2) Attend an alternative Environmental Education workshop or conference during the semester. The alternative workshop must be at least 6 hours long and must be pre-approved by the instructor.
3) Read five articles related to utilizing environmental education as part of science instruction in your future classroom. Write one page reflections for each article that address: (a) Activities, ideas, or pieces of information from the reading that you found most provocative, interesting, or (potentially) useful? Briefly explain your choices. (b) How you can apply the ideas from the article into your own teaching. (10 points each)
Final Exam
(100 possible points) (TPE 1, 3, 4, 5) (NCATE 1.1, 4.1)
(Dispositions: Reflection, Critical Thinking, Valuing Diversity, Collaboration)
The examination will include content from class meetings, notes, discussions, and readings.

Field Study (Lab) Components Connected to Assignments (minimum 15 hours):

Technology (CTC 11; NCATE 1.3)
(Dispositions: Reflection, Critical Thinking, Professional Ethics):
1. a. The teacher candidate will request a copy of the School/District Technology
Acceptable Use Policy Document from their Field Study B School Site.

    b. Given this policy the students will write a reflection to describe the implications
for the use of technology to deliver instruction and promote learning in the
classroom. (This document is submitted to your EHD 178 supervisor.)

Science (TPE 1, 4, 5, 7; NCATE 1.1, 1.3, 1.4, 4.1)
(Dispositions: Reflection, Critical Thinking, Valuing Diversity)
2. a. The students will observe a science lesson taught by a credentialed teacher.
The observation will focus on standards alignment, materials management,
instructional and EL strategies, and assessment. Students will write a brief
description of the lesson highlighting the specified areas of focus.
(This document will be submitted to your EHD 178 supervisor.)

    b. The students will plan and teach an inquiry-based science lesson. The lesson
must align with the California Science and Language Arts Content Standards.
The lesson will incorporate the use of expository text as well as include a
demonstration of the appropriate use of English Learner strategies.
(This lesson must be signed off by your CI 175 instructor and then submitted to
and verified by your EHD 178 supervisor.)

Grading Scale

A = 495 - 550 points
B = 440 - 494 points
C = 385 - 439 points
D = 330 - 384 points
F = below 330 points
## Tentative Course Outline*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Introduction  
California Science Content Standards  
Technology Program Standards  
Nature of Science and Technology | Sherman and Sherman, Chapters 1-2  
Rogers, p. 1-7 |
| 2    | Constructivist Theory | Sherman and Sherman, Chapters 3-4 |
| 3    | Instructional Technology Resources:  
Internet/Web Quests / Podcasts  
Blackboard | Blackboard Quiz 1  
Sherman and Sherman, Chapter 5-6 |
| 4    | Instructional Technology Applications:  
Inspiration/Video  
Presentation Software (ex. PowerPoint) | Blackboard Quiz 2  
Sherman and Sherman, Chapters 7-8 |
| 5    | Instructional Technology Applications:  
Multimedia Development | Web Resources Due  
Sherman and Sherman, Chapters 9-10 |
| 6    | Instructional Technology Applications:  
Spreadsheet/SmartBoard | Multimedia Presentation Due |
| 7    | Science as Inquiry | Blackboard Quiz 3  
Sherman and Sherman, Chapters 11-13 |
| 8    | Instructional Resources:  
Print/Film  
Lesson Design / Group Work | Blackboard Quiz 4 |
| 9    | Environmental Education | Model Lesson Planning Due |
| 10   | Project-Based Learning  
Constructing the Curricula | |
| 11   | Model Lesson Presentations  
Multi-media Presentations | |
| 12   | Model Lesson Presentations  
Multi-media Presentations | |
| 13   | Issues of Equity and Access  
Classroom Management | |
| 14   | Reflective Teaching  
Assessment Strategies | |
| 15   | Interdisciplinary Teaching  
California Standards for the Teaching Profession  
Final Review | Model Lesson Reflection Due |
| 16   | Final Exam | |

*Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
Session Topic Descriptions:

Note: Multiple instructors teach sections of this course. Listed below are the session topic descriptions covered during the course.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Science Content Standards</strong></td>
</tr>
<tr>
<td><strong>Technology Program Standards</strong></td>
</tr>
<tr>
<td><strong>Nature of Science and Technology</strong></td>
</tr>
<tr>
<td>Teacher candidates are introduced to the science and technology standards and the instructor demonstrates how the standards will be integrated into course assignments. We then investigate the nature of science through hands on learning experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constructivist Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates are introduced to the components of the constructivist theory and how to incorporate constructivism into their teaching practices. Teacher candidates learn how to translate theory into practice and incorporate the principles into their lesson design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Technology Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internet/Web Quests / Podcasts</strong></td>
</tr>
<tr>
<td><strong>Blackboard</strong></td>
</tr>
<tr>
<td>Teacher candidates learn how to find standards-based resources on the Internet, how to evaluate those resources, and how to apply those resources in the classroom. Teacher candidates learn how to organize information and incorporate it into reports using spreadsheets and word processing programs. Teacher candidates are introduced to the web-based components of the course BlackBoard utilized for readings, resources, quizzes, communication, and collaboration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Technology Applications:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inspiration/Video</strong></td>
</tr>
<tr>
<td><strong>Presentation Software (ex. PowerPoint)</strong></td>
</tr>
<tr>
<td>Teacher candidates learn how to develop electronic concept maps and use the organizer to develop a plan for their multimedia project. Teacher candidates learn how to access and assess educational videos. Teacher candidates are taught how to build an introductory science unit that uses presentation software (ex. PowerPoint/SMARTBoard) based on the California Science Content Standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science as Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor models the inquiry process with hands on lessons. Teacher candidates are taught the model lesson presentation inquiry lesson plan protocol for different levels of inquiry from teacher-directed to student-directed instruction. Teacher candidates learn how to develop levels of questioning using Bloom’s Taxonomy as a guide.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources: Print/Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates learn about print (books, magazines, etc.) and digital (web sites, streaming video, DVD, podcasts, etc.) resources that support instruction of the science content standards. Teacher candidates review resources to find standards-based web sites to begin developing their model lesson plan. Teacher candidates are also expected to utilize Internet and multi-media resources introduced earlier in the semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates experience environmental education activities aligned to the California Science Content Standards. Teacher candidates participate in lessons focused on plant life (ex. how a tree makes food), wild life (ex. predator/prey), plant/animal interactions, science data collection skills, and simulations (ex. life cycle of a salmon).</td>
</tr>
</tbody>
</table>
Issues of Equity and Access

Classroom Management
Instructor models effective pedagogical strategies to reach students with special needs and English learners. Teacher candidates are expected to incorporate the strategies when developing their model lesson. Teacher candidates are introduced to a variety of effective classroom management strategies to maximize student engagement during hands on science environment.

Reflective Teaching
Teacher candidate learns how to reflect on their teaching. The instructors model reflection practices and teacher candidates are required to reflect on their model lesson presentation. See Model Lesson Reflection Assignment Sheet.

Assessment Strategies
Teacher candidates learn how to make content accessible to all students and then develop formal and informal assessments to analyze student work through multiple measures.

Interdisciplinary Teaching/Project-Based Instruction
Teacher candidate learns how projects may be utilized as the focus of study for interdisciplinary units.

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).

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 (Policy/Legal Statements) or the University Catalog (University policies)

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

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 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.

**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 webpage.

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**Bibliography**


President’s Council of Advisors on Science and Technology. (2010). *Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America’s Future*. Washington, D.C.


CI 175-Science Instruction and Applied Technology

Multimedia Portfolio: Web Resources (50 points)

Part One - Web Site Review:

1. Select one specific California Science Content Standard (i.e. 3c) for grades K-4.
   [http://www.cde.ca.gov/be/st/ss/scmain.asp]

2. Select one specific California Science Content Standard (i.e. 2b) for grades 5-8.

3. Find three different web sites for the topic of each grade range (total of 6 web reviews). Focus
   on finding good quality websites that you would want to use and could recommend to your
   classmates and colleagues.

4. Identify the key science concepts covered by the site.

5. Evaluate each of the web sites using the following guidelines:
   **Accessibility**
   > Is the site laid out clearly and logically with well organized subsections?
   > Is the site easy to navigate, including clearly labeled Back, Home, Go To Top icons/links?
   > Are there internal indexing links on lengthy pages?
   > Do all the links to remote sites work?
   > Does the site take a long time to load?

   **Accuracy**
   > Is the author/producer identifiable?
   > Does the author/producer have expertise on the subject as indicated on a credentials page?
     You may need to trace back in the URL (Internet address) to view a page in a higher
directory with background information.
   > Look for a) point of view and b) evidence of bias
   > What are the sources of the information? The sources should be clearly stated, whether
   original or borrowed from elsewhere.
   > Is the information on the website correct and accurate? How do you know? Don't take the
   information presented at face value. Keep in mind that web sites are rarely refereed or
   reviewed like scholarly journals and books.

   **Appeal**
   > Is the site visually appealing? Does the design suit the overall purpose?
   > Are multimedia elements used sparingly and for a specific purpose? Or are they distracting?
   > Are the graphics and colors attractive?
   > Does the site have any advertisements or banners that might distract students?
6. Give each web site a personal evaluation with a grade (A, B, C, D, F)

Part Two - Web Quest review:

   [Search www.google.com for “science web quests”]

2. Select one web quest for grades 5-8.

3. State the California Science Content Standard(s) covered for each web quest.

4. Determine the key science concepts covered.

5. Evaluate the web quests with the criteria listed above.

Example of a web site or web quest review (You will have eight boxes; six with web site reviews and two with web quest reviews):

Science Content Standard: Grade 5: Earth Science
5b. Students know the solar system includes the planet Earth, the Moon, the sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
A Virtual Journey Into the Universe
http://library.thinkquest.org/28327/
Key science concepts: planet physical characteristics (actual and speculation), location, and special planetary features (such as satellites)
Accessibility: The site was easy to navigate. All buttons loaded quickly.
Accuracy: The site was developed by students (not an organization like NASA) so the correctness of content would need to be checked.
Appropriate: The reading level of some of the sections would be too high for some fifth graders.
Appeal: Students would be attracted to the color and graphics and high tech feel.
Grade: B+
Part Three – Excel Spreadsheet

Summarize all reviews in the class Excel spreadsheet on Google Docs (docs.google.com). You will need to set up a Google account to get access to this shared class document. You may decide it is beneficial to create your own spreadsheet in Excel so you can just copy and paste your information.

Example of the information that is required on the Excel spreadsheet:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard</th>
<th>Science Type</th>
<th>Web Title</th>
<th>Web Address</th>
<th>Key Concepts</th>
<th>Letter Grade</th>
<th>Reviewed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5b</td>
<td>Earth</td>
<td>A Virtual Journey Into the Universe</td>
<td><a href="http://library.thinkquest.org/2837/">http://library.thinkquest.org/2837/</a></td>
<td>planet physical characteristics, location, special features</td>
<td>B</td>
<td>Ian Example</td>
</tr>
<tr>
<td>5</td>
<td>5b</td>
<td>Earth</td>
<td>Windows to the Universe</td>
<td><a href="http://www.windows.ucar.edu">http://www.windows.ucar.edu</a></td>
<td>planet physical characteristics, fact sheets</td>
<td>A</td>
<td>Ian Example</td>
</tr>
</tbody>
</table>

Grading for Web Resources Assignment

Part one: 30 points (6 reviews x 5 points each)
Part two: 10 points (2 reviews x 5 points each)
Part three: 10 points (for adding all of your data for the 8 reviews in the class spreadsheet)
Total: 50 points

Your completed assignment will include all 8 reviews in one Microsoft Office Word document and the 8 summarized reviews in the class Excel spreadsheet on Google Docs. You will submit the Word document [electronically via email](mailto:) to the instructor.
CI 175-Science Instruction and Applied Technology

Multimedia Portfolio: PowerPoint (100 points)

Students will create a multimedia presentation (ex. PowerPoint). The purpose of the presentation is to provide an introduction or overview to a new unit of study. These presentations will be shared with your classmates so you will have a “library” of presentations when you leave this semester.

The presentation will include a:

- minimum of 10 slides focusing on one of the California Science Content Standards,
- title page (title of presentation, your name),
- science standard page (if only addressing part of the standard, use **bold** font or *underline* or change text color to highlight part of the standard you are addressing),
- minimum of five content slides that address important concepts related to the standard,
- photo credits that clearly identify where each picture in the presentation came from,
- list of six or more resources/references, which includes resources for both photos and science content.

The following format elements are required within the presentation:

- concept map (possible programs include Inspiration [www.inspiration.com](http://www.inspiration.com) and Freemind [http://freemind.sourceforge.net/wiki/index.php/Main_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page))
- animation (transitions from slide to slide, or animation of text and pictures coming on/off a slide or both; animation should be on some slides, but not necessary for all slides),
- sound (a minimum of two sounds integrated in the presentation),
- digital images (clear, quality images related to the content standard; all digital images must be cited either on the specific slide with the pictures or in a photo credits section at the end of the presentation),
- one or more Internet hyperlinks.

Optional elements include:

- movies
- background music (only for opening or closing)
Possible problems to avoid:

- A mismatch between your presentation content and the California Science Content standard that you selected.

- Backgrounds that are make it hard to read the text or that breaks up the PowerPoint presentation. Choose one background or use related backgrounds to use on all of your slides.

- Font that is difficult to read because of the lack of contrast with the background, the type of font, or the size of the font. Choose fonts that are easy to read.

- Too many different fonts. Choose a one to three fonts and use them consistently throughout your PowerPoint.

- Filling up the slides with too many words. Use key words and phrases to highlight the main ideas. If you have a lot to write, consider putting the information on several slides.

- Digital images that are fuzzy, too busy, or cute. Choose clear, crisp pictures and only change the size if the picture continues to look clear. Incorporate pictures of realia instead of cartoon or clip art pictures as much as possible.

- Sound that is distracting or annoying because it occurs over and over again or it interrupts the flow of the presentation. Use sound to introduce a new idea or to highlight something especially interesting.

- Animation that is slow to come up on the screen or that is too busy that it looks like words and pictures are flying in all over the place. Use animation to highlight important ideas or relationships that you want to emphasize. When you want everything on the screen at once, set it up so the animation occurs with one click. If you want to highlight or talk about specific bullet points one at a time, set the animation to come up with separate clicks.

**On presentation day:** Bring your 1) PowerPoint to class on your flash drive, 2) 6 copies of the standard addressed on paper, and 3) one printed copy of the slides (3 slides to a page). You will present your presentation to a portion of the class to get feedback and suggestions for improvement. You can make changes to your presentation before submitting the final version for a grade.

**Submitting final version:** You will post your final PowerPoint presentation to be graded on Blackboard in a specific folder on the discussion boards. You will also submit 1) the grading rubric with your self-assessment of your PowerPoint Presentation and 2) a paper copy (3 slides to a page is ideal) of your presentation to the instructor by the due date.
Multimedia Portfolio: PowerPoint Presentation

Name: _______________________________

**Required Elements:** (85 points possible)

**Content:**

- **Title Page (5)**
  
  *Title, Name, Picture*

- **Science Standard (5)**
  
  *Grade level, science type, and number, complete standard written out*

- **Concept Map (10)**
  
  *Key concepts/ideas included, logical connections between ideas/concepts, easy to understand*

- **Science Content/Concepts (20)**
  
  *Important concepts connected to science standard, accurate information, explained clearly*

- **Photo Credits (10)**
  
  *Included for all photos, easy to connect specific pictures with credits*

- **Bibliography/Resources/References (10)**
  
  *10 or more sources, citations include information so original source could easily be located*

**Format:**

- **Animation/Sound (10)**
  
  *Integrated into presentation*

- **Integration of Digital Images (10)**
  
  *Clear images, connected to standard*

- **Hyperlink (5)**
  
  *Included, works properly, connected to standard/concepts*

**Presentation Style Elements:** (15 points possible)

*Animation, sound, digital images, backgrounds, color choices, font, etc. add to the quality of the presentation. Order of the slides and how the information is presented makes sense and helps the learner understand content and make connections. Developmentally appropriate for grade level standard selected. Students will be engaged in learning about the standard through this presentation.*

**TOTAL POINTS:** ________
CI 175: Science Instruction and Applied Technology

Inquiry Lesson Plan Format

1. **California Science Content Standard:** List the standard or portion of the science content standard that will be taught in the lesson. Include the grade level and the type of science (ex. life, physical, etc.).

   Example:
   Grade Two: Life Sciences:
   Plants and **animals have predictable life cycles. As a basis for understanding this concept:**
   2b. **Students know the sequential stages of life cycles are different for different animals such as butterflies, frogs, and mice.**

2. **Learning Goal:**
   “The goal of the lesson states what you plan to accomplish and what you intend your students to learn.” (Sherman and Sherman, p. 165)

   Example:
   The students will learn about the life cycle of the butterfly.

3. **Objective:**
   “Objectives are specific statements that establish carefully thought out learning outcomes. They also specify conditions for learning and set expected standards for student performance.” (Sherman and Sherman, p. 165)

   Example:
   By drawing a correctly sequenced concept map, students will demonstrate the physical characteristics of the stages of the life cycle of a butterfly (stages and sequence: egg, caterpillar, chrysalis, and adult butterfly)

4. **Inquiry Prompt:**
   What is the question you will use to guide the investigation/inquiry?

   Example:
   How does a butterfly change as it grows?

5. **Materials:**
   List all of the needed teacher and student materials.

6. **Key Vocabulary:**
   List all science terminology and academic language that will be introduced. Specify the method you will use to contextualize the vocabulary.
7. **Procedure:**
In a step-by-step format provide a detailed sequence of the components of the lesson. All definitions, background information, and resources need to be included.

**Required elements:** constructivist teaching design, inquiry design, English Learner strategy, special needs strategy, and instructional technology application.

Inquiry methodology needs to be evident in the steps of the procedure.
Possible evidence of inquiry:

**Teacher-Directed Inquiry Option:**
**Questioning Strategy:** Using Bloom’s taxonomy provide teacher prompt questions: List the questions you will ask and indicate the level of Bloom’s taxonomy. Make sure your questions include all levels of Bloom’s Taxonomy.

**Guided Inquiry Option:** Exploration: Students are given materials to investigate. Specific inquiry questions are provided to focus the investigation.
Ex. “How does the toy make the sound?”

**Student-Directed Inquiry Option:** Student Investigation: Students investigate a question on their own. Example: Students create their own sound toy and explain how it makes sound.

8. **Assessment:**
Assessments may include: “homework, quizzes, systematic observations of students, formal interviews, oral reports, essays, performance appraisals, performance tasks, journals, learning logs, laboratory notebooks, self-assessments, and portfolios of work.” (Sherman and Sherman, p. 171)

Detail the **specific performance criteria** that will be used for evaluation.

**Example:**
Students will create a concept map that will include:
1. All of the stages of the life cycle of the butterfly are included (stages: egg, caterpillar, chrysalis, and adult butterfly).
2. The stages are drawn in the correct sequence.
3. The correct physical characteristics of each stage of the life cycle are illustrated.
   (egg: small, round ball; caterpillar: multi-segmented larva with legs and eyes; chrysalis: oval form, hanging from a twig; adult butterfly: head, thorax, abdomen, six legs coming from the thorax, two eyes, and two antennae).

   California State University, Fresno
Leadership for Diverse Communities

CI 176 - Mathematics Instruction and Applied Assessment
Fall 2010

Vision:
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:
This course is designed to prepare teacher candidates to plan instruction based on the assessment of students’ mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.

Multiple Subject Program Requirements:
This course is a required course in Phase 2 of the Multiple Subject Program. Taken concurrently, Field Study B is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study B will need to make special arrangements with the instructor.

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 3</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>E-mail:</td>
</tr>
<tr>
<td>Location:</td>
<td>Telephone:</td>
</tr>
<tr>
<td></td>
<td>Office Hours</td>
</tr>
</tbody>
</table>

Prerequisites: Successful completion of Phase 1 of the Multiple Subject Credential Program: CI 171, LEE 172, LEE 173, EHD 174. Students not concurrently enrolled in EHD 178 need to make special arrangements with the instructor.
Required Texts and Instructional Materials:


[Content standards can be accessed through TaskStream]

E-mail (The University provides free email accounts to all students.) & access to Blackboard

Primary Learning Outcomes:
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

CURRICULUM & PLANNING

The teacher candidate will:
- Demonstrate an understanding of the current national and state mathematics content standards and framework and their responsibility for student academic learning outcomes related to the standards. (CCTC 4, 5, 8Aa; TPE 1, 12; NCATE 1.1)
- Sequence instruction based on long-term and short-term goals and connections across mathematics topics. (TPE 1, 4, 9)
- Use knowledge of students’ backgrounds, interests, and needs, (e.g. their intellectual, linguistic, ethical, social, personal and physical development) to plan mathematics instruction. (CCTC 5, 6, 9, 12; TPE 4, 7, 9; NCATE 1.4, 4.1)
- Identify characteristics of a secure environment that foster students’ positive attitudes, curiosity, flexibility, persistence, effort, creativity, and imagination in mathematics. (CCTC 8Aa; TPE 1, 4)
- Use, select & adapt instructional materials for mathematics, including software and other technology resources. (CCTC 3, 11; TPE 4, 9; NCATE 1.1, 1.3)

INSTRUCTIONAL STRATEGIES

The teacher candidate will:
- Understand the purposes, strengths and limitations of a variety of instructional strategies; apply these instructional strategies based on purpose, lesson content and diverse student needs to address mathematics standards (CCTC 3, 4, 6, 9, 12; TPE 4, 7, 9; NCATE 1.3, 4.1)
- Demonstrate the ability to make mathematics concepts concrete and meaningful by engaging students in exploration of real-world problems and multiple representations (e.g. manipulatives, diagrams, physical models, computer-generated models), encouraging discussions of multiple solution strategies, and providing clear explanations and appropriate academic language. (CCTC 4, 9, 8Aa; TPE 1, 4, 7, 9; NCATE 1.1, 1.4)

ASSESSMENT

The teacher candidate will:
- Identify, evaluate, adapt, and apply methods to assess children's understanding in mathematics, including assessment strategies such as observation, questioning, student work, scoring guides, written tests, student journals, self-assessment, and portfolios. (CCTC 4; TPE 3; NCATE 1.7)
• Interpret evidence gathered using assessment strategies and use it to pace mathematics instruction and address students’ misconceptions and misunderstandings. (CCTC 4, 5, 9; TPE 2, 3, 4; NCATE 1.1, 1.7)

• Manage records related to students’ academic progress in mathematics and communicate student progress to students, families, and administrators (CCTC 11; TPE 3)

PROFESSIONAL EDUCATOR
The teacher candidate will:
• Consider personal biases and how they affect teaching and learning mathematics. (TPE 12; NCATE 1.6-Valuing Diversity)

• Examine his or her own pedagogical practices related to mathematics instruction and reflect on the importance of the planning-assessment cycle in implementing mathematics instruction (CCTC 6; TPE 2; NCATE 1.6-Reflection)

• Become acquainted with national, state, and local organizations for mathematics teachers, as well as the conferences, publications, and events that these organizations sponsor. (CCTC 6; NCATE 1.6-Life-long Learning)

• Analyze, discuss, and evaluate professional literature related to mathematics education. (CCTC 6; NCATE 1.6-Critical Thinking)

Major Assignments and Examinations: (Assignments will be posted on Blackboard)
Planning and Assessment Portfolio (100 points)
(TPE 1, 2, 3, 4, 7, 9; NCATE 1.1, 1.3, 1.7, 4.1)
(Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Life-Long Learning)
Teacher candidates will develop a “toolkit” for planning and assessment, and reflect on the usefulness of these items. The portfolio may include: (1) resources collected for planning and assessment, (2) assignments related to planning and assessment, and (3) reflections on the use of the items, including connections to other content areas.

Over the semester the teacher candidates will collect different resources for planning and assessment (e.g. observation checklists, examples of questions, rubrics, student work, written tests, report cards, strategies for English Learners, lesson plans, planning resources, internet sources, presentations, journal articles). Some of the resources will be related to specific assignments, such as (a) observing in the classroom, (b) conducting a student interview, (c) developing ideas related to particular content strands, and (d) analyzing student work. Pieces of the portfolio will be turned in throughout the semester.

Mini Unit (100 points)
(FORMATIVE ASSESSMENT: TPE 1, 2, & 9, also assesses parts of TPE 3, 4, 7; NCATE 1.1, 1.3, 1.7)
(TEACHING PROJECT COMPONENTS 3 & 6: Assessment Plan & Analysis of Student Learning)
(Dispositions: Reflection, Critical Thinking, Collaboration)

Teacher candidates will utilize the planning-assessment cycle to demonstrate the ability to analyze students’ learning related to mathematics content standards and plan appropriate instruction. Teacher candidates will plan and teach a mini mathematics unit (3 to 5 lessons) to a small group of elementary students. Both assessment and planning will be key components.

To prepare for the lessons, teacher candidates will select an appropriate mathematics content standard, research the mathematics content to be taught, pre-assess the students’ knowledge related to that standard, and plan and sequence 3 to 5 lessons based on the pre-assessment data and knowledge of the content. The teacher candidate will then teach the lessons to elementary students. During the implementation phase, the teacher candidate will collect student work and adapt the lessons as needed.
After the lessons, the teacher candidate will post-assess the students’ knowledge, analyze the students’ learning, and reflect on the effectiveness of the lessons. An adapted version of the Teaching Sample Project prompt and rubric (a performance assessment in Phase 3) is utilized as the structure for the assignment. The adapted prompt focuses on these elements of the planning-assessment process: Content Analysis & Learning Goals, Assessment Plan, Design for Instruction, Analysis of Student Learning, Reflection & Self-Evaluation. *Plan on teaching this mini unit in the last part of the semester.*

**Field work (Lab)**
Teacher candidates will spend at least 15 hours (an average of one hour per week) observing mathematics instruction, assessing students, planning lessons with the cooperating teacher, and instructing small groups. These activities are related to the Planning and Assessment Portfolio and the Mini Teaching Unit assignments. Part of this time is connected to EHD 178; however additional time outside of EHD 178 will be needed to complete the requirements. The course instructor will coordinate and evaluate the documentation and products from the field work.

**Final Examination or Project (50 points)**
(TPE 1, 2, 3, 7; NCATE 1.1, 1.3, 4.1)
(Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration)
Teacher candidates will be expected to demonstrate their knowledge of mathematics content standards, students’ conceptions and misconceptions, instructional methods, feedback to students, communication with parents, and issues related to mathematics education.

**(Possible) Assignment and Examination Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Part 1 of Planning &amp; Assessment Portfolio</td>
<td>30 points</td>
</tr>
<tr>
<td>Week 7</td>
<td>Part 2 of Planning &amp; Assessment Portfolio</td>
<td>40 points</td>
</tr>
<tr>
<td>Week 10</td>
<td>Part 3 of Planning &amp; Assessment Portfolio</td>
<td>30 points</td>
</tr>
<tr>
<td>Week 15</td>
<td>Mini Teaching Unit</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Final Examination or Project</td>
<td>50 points</td>
</tr>
</tbody>
</table>

**Course Policies:**

**Grading.** The overall grade is determined by calculating the percentage of points earned out of the total possible points:

- A = 90% and above; B = 80 to 89%; C = 70 to 79%; D = 60 to 69%; F = below 60%

**Cell Phones.** Out of respect for everyone’s learning experience, **cell phones are to be turned off** during class except when an emergency call is expected.

**Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is “for the purpose of this study, I will refer to the observed student as Child A.”

* **Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beliefs about Mathematics &amp; Learning Using Research Data</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whole Number Operations&lt;br&gt;Multiple Solution Strategies&lt;br&gt;Observing and Listening to Students</td>
<td>Van de Walle: Chapters 1&amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>Number and Operation Sense&lt;br&gt;Mathematics Content Standards&lt;br&gt;Questioning Techniques</td>
<td>Van de Walle: Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>4</td>
<td>Base Ten Understanding&lt;br&gt;Context, Representations &amp; Academic Language&lt;br&gt;Examining Student Work</td>
<td>Van de Walle: Chapters 10 &amp; 11</td>
</tr>
<tr>
<td>5</td>
<td>Estimation &amp; Relational Thinking&lt;br&gt;Prerequisite Knowledge&lt;br&gt;Alternative Algorithms</td>
<td>Van de Walle: Chapters 12 &amp; 13</td>
</tr>
<tr>
<td>6</td>
<td>Early Fraction Concepts&lt;br&gt;Analyzing Written Tests, Content Validity</td>
<td>Van de Walle: Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Problem Solving Lessons&lt;br&gt;Quantitative vs. Qualitative Analysis</td>
<td>Van de Walle: Chapter 15 &amp; 3&lt;br&gt;Appendix B: Standards for Teaching Mathematics</td>
</tr>
<tr>
<td>8</td>
<td>Using, Evaluating, &amp; Adapting Textbooks&lt;br&gt;Aligning Assessment with Outcome</td>
<td>Van de Walle: Chapter 4</td>
</tr>
<tr>
<td>9</td>
<td>Geometric Thinking&lt;br&gt;Planning/Assessment Cycle&lt;br&gt;Organizing Data &amp; Analyzing Student Learning</td>
<td>Van de Walle: Chapter 20</td>
</tr>
<tr>
<td>10</td>
<td>Measurement Center Activities</td>
<td>Van de Walle: Chapter 19</td>
</tr>
<tr>
<td>11</td>
<td>Algebraic Reasoning&lt;br&gt;Equity for All Students&lt;br&gt;Higher Level Thinking</td>
<td>Van de Walle: Chapters 6 &amp; 14</td>
</tr>
<tr>
<td>12</td>
<td>Rational Numbers Selecting Effective Tasks</td>
<td>Van de Walle: Chapters 16 &amp; 17</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Textbook References</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Probability &amp; Data Analysis Using Technology</td>
<td>Van de Walle: Chapters 7 &amp; 21</td>
</tr>
<tr>
<td>14</td>
<td>Proportional Reasoning Managing Records &amp; Grading</td>
<td>Van de Walle: Chapter 18</td>
</tr>
<tr>
<td>15</td>
<td>Lessons Learned; Role as Professional Educator Putting it all together</td>
<td>Van de Walle: Review readings &amp; handouts in preparation for exam</td>
</tr>
<tr>
<td>Finals wk</td>
<td>Final Examination</td>
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</tbody>
</table>

Possible Course Schedule* [Check Blackboard for changes]
<table>
<thead>
<tr>
<th>Topics Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beliefs about Mathematics and Student Learning</strong></td>
</tr>
<tr>
<td>Through activities and discussions teacher candidates are asked to examine their own beliefs and biases about mathematics, including their perceptions of their own mathematics knowledge, what constitutes evidence of strong mathematics knowledge, and the usefulness of mathematics in the real world. Research data is used to challenge and inform their beliefs.</td>
</tr>
<tr>
<td><strong>Mathematics Content</strong></td>
</tr>
<tr>
<td>Mathematics topics, covered by the content standards, are addressed throughout the course. Teacher candidates explore the content conceptually through the use of tools, real world contexts, and connections among topics. Teacher candidates are encouraged to use both multiple strategies and multiple representations in their solutions and explanations. Both standard and alternative algorithms are examined, as is appropriate mathematics language. Key ideas and prerequisite knowledge for specific topics are identified through both activities and readings.</td>
</tr>
<tr>
<td><strong>Problem Solving Lessons</strong></td>
</tr>
<tr>
<td>Problem solving lessons represent an effective model for teaching mathematics content, critical thinking and communication skills. Problem solving lessons are modeled by the instructor during the exploration of mathematics topics. These lessons are used to demonstrate instructional strategies, including ways to create a secure and safe environment for students to develop persistence, flexibility, and positive attitudes toward mathematics. Teacher candidates learn the elements of effective problem solving lessons through readings, observations, and discussions, and then are expected to plan and teach a problem solving lesson in their mini unit assignment.</td>
</tr>
<tr>
<td><strong>Analyzing Textbooks and Instruction</strong></td>
</tr>
<tr>
<td>Teacher candidates observe and analyze mathematics instruction using appropriate teaching standards from state and national frameworks. Connections between concrete and abstract representations, questioning techniques, and engagement strategies are highlighted. These principles are then applied to analyzing current textbooks, including their organization, lesson format, and resources.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Assessment methods and principles are explored throughout the course. Informal and formal methods are presented and analyzed. Videotapes of individual students and classrooms, as well as student work are used to analyze students’ conceptual and procedural knowledge. Written tests in different formats are analyzed for alignment with the standards. Their advantages and disadvantages are discussed from the perspectives of both teachers and students. Methods of scoring, including analyzing by correct/incorrect answers, as well as rubrics for qualitative analysis are discussed and applied to sample sets of tests. Both qualitative and quantitative class data sets are displayed and used to perform item and error analyses to provide information for evaluating and planning instruction.</td>
</tr>
</tbody>
</table>
### Equity for All Students

Throughout the course instructional strategies that are effective for most students are modeled and discussed. In addition, instructional strategies that are particularly useful for English learners are highlighted (e.g. graphic organizers, vocabulary development through context and pictures). Ways to differentiate instruction are modeled and discussed, including focusing on big ideas, using parallel problems, and creating open questions, all of which allow students access to the content. Specific strategies for specific groups of students are explored through readings and discussions. Assessment alternatives are explored, with an emphasis on supporting students to show what they know. Teacher candidates apply their knowledge of both assessment and instructional modifications in their mini unit assignment.

### Prerequisite and Prior Knowledge

The focus on mathematics content, assessment, and instructional strategies lends itself to explorations of children’s prerequisite and prior knowledge. Children’s conceptions and misconceptions are introduced through student work, analysis of data (both item and error analysis), and content explorations. Questioning techniques, problem posing, and other instructional strategies are presented as methods to develop appropriate conceptions and challenge misconceptions.

### Using Technology

Technology is incorporated into the exploration of the mathematics content, instructional strategies, and assessment components of this course. Using technology for data analysis, both as part of the mathematics content and as a tool for record keeping and grading is a natural fit. Students explore the use of spreadsheets, tables, and charts for both areas. In addition, software, calculators, and internet resources are examined through activities and their portfolio assignment.

### Role as Professional Educator

The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. Their beliefs and biases about mathematics learning and teaching are explored continually in discussions.
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 University Center (UC) room 5 (278-2811).

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.

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).

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

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."

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 an 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.

Digital Campus 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.

**Recommended Professional Journals**

- *Teaching Children Mathematics* (preK-6 focus, mathematics)
- *Mathematics Teaching in the Middle School* (middle school focus, mathematics)
- *Educational Leadership* (general education focus)
- *Phi Delta Kappan* (general education focus)
- *Journal for Research in Mathematics Education* (mathematics education, research focus)
- *Elementary School Journal* (elementary education, research focus)
- *American Educational Research Journal* (general education, research focus)

**Bibliography**

**Mathematics Education** (including Mathematics Assessment)


Assessment


Mini Unit (Mathematics)  
CI 176, Fall 2010

Successful teachers support learning by designing instructional units that employ a range of strategies and build on their students’ strengths, needs, and prior experiences. This Mini Unit is a performance assessment in which teacher candidates provide credible evidence of their ability to facilitate learning by meeting each Teaching Performance Expectations (TPE) listed below. The TPEs being evaluated in the Mini Unit are:

- Specific Pedagogical Skills in Mathematics (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and Use of Assessments (TPE 3)
- Making Content Accessible (TPE 4)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)
- Professional Growth (TPE 13)

Overview
In this assignment, you are required to (a) plan and teach three to five cohesive lessons with a small group of students, (b) assess students’ learning related to the mathematics content standards, and (c) document your teaching and your students’ learning by completing all sections of this assignment. Your CI 176 instructor will use this written documentation as a basis for evaluating your performance on the TPEs using the Mini Unit rubric.

General Directions

Use each section of the Mini Unit to document the planning, implementation, and reflection stages for teaching a unit of study. Before you teach the unit, you will: (a) select appropriate content standards and research the topic for your unit, (b) identify learning outcomes based on state-adopted mathematics standards, (c) create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after instruction (post-assessment or summative assessment), and (d) plan your instruction. After you teach the lessons, you will: (a) analyze student learning and (b) evaluate your teaching related to student learning.

Components of the Mini Unit

Teaching Processes

The Mini Unit is divided into five sections. The instructions in each section delineate the reporting requirements and list the TPEs evaluated in that section.

1) Content Analysis and Learning Outcomes (What should I teach?)
2) Assessment Plan (How will I know what students have learned?)
3) Design for Instruction (What activities, problems, and questions will engage students?)
4) Analysis of Student Learning (What did students learn? Did they meet the standard?)
5) Reflection and Self-Evaluation (What worked best? What might I do differently?)

Scoring Rubric and Evaluation

The rubric for this assignment (located at the end of the directions) focuses on the qualities inherent in each of the TPEs being assessed. Four levels of proficiency are described in each row of cells. For this assignment, your grade will be based on the first three levels of this rubric (Does Not Meet Expectations, Meets
Expectations, and Meets Expectations At A High Level). The fourth level (Exceeds Expectations) describes expectations for an experienced teacher.

**Format**

The successful completion of the task requires submission of a document that is easy for the evaluator to score. Applying these guidelines to the paper format will help to improve the readability of the Mini Unit.

- **Ownership.** Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level(s) taught, (d) subject taught (i.e. Mathematics), (e) topic of your unit (e.g. Money), and (f) university course number (CI 176).

- **Collaboration.** It is possible to collaborate on any or all of the first three sections of the mini unit with all parties submitting the same documentation for the section. At the beginning of each section done collaboratively, list the names of all collaborators.

- **Table of Contents.** Provide a Table of Contents that lists the five main sections (e.g. Content Analysis and Learning Outcomes, Assessment Plan), page numbers and attachments in your Mini Unit document.

- **Narrative length.** A suggested page length for your narrative and documentation is given at the end of each component section. (Longer does not mean better.)

- **Margins and font.** The narrative sections should be double-spaced in 12-point font, with 1-inch margins. (Some sections, e.g. lists, tables, lesson plans, may be single spaced.) Select a font that is easy to read.

- **Documentation.** Certain sections may require charts, tables, graphs and assessment instruments to support your narrative (see section requirements). These items may be included within your narrative or attached at the end of the document. Within your narrative, reference the specific documentation you are including (e.g. Table 1, Appendix A) so the reader can find it.

- **Bibliography and Credits.** You will keep track of the resources you use in this project and cite them in a separate section at the end of your narrative under Bibliography and Credits. The American Psychological Association (APA) style is a recommended format for your references.

- **Anonymity.** In order to preserve the anonymity of students in your classroom, do not include the actual names of the school, teacher, or students in the Mini Unit. It is acceptable to use pseudonyms or identifying codes rather than the actual names.

- **Readability.** Check spelling and punctuation. Use good quality paper and a printer with clear characters.

- **Submission.** The Mini Unit should be stapled or clipped in the upper left hand corner. Do not put your work in a binder or other kind of folder. Include the entire SCORING RUBRIC for feedback.

1) Content Analysis and Learning Outcomes

<table>
<thead>
<tr>
<th>Teaching Process Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher sets significant, challenging, varied and appropriate learning outcomes.</td>
</tr>
</tbody>
</table>

**Teaching Performance Expectations:**

Specific Pedagogical Skills in Mathematics (TPE 1)
Instructional Planning (TPE 9)
Overview
In this section you will: (1) Select appropriate content standard(s) and describe the content for the Mini unit. (2) Develop at least two mathematics learning outcomes for the Mini unit, and show how the learning outcomes connect to the California Mathematics Content Standards. (3) Provide a rationale for your choice of learning outcomes.

Directions:

- **CONTENT ANALYSIS**
  - **Content standards.** Begin your analysis by reviewing the appropriate state mathematics content standards and select one or more standards for the focus of this assignment. List the relevant standards at the beginning of this section.
  - **Resources.** Use at least four resources to identify the important mathematics generalizations, concepts, and facts that should be included in your mini-unit. These resources may include the elementary mathematics textbook, master teacher, course readings, Internet, journal articles, and other mathematics books. Keep in mind what is appropriate for the developmental and academic levels of your students. (Keep track of the resources you use—including people resources—to list them in your bibliography.)
  - **Content outline or graphic organizer.** Organize and report these important mathematics ideas (not the learning outcomes, lesson objectives, nor activities) in a content outline or graphic organizer (e.g. map, web, flowchart) to show the content you will teach. You may need to include definitions or examples to clarify your terms and key concepts. Someone else should have enough information from your content outline or graphic organizer to understand the content you will teach.

- **LEARNING OUTCOMES**
  Use a table (similar to the one shown at the end of this section) to list two or more mathematics learning outcomes that will guide the planning and assessment of your unit.
  - **Mini-Unit Learning Outcomes.** These outcomes should be written in terms of student learning and define what you expect students to know and be able to do at the end of the unit. (Note: these are not lesson objectives.) The outcomes should be:
    - significant (i.e. reflect the big ideas or structure of the discipline),
    - challenging (i.e. students will learn something they do not already know),
    - varied (i.e. include different levels or types of learning),
    - appropriate (i.e. grade/age specific),
    - observable, and measurable (i.e. you can provide evidence that learning has occurred).
  - [Note: You may use the same language as the standards, if appropriate.]
  - **Alignment with Standards.** For each outcome, write out the related state-adopted mathematics content standard.

- **RATIONALE**
  Write two to three paragraphs explaining why your learning outcomes are appropriate. Your rationale should address the following questions: How do these outcomes align with the content standards? How do these outcomes fit into long-term plans for mathematics instruction (e.g. what topics have been taught before and what topics will be taught after this unit that connect to this topic)? What do your students already know (pre-requisite knowledge/skills) that will help them learn what you have planned? Why are these outcomes important for your students to learn?

**Format for Mini-Unit Learning Outcomes Table**
<table>
<thead>
<tr>
<th>UNIT LEARNING OUTCOMES</th>
<th>RELATED STANDARD(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[include content area, # &amp; text]</td>
<td>(e.g. Mathematics (2nd grade), Number Sense, 5.1 Solve problems using combinations of coins and bills.)</td>
</tr>
</tbody>
</table>

Learning Outcome 1:

[state your outcome in terms of student learning]

Learning Outcome 2:

[state your outcome in terms of student learning]

**Documentation:** content outline/graphic organizer (1-2 pages), table of outcomes (½ page), rationale for outcomes (1 page)
2) Assessment Plan

Teaching Process Standard
The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Teaching Performance Expectations:
- Specific Pedagogical Skills in Mathematics (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and Use of Assessments (TPE 3)

Overview
In this section you will: (1) Select, adapt, or develop a pre-assessment, formative assessment, and summative assessment to assist in planning and sequencing the mini unit, to monitor student progress toward the learning outcomes, and to measure student learning. (2) Describe in detail the pre- and summative assessments, scoring, and evaluation criteria for at least one of your learning outcomes.

Directions:
- **PRE-ASSESSMENT AND SUMMATIVE ASSESSMENT**
  - **Learning Outcome.** Select one (or more) of your learning outcomes you will assess before and after instruction. Identify the learning outcome(s) you have chosen to address by stating the exact wording of it.
  - **Pre-assessment.** This Learning Outcome must be pre-assessed using a method that results in an individual score for each student in your small group. The score may be based on a rubric, point system, or percentage. The pre-assessment may utilize prior work, interviews, or written assessments. Describe the pre-assessment by including:
    (a) the exact tasks, items, questions, or methods used;
    (b) the exact wording of the oral or written directions given to the students;
    (c) possible assessment adaptations for English Learners and other students (even if you have no English Learners in your classroom);
    (d) the criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights, observation check list, rating scales); and
    (e) the criteria for determining whether each student’s performance meets the learning outcomes you expect by the end of the unit (e.g. Students will demonstrate understanding of ___ by scoring at least a 3 on the 4-point rubric).
  
  *NOTE: Annotated copies of the assessment instruments may be used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.*

  - **Summative assessment.** The summative assessment (post-assessment) for the Learning Outcome should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student in your small group relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.) The summative assessment may go beyond what was assessed in the pre-assessment. Describe the summative assessment for the Learning Outcome by including:
    (a) the exact tasks, items, questions, or methods used;
    (b) the exact wording of the oral or written directions given to the students;
    (c) possible assessment adaptations for English Learners and other students (even if you have no English Learners in your classroom);
    (d) the criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights, observation check list, rating scales); and
(e) the criteria for determining whether the students’ performance meets the learning outcomes you expect at the end of the unit (e.g. Students will demonstrate understanding of ___ by scoring at least a 3 on the 4-point rubric).

NOTE 1: Annotated copies of the assessment instruments may be used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

NOTE 2: If the summative assessment is identical to or has only minor changes from the pre-assessment you may just state “it is the same as the pre-assessment” or only describe the changes you made.

- **FORMATIVE ASSESSMENT**
  - Describe at least one formative assessment you plan to use. The formative assessment may include classroom assignments, documented observation, class discussion, problem solving, quizzes, or other lesson assessments. The formative assessments may be related to any of your unit learning outcomes.
  - Comment on:
    - the alignment between the formative assessment and the learning outcomes, and
    - how you will use the information to plan instruction.

**Documentation:** description of pre- and summative assessments for the Learning Outcome (2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys), and a description of formative assessments (1 page)
3) Design for Instruction

Teaching Process Standard

The teacher designs instruction for specific learning outcomes and student characteristics and needs.

Teaching Performance Expectations:

- Specific Pedagogical Skills in Mathematics (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and Use of Assessments (TPE 3)
- Making Content Accessible (TPE 4)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)

Overview

In this section you will: (1) Summarize the results of your pre-assessment and indicate how the results will influence your planning. (2) Provide lesson plans for your 3 to 5 lesson unit. At least one of the lessons must use a problem-solving format. (3) Complete the Instructional Strategies Matrix. (4) Include a rationale for the lessons that demonstrates your ability to plan appropriate instruction.

Directions:

- SUMMARY OF THE RESULTS OF THE PRE-ASSESSMENT
  - Results of pre-assessment. Summarize the results of the pre-assessment related to your selected learning outcome(s) for the students in your small group. What knowledge do students have prior to instruction? What evidence supports your conclusions? Tables or graphs may help you analyze your results and support your summary.
  - Implications for planning. Describe how the pre-assessment data will influence your instructional design (e.g. selection of activities, more/less time spent on an outcome, building prerequisite knowledge, differentiated instruction) and/or modification of the learning outcomes (e.g. If students demonstrate an understanding of an outcome, you might change or eliminate it.). Be specific.

- LESSON PLANS (3 to 5 lessons)
  Your lesson plans should reflect a variety of instructional strategies/techniques, including instructional strategies specific to mathematics (i.e. TPE 1A - use of context or manipulatives, student discussion, multiple strategies and representations). At least one of the lessons must use a problem-solving format (as described in Chapters 4 and 5 of the Van de Walle textbook). The lessons may be designed and taught to a small group.
  - Detailed lesson plans. Use any appropriate lesson plan format. The following items must be part of each lesson plan: (a) lesson objective(s) stated in terms of student learning (which is not the same as teaching objectives) & related unit learning outcome; (b) related California Mathematics Content Standards; (c) materials; (d) flow of the lesson (e.g. sequence of lesson, what students will do, the mathematics problems you are posing); and (e) how you will assess student learning in the lesson.
  - Instructional Strategies Matrix. Select 3 instructional strategies (e.g. think-pair-share; use of manipulatives; graphic organizers) that you used in your lessons. On the matrix (see example below): (a) List the 3 instructional strategies. (b) Briefly describe one example of how you used this strategy. (c) State your purpose in using this instructional strategy. (Why did you think this strategy would meet the learning needs of your students?) (d) Describe what type of student benefited. (Do not list the student’s name, but identify the students’ learning needs.)
• **Rationale.** Include a rationale for teaching these lessons. Your rationale should include: (a) how the lesson content relates to your learning outcome(s) and (b) how the lesson design has been influenced by your knowledge of your students’ knowledge and needs. Be specific.

**Instructional Strategies Matrix**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Purpose</th>
<th>Who Benefited</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Documentation:** Summary of pre-assessment (1-2 pages); lesson plans (2 pages per lesson); Instructional Strategies Matrix (1 page); rationale as part of lesson plans or a separate section covering all lessons (1 page)
4) Analysis of Student Learning

Teaching Process Standard
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Teaching Performance Expectations:
- Specific Pedagogical Skills in Mathematics (TPE 1)
- Interpretation and Use of Assessments (TPE 3)

Overview
In this section you will: (1) Organize your assessment data (e.g. pre-assessment, summative assessment and formative assessment) to determine students’ progress related to the unit’s learning outcomes. (2) Analyze student learning by comparing pre-assessment and summative assessment data, as well as, using formative assessment data.

Directions:

- GROUP ANALYSIS
  - Data. Organize the data from the pre- and summative assessment to show student learning related to the learning goal. (You only need to include the small group of students you taught, or “target” students if you taught the whole class.) Tables or graphs are useful to highlight patterns of learning.
  - Analysis of learning. Use evidence from the pre-, summative, and formative assessments (and references to tables or graphs) to describe what each student learned. Describe the extent to which your students made progress toward the learning criterion you identified for the learning outcome. (How many students met the learning outcome? How many students made progress? How many students showed no progress?) Use examples from individual students to support your analysis.
  - Conclusions. Draw conclusions about students’ learning based on the analysis of data. Are there detectable patterns in the content knowledge students gained or did not gain? Did all students in your small group learn the same things to the same degree? Why or why not?

Documentation: Analysis and Conclusions (2 pages), tables/graphs (1-2 pages), plus student work if appropriate
5) Reflection and Self-Evaluation

<table>
<thead>
<tr>
<th>Teaching Process Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Performance Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning (TPE 9)</td>
</tr>
<tr>
<td>Professional Growth (TPE 13)</td>
</tr>
</tbody>
</table>

**Overview**

In this section you will: Reflect on your performance as a teacher by (1) describing effective instructional and assessment strategies, (2) analyzing your mathematics knowledge, and (3) providing suggestions for changes to improve this mini unit and your implementation of it. (This is your opportunity to recognize and rectify errors discovered in hindsight.)

**Directions:**

- **REFLECTION ON INSTRUCTION AND STUDENT LEARNING**
  - **Effective instruction.** What instructional strategies and activities do you think contributed most to student learning? Why? Support your comments with the evidence discussed in the Analysis of Student Learning section.
  - **Mathematics knowledge.** How do you think your own level of mathematics knowledge influenced the success of this unit? What areas in your mathematics knowledge would you like to improve?
  - **Changes.** If you had an opportunity to teach this mini unit again, what are at least 2 things you would do differently? Why? Consider your learning outcomes, instruction, assessment, and other factors under your control. Support your comments with the evidence discussed in the Analysis of Student Learning.

**Documentation:** reflection on instruction (2-3 pages)

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*The Mini Unit is adapted from the “Teacher Work Sample” written by the Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project.

It is similar to the Teaching Sample Project you will complete as a performance assessment in Phase 3.*
# Content Analysis and Learning Outcomes

## Rubric

**Teaching Process Standard:** *The teacher sets significant, challenging, varied and appropriate learning outcomes.*

TPE 1 – *Specific Pedagogical Skills in Mathematics*; TPE 9 – *Instructional Planning*

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Meets Expectations at High Level</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and Variety of Learning Outcomes</strong></td>
<td>Outcomes are not stated in terms of observable student learning, may be stated as activities or teaching outcomes rather than learning outcomes.</td>
<td>At least one outcome is stated in terms of observable student learning. Outcomes may reflect a limited variety of types and/or levels of learning.</td>
<td>At least two outcomes are stated in terms of observable student learning. Outcomes reflect some variety in type and/or level of learning.</td>
<td>All outcomes are stated in terms of student learning. Outcomes reflect several types or levels of learning, with an emphasis on higher level thinking.</td>
</tr>
<tr>
<td><strong>Appropriateness For Students</strong></td>
<td>Rationale does not connect outcomes to students’ prior experiences or knowledge. Fails to justify appropriateness of the outcomes for students.</td>
<td>Rationale connects outcomes to students’ prior experiences and knowledge. Justifies general appropriateness of outcomes for students at that grade level.</td>
<td>Rationale connects outcomes to students’ prior experiences and knowledge, as well as, to future instruction and usefulness. Justifies general appropriateness of outcomes for students in this class.</td>
<td>Rationale connects outcomes to students’ prior experience and knowledge, future instruction and real life application. Justifies appropriateness of outcomes for these specific students.</td>
</tr>
<tr>
<td><strong>Significance and Alignment with Mathematics Standards</strong></td>
<td>Outcomes are not aligned with appropriate math content standards. Outcomes do not represent “big ideas” or the structure of mathematics.</td>
<td>At least one outcome is aligned with appropriate math content standards and represents “big ideas” or the structure of mathematics.</td>
<td>At least two outcomes are explicitly aligned with appropriate math content standards and represent “big ideas” and the structure of the mathematics.</td>
<td>All outcomes are explicitly aligned with appropriate math content standards. Rationale clearly describes how they represent “big ideas” or the structure of the mathematics.</td>
</tr>
<tr>
<td><strong>Mathematics Content Analysis</strong></td>
<td>Analysis shows a lack of knowledge of mathematics. Math content appears to contain inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Analysis shows beginning knowledge of mathematics. Math content appears to be mostly accurate. Shows some awareness of the big ideas or the structure of mathematics, though focus is primarily on factual information.</td>
<td>Analysis includes math concepts, facts, and some generalizations congruent with the “big ideas” or the structure of mathematics. Math content appears to be accurate.</td>
<td>Analysis identifies the interrelatedness of math concepts, facts, and generalizations congruent with the “big ideas” or the structure of mathematics. Math content appears to be accurate.</td>
</tr>
</tbody>
</table>

**Key indicator for a section, weighted more than others.**

Score for this section: CONTENT ANALYSIS & LEARNING OUTCOMES ________/15
### Assessment Plan

**Teaching Process Standard:** The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.

TPE 1 – Specific Pedagogical Skills in Mathematics; TPE 2 – Monitoring Student Learning; TPE 3 – Interpretation & Use of Assessment

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Meets Expectations at High Level</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Congruence with Learning Outcomes, Math Standards, and Content</strong> **</td>
<td>** Content and methods of assessment lack congruence with learning outcomes, math standards, and cognitive complexity.</td>
<td>Some assessment methods are congruent with learning outcomes and math standards in content and cognitive complexity.</td>
<td>Most assessment methods are congruent with learning outcomes and math standards in content and cognitive complexity.</td>
<td>All assessments are clearly congruent with the learning outcomes and math standards in both content and cognitive complexity. In addition, clear evidence of advance planning to assess common misconceptions.</td>
</tr>
<tr>
<td><strong>Variety in Methods of Assessment</strong></td>
<td>The assessment plan includes assessment of only one type of learning; uses only one method of assessment (e.g. paper &amp; pencil test); and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes two of the following elements: assessment of different types or levels of learning; multiple methods of assessment; assessment of students before, during, and after instruction.</td>
<td>The assessment plan includes assessment of different types or levels of learning; uses multiple assessment methods; and assesses student performance before, during and after instruction.</td>
<td>The assessment plan clearly identifies assessment of different types or levels of learning; uses multiple assessment methods, including those requiring an integration of knowledge, skills, and reasoning; and assesses student performance before, during and after instruction.</td>
</tr>
<tr>
<td><strong>Clarity of Assessment Methods and Standards for Performance</strong> **</td>
<td>** Items or prompts are poorly written or missing; directions and procedures are confusing; scoring procedures are missing, unclear or inaccurate. No clear criteria for measuring student performance relative to the learning outcomes.</td>
<td>Some items or prompts are clearly written; some directions and procedures are clear; some scoring procedures are explained. Some criteria for measuring student performance are linked to the learning outcomes.</td>
<td>Most items or prompts are clearly written; directions and procedures are clear; scoring procedures are explained. Criteria for measuring student performance are clear and linked to the learning outcomes.</td>
<td>All items or prompts are clearly written; directions and procedures are clear to students; scoring procedures are valid and clearly explained. Criteria for measuring student performance are explicitly linked to the learning outcomes.</td>
</tr>
<tr>
<td><strong>Adaptations Based on the Needs of Students</strong></td>
<td>Assessment adaptations are missing or inappropriate to meet the needs of EL or other students.</td>
<td>Some assessment adaptations for EL or other students are generally appropriate.</td>
<td>Variety of assessment adaptations appropriate to EL and other identified students’ needs.</td>
<td>Assessment adaptations are appropriate and specifically designed to meet the needs of individual EL and other students.</td>
</tr>
</tbody>
</table>

Score for this section: ASSESSMENT PLAN ________/20
### Design for Instruction Rubric

**Teaching Process Standard:** The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.

- TPE 1 – *Specific Pedagogical Skills in Mathematics*
- TPE 2 – *Monitoring Student Learning During Instruction*
- TPE 3 – *Interpretation and Use of Assessments*
- TPE 4 – *Making Content Accessible*
- TPE 8 – *Learning About Student*
- TPE 9 – *Instructional Planning*

<table>
<thead>
<tr>
<th>Rating Indicator ↓</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Meets Expectations at High Level</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Data and Knowledge of Prerequisite Skills to Select Appropriate and Relevant Activities</strong></td>
<td>Few, vague, or inappropriate implications noted for the results of the pre-assessment. Lessons are in conflict with the results of the pre-assessment and prerequisite skills for the learning outcomes.</td>
<td>Recognizes the need to use pre-assessment data in planning instruction. Lessons show some attention to pre-assessment results and prerequisite skills for the learning outcomes.</td>
<td>Pre-assessment data are used to inform planning. Lessons are in alignment with the learning needs of the students and prerequisite skills for the learning outcomes.</td>
<td>Instruction has been designed with reference to pre-assessment data and prerequisite skills. Activities appear productive and appropriate for each student.</td>
</tr>
<tr>
<td><strong>Alignment with Learning Outcomes and Mathematics Standards</strong></td>
<td>Few lessons, activities, and resources are explicitly linked to learning outcomes and math standards. Not all learning outcomes are covered in the design.</td>
<td>Most lessons are linked to learning outcomes and math standards. Some alignment of activities to learning outcomes.</td>
<td>All lessons are explicitly linked to learning outcomes. Alignment of most activities and resources with learning outcomes is clear.</td>
<td>All lessons, learning activities, and resources are explicitly aligned with learning outcomes. Alignment of activities and resources is clearly identified.</td>
</tr>
<tr>
<td><strong>Use of a Variety of Instruction, Activities, Assignments, and Resources</strong></td>
<td>Little variety of instruction, activities, and assignments. Heavy reliance on textbook or single resource (e.g., workbook).</td>
<td>Some variety in instruction, activities, or resources. Problem solving lesson is minimally integrated into the unit.</td>
<td>Use of a variety of teaching methods and activities. Problem solving lesson(s) are integrated into the unit. Selected materials contribute to learning.</td>
<td>Multiple strategies used within each lesson. Activities and materials are varied, with clear contribution to learning. Problem solving lesson(s) develop both concepts &amp; skills.</td>
</tr>
<tr>
<td>**Use of Instructional Strategies Specific to Mathematics **</td>
<td>Uses exclusively teacher-directed instructional strategies focusing on information retention, computation, and procedural knowledge. Displays limited knowledge of strategies for specific mathematics content.</td>
<td>Uses at least one instructional strategy especially appropriate for mathematics (e.g., context, manipulatives, student discussion, multiple strategies and representations). Instruction addresses math concepts, as well as procedures. Limited focus on problem solving and applications to real life situations.</td>
<td>Uses at least two instructional strategies especially appropriate for mathematics (e.g., context, manipulatives, student discussion, multiple strategies and representations). Instruction focuses on math concepts, procedures, and problem solving strategies. Emphasizes applications to real life situations.</td>
<td>Uses many instructional strategies specific to math to encourage content learning and critical thinking. Helps students develop an understanding of the complex relationship between math concepts. Integrates content standards from other subject areas, when appropriate.</td>
</tr>
</tbody>
</table>

Score for this section: DESIGN FOR INSTRUCTION ________/30

DHH Credential, Fresno State, CI 175 January 2012 451
### Analysis of Student Learning Rubric

**Teaching Process Standard:** The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

**TPE 1 – Specific Pedagogical Skills in Mathematics; TPE 3 – Interpretation & Use of Assessment**

<table>
<thead>
<tr>
<th>Clarity and Accuracy of Data and Summary</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Meets Expectations at High Level</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating → Indicator ↓</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of data are missing or inaccurate. Description of data is missing or does not accurately reflect the data.</td>
<td>Organized displays of data are mostly complete and accurate, but may not be the most appropriate for the type of data. Description of data is mostly accurate.</td>
<td>Organized displays of data are complete and appropriate for the type of data. Description of data is complete and generally accurate.</td>
<td>Organized displays of data represent the ability to develop a system to accurately record and maintain information about student progress and achievement. Description of data is complete, clear and accurate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alignment with Learning Outcomes ** **</th>
<th>Analysis of student learning is not aligned with learning outcomes and math standards.</th>
<th>Analysis of student learning is partially aligned with learning outcomes and math standards.</th>
<th>Analysis is generally aligned with learning outcomes and math standards.</th>
<th>Analysis is fully aligned with learning outcomes and provides a comprehensive profile of student learning, including relevant scores and a description of what was learned.</th>
</tr>
</thead>
</table>

| Interpretation of Data ** ** | Interpretation of data is inaccurate or missing. Conclusions are missing or unsupported by data. Interpretation of student learning is incomplete. | Interpretation is technically accurate, though conclusions may not be fully supported by data. Interpretation of student learning focuses on procedural understanding. | Interpretation is meaningful, and appropriate conclusions are drawn from the data. Interpretation of student learning includes some comments on both conceptual and procedural understanding. | Interpretation is substantive, and strong conclusions are drawn from the data. Interpretation of student learning, which focuses on both conceptual and procedural understanding, is clear enough for students, parents, and administrators. |

Score for this section: ANALYSIS OF STUDENT LEARNING ________/20
Reflection and Self-Evaluation
Rubric

Teaching Process Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

TPE 9 – Instructional Planning; TPE 13 – Professional Growth

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Meets Expectations at High Level</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insights on Effective Instruction and Assessment **</td>
<td>Provides no rationale for why some activities or assessments were more successful than others. No evidence of seeing connections among learning outcomes, instruction, assessment results, and mathematics knowledge OR connections are irrelevant or inaccurate.</td>
<td>Identifies successful activities or assessments and explores reasons for their success (no use of theory or research). Evidence of seeing some connections between learning outcomes, instruction, assessment, or mathematics knowledge.</td>
<td>Identifies successful activities and assessments and provides plausible reasons (based on implied theory or research) for their success. Clear evidence of seeing connections between two or more of the following: learning outcomes, instruction, assessment, or mathematics knowledge.</td>
<td>Identifies successful activities and assessments and provides plausible reasons (based on explicit theory or research) for their success or lack thereof. Clear evidence of seeing connections among learning outcomes, instruction, assessment, and subject mathematics knowledge.</td>
</tr>
<tr>
<td>Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning outcomes, instruction, or assessment.</td>
<td>Provides ideas for redesigning learning outcomes, instruction, or assessment. Rationale could be expanded to support why these changes would improve student learning in mathematics.</td>
<td>Provides at least two suggestions for redesigning learning outcomes, instruction, or assessment and explains why these modifications would improve student learning in mathematics.</td>
<td>Provides more than two ideas for redesigning learning outcomes, instruction, and assessment, connects these suggestions to assessment data, and explains why these modifications would improve student learning in mathematics.</td>
</tr>
</tbody>
</table>

Score for this section: REFLECTION AND SELF-EVALUATION ________/10
<table>
<thead>
<tr>
<th>SECTION</th>
<th>Possible Points</th>
<th>Instructor Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Analysis and Learning Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 1 – <em>Specific Pedagogical Skills in Mathematics</em></td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>TPE 9 – <em>Instructional Planning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Plan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 1 – <em>Specific Pedagogical Skills in Mathematics</em></td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>TPE 2 – <em>Monitoring Student Learning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 3 – <em>Interpretation &amp; Use of Assessment</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design for Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 1 – <em>Specific Pedagogical Skills in Mathematics</em></td>
<td>30 pts</td>
<td></td>
</tr>
<tr>
<td>TPE 2 – <em>Monitoring Student Learning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 3 – <em>Interpretation &amp; Use of Assessment</em></td>
<td></td>
<td></td>
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<tr>
<td>TPE 4 – <em>Making Content Accessible</em></td>
<td></td>
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<tr>
<td>TPE 8 – <em>Learning About Student</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 9 – <em>Instructional Planning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Student Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 1 – <em>Specific Pedagogical Skills in Mathematics</em></td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>TPE 3 – <em>Interpretation &amp; Use of Assessment</em></td>
<td></td>
<td></td>
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<tr>
<td><strong>Reflection and Self-Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 9 – <em>Instructional Planning</em></td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>TPE 13 – <em>Professional Growth</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FORMATTING GUIDELINES** *

<table>
<thead>
<tr>
<th>Formatting Guideline</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page/Table of Contents</td>
<td>1 pt</td>
</tr>
<tr>
<td>Narrative Length</td>
<td>1 pts</td>
</tr>
<tr>
<td>Bibliography and Credits</td>
<td>2 pts</td>
</tr>
<tr>
<td>Readability</td>
<td>1 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 pts</td>
</tr>
</tbody>
</table>
LEE 177 - Teaching Reading and the Arts in Grades K-3

Course Description:
Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse learners.

Multiple Subject Program Requirements:
This course is a required course in Phase 2 of the Multiple Subject Program.
Concurrent Enrollment: This course must be scheduled concurrently with Field Study B/Grades K-3. As a part of Field Study B students will participate in three seminars (3 hours each) in The California Standards for the Teaching Profession (3 hours) and CCTC Standard 8A (d) K-8 Visual and Performing Arts (6 hours.)

Course Information
<table>
<thead>
<tr>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 3.0</td>
</tr>
<tr>
<td>Office:</td>
</tr>
<tr>
<td>Time:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Office hours:</td>
</tr>
</tbody>
</table>

Prerequisites: Successful completion of all requirements of Phase 1 of the Multiple Subject Credential Program.

Required Texts and Instructional Materials:


Suggested:
Akhavan, N. (2007.) Accelerated vocabulary instruction: Strategies for closing the achievement gap
all students. New York, NY: Scholastic.


Primary Learning Outcomes:
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the RICA domains.

After completing this course, teacher candidates will be able to:

1. Provide a comprehensive, systematic program of assessment and instruction to students in K-3 classrooms, including systematic, explicit and meaningfully applied instruction in reading, writing and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state adopted academic content standards for students in English Language Development, Reading/Language Arts and Visual/Performing Arts; and state the framework for Visual and Performing Arts. (CCTC 7A, 8A(d), 12; TPE 1, 3, 4, 6A, & 7; RICA Domains 1-4)

2. Demonstrate the ability to assess, plan, organize, manage, and differentiate instruction to support the development of comprehension skills, including a strong literature component; reinforce content in multiple ways using the visual/performing arts; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 4)

3. Demonstrate understanding of effective instruction using a range of textual, functional and recreational instructional materials, as well as a variety of narrative and expository texts and art forms (for example, performances and art reproductions) that include materials that reflect cultural diversity in teacher-supported and independent reading contexts. (CCTC 7A, 8A (d), 12; TPE 1, 4, 6A, & 7; RICA Domain 3)

4. Demonstrate understanding of the importance of the visual and performing arts (dance, music, theater, and visual arts) and strategies for their use in support of literacy learning. (CCTC Standard 8A (d); TPE 1, 4, 6A, & 7)

5. Demonstrate the ability to provide effective instruction, based on appropriate assessments, to develop students’ background knowledge and vocabulary, and use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences. (CCTC 7A, 12; TPE 1, 3, 4, 6A; RICA Domain 3)

6. Demonstrate understanding of the importance of, and strategies for, promoting the use of oral language in a variety of formal and informal settings related to literacy, including talking about art and illustrations, retelling stories, and responding to literature. (CCTC 7A, 8A (d), 12; TPE 1, 4, 6A, & 7; RICA Domain 4)

7. Demonstrate the ability to provide effective instruction in writing strategies, writing applications, and written and oral English language conventions appropriate to the assessed levels of individual children in K-3 classrooms. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 4)

8. Demonstrate the ability to provide effective instruction in organized, systematic, explicit skills that promotes fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills (to include spelling patterns and sound/symbol (orthography) codes) and how to provide for extensive practice in reading and writing appropriate students’ assessed levels of performance. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domains 2,3)
9. Demonstrate understanding of the importance of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting including methods for assessing and monitoring progress in an ongoing manner. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 1)

10. Demonstrate understanding of the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English learners, students with reading difficulties, and students who are proficient readers. (CCTC 7A, 12; TPE 4 & 7; RICA Domains 1&2)

11. Demonstrate understanding of linguistic development, first and second language acquisition and how first language literacy connects to second language development as well as the ability to adapt lessons to the needs of English learners according to their assessed individual language levels and needs. (CCTC 12; TPE 3 & 7; RICA Domain 1&4)

12. Demonstrate the ability to provide explicit instruction and guided practice in responding and analyzing literature and art based on assessed performance of learners. (CCTC 7A, 8A (d), 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 3)

13. Demonstrate the ability to plan lessons and design a classroom environment that reflect understanding of the California Standards for the Teaching Profession, Reading/Language Arts Content Standards, English Language Development Standards, and Visual/Performing Arts Standards. (CCTC 7A, 8A (d), 12; TPE 1, 4, 6A, & 7; RICA Domain 1)

14. Demonstrate the ability to make appropriate choices in software and technological applications to support student learning, communicate effectively, and generate professional reports. (CCTC Standard 11; TPE 1)
TENTATIVE Assignment and Examination Schedule  
For major assignments

All assignments and due dates may be changed depending on the needs of the class. Students will be given ample notice of any changes. Class notes and other information will be posted on the course blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Activity</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>½ competencies and reflections completed</td>
<td>100</td>
</tr>
<tr>
<td>Week 16</td>
<td>½ competencies and reflections completed</td>
<td></td>
</tr>
</tbody>
</table>

Assignment description: Students will implement 4 reading competencies and 4 writing competencies under the supervision/guidance of their master teacher or their university supervisor. Each competency will be modeled by their LEE 177 instructor and supplemented with videos of classroom teachers implementing the competency, and written descriptions of each on the course blackboard. The student will plan with their master teacher on when to teach each competency and reflect on their teaching (see competency reflection sheet).

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Young Child Assessment: Literacy assessments conducted with a kindergartener or 5 year old (TPE 1, 3, 7)</th>
</tr>
</thead>
</table>

Assignment description: The student will conduct five assessments with a young child (kindergarten or 5 year old) who is emerging in literacy to gain insight about the child’s developmental levels in processing print and explore ways to provide appropriate scaffolding. Assessment include: Interest inventory, writing, spelling, phonemic awareness, concepts about print, and letter identification (see Young Child Assessment grading sheet)

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Mid-term Examination (TPE 1, 3)</th>
</tr>
</thead>
</table>

Mid-term description: The student will complete an examination covering the assessment and teaching strategies they have been studying in class experiences, course readings, and fieldwork. The midterm consists of short-answer questions, analyzing writing samples for spelling development, and an essay to synthesize assessments and teaching strategies in a practical application in the context of a classroom scenario.

<table>
<thead>
<tr>
<th>Announced in advance</th>
<th>Tests/Group Work: Phonics Test; Running Records and Cueing Systems Test; EL strategies presentation (TPE 1) Average of all</th>
</tr>
</thead>
</table>

Test descriptions:

Phonics: The students will pass a test with at least an 80% covering the most useful phonics generalizations identified in research. These are the generalizations that are most useful to
teach students to help learn to spell and decode text. They are given three chances to pass the test.

Running Records and Cueing Systems: The students will take a running records and cueing systems test and pass with at least an 80% BEFORE implementing these assessments with students. The students have course readings and in-class training with videos about taking running records, along with video supplements and website links on blackboard.

EL Strategies Group Presentation: The students will work in small groups and present effective ways to meet the needs of EL students in their classrooms. Topics include: Theory and beliefs about teaching EL students; welcoming new students and information for parents; using visual representations to complement print; oral language structures and development; reading and writing strategies, and reaching out to families and community.

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Case study: Literacy assessments conducted with, and instructional plan designed for, a 1st-3rd grade student in your placement (TPE 3; FORMATIVE ASSESSMENT: 6a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment description: The student will work with a 1st-3rd grade child who is identified as below-level in reading (based on teacher recommendation). The student will implement a series of assessments to determine the child’s developmental levels in processing print and analyze and synthesize the findings to create a formal report and then develop an instructional plan to address needs outlined in the report. (See Case study grading sheet)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th>Final Examination (TPE 1, 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-going</th>
<th>Class participation and attendance (TPE and NCATE professional dispositions) is assumed. Participation will be evidenced by contributions to class discussions, assignments and engagement in activities, honest written self-reflection, and positive interactions your peers and instructor. Note: Rude, unpleasant behavior will result in 0 points and/or dismissal from class. Students must comply with the professional dispositions listed below—Please contact me if you need to miss class due to an illness or emergency. Two absences will result in a drop of one letter grade for the course. If you miss 3 classes (due to unusual and compelling circumstances) please arrange to meet with me to prevent from failing or being dropped from the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Note: You must successfully complete all sections of the case study. Failure to do so will result in an F on that assignment.
The following requirements are Pass/Fail and must be completed successfully in order to pass the course:

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Phonemic Awareness and Phonics Test: Candidates have 3 chances to pass. First attempt will average with grades on other tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15-16</td>
<td>Reflection &amp; Self-evaluation: TEACHING PROJECT COMPONENT 7: Reflection and Self-Evaluation) *This is conducted with supervisor NOT during class meeting.</td>
</tr>
</tbody>
</table>

Complete details and rubrics for all assignments will be distributed in class and posted on course blackboard. All tests will be graded using rubrics. 

*In addition to the assignments listed above, students will be involved in a minimum of 30 hours of field/lab activity to fulfill the competencies listed in Appendix E.*

**Candidate Professional Dispositions:** “The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities."
Course Policies:

Grading. Letter grade. See below for method of grade calculation based on number of points earned.

\[
\begin{align*}
A &= 625-563 \\
B &= 562-500 \\
C &= 499-438 \\
D &= 437-375 \\
F &= \text{Below 375 OR less than 65% on the final examination and/or incomplete case study}
\end{align*}
\]

Cell Phones. Out of respect for everyone’s learning experience, cell phones must be turned off during class except when an emergency call is expected, or during breaks. Traditional calculators may be used during tests when needed (no cell phone calculators).

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as Child A.”

*Subject to Change. This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent and complete class activities/assignments.

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).

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 (Policy/Legal Statements) or the University Catalog (University policies).

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 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."

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.

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**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>WEEK</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    |      | Introductions and course overview  
Focus topics: **Literacy and Language development research and theory; Integrating language arts and visual/performing arts** | Garan, Intro, p. 13-24  
*Three folders:  
1. Competencies  
2. YC assessments  
3. Case study* |
| 2    |      | Focus topics: **The reading process and balanced reading instruction; Assessment and Instruction**  
Standards-based teaching: Reading/Language Arts Standards & Visual/Performing Arts Standards  
Children’s literature in the language arts curriculum  
**Reading Aloud:** Multicultural Read Alouds with pre-reading, during reading, after reading components. Steps in the reading process.  
**Grand Conversations** | Clay, chapter 1 & 2 |
| 3    |      | **Phonemic Awareness and phonics.**  
Research findings of the National Reading Panel on phonics and phonemic awareness.  
• Assessing specific PA skills  
• Teaching PA  
**Decodable text** (uses and misuses)  
Getting started with assessing a student  
Instructional Framework: Phonemic awareness lessons/ Elkonin boxes; sound blending, sound matching, sound isolation | Garan p. 25-36  
Clay, chapter 1 & 2 |
| 4    |      | **Language Experience and Shared Writing**  
Levels of Reading: Readalouds to Independent reading  
Levels of writing: Assessing writing samples and stages of spelling development  
The relationship between reading, writing, and spelling development | Garan p. 67-100; 129-142  
Clay, Ch. 4  
*PHONICS TEST*  
*Bring Sand or Stones*  
*Identify young child for assessments* |
| 5 | **Concepts About Print (CAP) assessment**  
  Anecdotal records  
 Practice assessing CAP  
 • Book handling skills  
 • Directional concepts  
 • **Conventions of print**  
 • Visual scanning  
 • Hierarchical concepts  
 Observation Survey (Clay book)  
 | Garan, p. 111-128  
 | *Bring Sand or Stones*  
 | 6 | Focus topic: **Running Records**  
 of text reading  
 • Recording children’s oral reading behaviors  
 • Scoring running records  
 **Cueing Systems** (or **Sources of Information in Print**)  
 • Analyzing running records  
 **Grouping for Instructional Reading**  
 Teaching to needs identified in running records  
 | Clay Ch. 5 & 7  
 | Running records test  
 | 7 | Focus Topic: **Vocabulary development & Assessment**  
 Writing vocabulary assessment  
 Instructional Reading Groups & Vocabulary Study  
 Tying it all together: **Levels of Reading and Writing instruction; purposes and strategies.**  
 | *Identify 1st-3rd grader for case study*  
 | Young child assessments due  
 | 8 | Focus Topic: **Assessing and teaching comprehension**  
 **Illustrations and comprehension**  
 **Retelling as comprehension assessment**  
 Using the visual/performing arts for literacy learning  
 • The four arts: dance, drama, music, and visual arts  
 • Component strands: visual perception, aesthetic valuing, creative expression, historical/cultural contexts, connections and applications  
 Review for midterm exam  
 | Garan p. 101-110; 52-66  
 | 9 | **Midterm Examination**  
 | *1/2 competencies due*  
 | 10 | Focus Topic: **Text structures: Narrative, expository, poetic form:**  
 **Factors in comprehension**  
 **Content area reading: Social Studies and Science**  
 Instructional Reading Groups & the role of visual & performing arts  
 Narrative summary Instructional plan for case study  
 Scaffolding children in literacy progress: Appropriate teaching strategies to meet the needs of your students  
 Assign chapters for Yatvin/group presentation  
 | Garan p. 143-157  
 | 11 | **Effective teaching for EL Students:**  
 | Yatvin Book: Assigned chapters  
 | 12 | **Effective teaching for EL Students**  
 | EL Strategies presentations  
 | 13 | Focus topic: **Organizing and managing instruction**  
 **Integrating literacy and arts centers into instruction Integrating**  
 | Technology articles |
| 14 | Using technology to scaffold literacy development: **Writing process**, visual literacy, responding to literature |
| 15 | Comprehension and Fluency: toward independent readers and writers  
    Instructional Reading Groups: Guided Reading purpose and procedures  
    Sight words  
    • Assessing sight words  
    • Teaching for control of sight and **High Frequency Words**  
    *1/2 competencies due |
| 16 | Modifying strategies to address **EL learners, At-Risk and special needs students**  
    RICA domains  
    Professionalism/participation self-evaluation  
    Comprehensive review of course  
    Review for final exam  
    *Case study due |
| 17 | FINAL EXAM |
Appendix A:  *REFERENCE (Teaching project implemented by supervisor)

Prompt and Rubric for Reflection and Self Evaluation

Reflection and Self-Evaluation Prompt

Teaching Process Standard

*The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Reflect on your instruction and student learning.

  - **Effective instruction.** What instructional strategies and activities do you think contributed most to student learning? Why? Support your comments with the evidence discussed in the Analysis of Student Learning.

  - **Changes.** If you had an opportunity to teach this project again, what are at least 2 things you would do differently? Why? Consider your learning goals, instruction, assessment, and other factors under your control. Support your comments with the evidence discussed in the Analysis of Student Learning.

- Reflect on possibilities for professional development.

  - **Professional learning goals.** Describe at least two professional learning goals that emerged from your insights and experiences with the Teaching Project.

  - **Next steps.** Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

**Documentation:** reflection on instruction (2-3 pages); reflection on professional development (1 page)
Reflection and Self-evaluation Rubric: *REFERENCE (scoring for teaching project)

*Teaching Process Standard:* The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment Among Goals, Instruction and Assessment</strong></td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Professional Development</strong></td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix
Sample Teaching Activities for Linking R/LA Standards with V/PA Standards

Shared/Guided Reading

1. Pantomime the story as the teacher reads it to address dance/theatre concepts of movement and sequence. Discuss beginning, middle, and end to describe the pantomime.
2. Use body and voice to alter the meaning of a story.
3. Compare and contrast the illustrations of the same story in different books.

Vocabulary Development

1. Have students act out the meanings of words they are studying.
2. Encourage students to illustrate the meanings of words through art work.
3. Have students develop a “said” web

Comprehension

1. Identify the 5 W's of the story as the teacher reads it.
2. Dramatize with words and actions the story the students are reading.
3. Create a collage of the story using paper painted by the students, as in the style of Eric Carle.
4. Create a set (setting) in front of which students re-enact a literature story.
5. Identify universal characters students find in literature: good person, bad person, monster, etc.
6. Determine fantasy versus real stories. Ask the students how they can tell the difference.

Writing

Demonstrate the meaning of a story through movement including body language.
California State University, Fresno  
Kremen School of Education and Human Development  
*School theme: Leadership for Diverse Communities*

## Scoring Rubric for Literacy Competencies*

**Credential Candidate _____________________________**

<table>
<thead>
<tr>
<th>EHD 174</th>
<th>EHD 178</th>
<th>EHD 170</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>1—DOES NOT MEET REQUIREMENTS (UNACCEPTABLE)</strong></th>
<th><strong>2—MEETS REQUIREMENTS (ACCEPTABLE)</strong></th>
<th><strong>3—EXCEEDS REQUIREMENTS (EXEMPLARY)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Context:</strong> Several elements of the instructional context are missing or incompletely/inadequately described.</td>
<td>1. <strong>Context:</strong> All elements of the instructional context are identified including setting (whole class, group, individual), number and grade level of student participants, and other relevant conditions (e.g., physical setting, time of day, curricular context, etc.)</td>
<td>1. <strong>Context:</strong> All elements of the instructional context are clearly identified including the setting, number and grade level of student participants, other relevant conditions (e.g., physical setting, time of day, curricular context, etc.). Details of the instructional context are situated in the larger framework of students’ overall learning in the classroom.</td>
</tr>
<tr>
<td>2. <strong>Activity:</strong> Description of the activity is minimal so that reconstructing the event is not possible. Student results are minimally described or are incomplete in terms of the specific focus of the competency. If required, the written lesson plan is incomplete and/or in an unacceptable format. No student work is attached.</td>
<td>2. <strong>Activity:</strong> Description of the activity clearly explicates the order of instructional events that occurred and provides an account of results achieved with students. If required, the written lesson plan is complete, is in the required (or an acceptable) format, and accurately reflects pedagogical characteristics of the activity (as explained/demonstrated). As appropriate to the specific competency, at least two examples of student work are submitted as exemplars for results achieved.</td>
<td>2. <strong>Activity:</strong> Description of the activity clearly explicates the order of instructional events that occurred; results with students are explicated and data (if appropriate) are formally presented in table or graph format. As appropriate to the specific competency, two-three examples of student work are submitted as exemplars for results achieved.</td>
</tr>
<tr>
<td>3. <strong>Reflection:</strong> Reflection on the activity conducted expresses overly generalized or vague statements which exhibit negligible self-analysis in light of student results.</td>
<td>3. <strong>Reflection:</strong> Reflection on the activity/lesson expresses specific statements that exhibit careful and due consideration of student success in light of instructional effectiveness.</td>
<td>3. <strong>Reflection:</strong> Reflection on the activity/lesson expresses specific statements that exhibit in-depth self-analysis, and reflection upon that analysis, that have lead to new insights into professional practice.</td>
</tr>
</tbody>
</table>

Field-based Activities for EHD 174, 178, & 170. LEE 173 and 177 instructors collect and confirm successful completion of competencies for EHD 174 and 178 respectively. The EHD 170 supervisor collects and confirms successful completion of competencies for EHD 170.
The following teaching experiences will be implemented by the credential candidate and supervised by the EHD 178 instructor. Either the Supervisor or Cooperating Teacher will confirm that lessons were taught by initialing the line to the left found next to each competency. Credential candidates submit all records and reflections to their LEE 177 instructor for sign-off of successful completion.

1. All competencies are to be completed in small groups (3 students). The Elkonin boxes for phonics and phonemic awareness and the Language Experience competency can be done individually or in a group of no more than 3 students.

2. You will use “real” picture books with engaging stories for reading competencies.

3. After teaching the competency, you will reflect on what specific skills or strategies you taught. Then you will reflect on what went well and how you could have improved your instruction.

4. Plans for instruction should be submitted to your cooperating teacher before teaching.

5. **Include samples of students’ work with your reflections.**

### Description of Competencies

*Supervisor/cooperating Teacher initial on left space provided*

1. Read aloud using a well-illustrated multi-cultural book. Use all steps you have learned in the reading process when reading the book to your students. Address all the skills you modeled when reading to the students.

   LEE 177 Instructor Signature __________________________ Date ________________

2. Teach either a phonemic awareness using Elkonin boxes lesson or a phonics lesson as modeled in class. You can do this with an individual student or in a small group (no more than three).

   LEE 177 Instructor Signature __________________________ Date ________________

3. Present a shared reading lesson using a big book. Include all steps in the reading process and target specific skills from the book. Include all the skills you taught in your reflection.

   LEE 177 Instructor Signature __________________________ Date ________________

4. Plan and teach a vocabulary lesson using realia, word maps, or word walls using techniques presented in class and in course texts. Include the vocabulary taught and samples of students’ work with your reflection (this can be part of a pre-reading or exploring phase of reading).

   LEE 177 Instructor Signature __________________________ Date ________________

5. Plan and teach a Language Experience lesson with an EL student. Include the text you created with the child.

   LEE 177 Instructor Signature __________________________ Date ________________

6. Plan and teach a shared writing lesson (this can be in response to a readaloud). Write a reflection and identify the specific skills used to teach the lesson. Include the composition created with your reflection.

   LEE 177 Instructor Signature __________________________ Date ________________
7. Plan and teach an interactive writing lesson to focus on spelling or phonics. Write a reflection on how this process differs from shared writing and the skills you taught. Turn in the writing generated with your reflection.

LEE 177 Instructor Signature __________________________ Date ____________________

8. Plan and teach a vocabulary lesson using a graphic organizer (this can be conducted in the exploring phase of reading informational text). Turn in the completed graphic organizers with your reflection.

LEE 177 Instructor Signature __________________________ Date ____________________

Please note: A checklist of necessary steps and/or components will be introduced in LEE 177 for successful completion of each competency.
Competency Reflection Guidelines

Name:__________________________________________

Competency #_______ Competency description:__________________________________________

Grade Level ________ Number of Students _______ (small group or individual instruction only)

Title and Author of the book if applicable:____________________________________________

Type your reflection based on the following prompts, remember to be specific and clear in your writing (see rubric):

1. Context of the experience including an overview of your objectives, how you implemented the learning experience and specific skills or strategies addressed. (Approximately ½ page).
2. Describe the strengths of your lesson, including students’ reactions and responses to your teaching and the learning experience. (1-2 pages)
3. How would you improve your instruction? (1/2 to 1 page)
CASE STUDY RUBRIC

Your case study performance assessments will include ten parts. Use dividers to clearly identify each part in your folder. You will include all completed assessment instruments in each section.

*Description/Introduction
Include background information, age, grade level, from student interviews and information from an interest inventory as resources for writing your description (one page or more). 10 points

4. Writing sample
   1. Child generates the text, prompt to write about anything s/he wants, use prompts if needed (respond to a story or experience)
   2. Correctly score using:
      a) Clay rubric (p. 99 in Clay) and
      b) developmental stages of spelling handout (from class) 10 points

- Writing Vocabulary Task (p. 101-111 in Clay)
  Correctly administered and scored 10 points

- Hearing and Recording Sounds in Words (Sentence Dictation)
  Correctly administer and scored (p. 111-120 in Clay) 10 points

- Word Test: Use the Ohio Word Test (p. 166-167 in Clay)
  Correctly administered and scored 5 points

- Running Records (Chapter 5 in Clay)
  1. You will include at least 3 samples (one of each: easy, instructional and hard levels)
  2. Transcription of text used are included for each RR
  3. RR's are correctly coded on scoring sheet from Clay (p. 80)
  4. Cueing systems the child USED are correctly coded on scoring sheet
  5. Reading level is correctly calculated and identified
  6. Rate of self-correction is correctly calculated 50 points

- Story retelling (class handout)
  Correctly administered and scored.
  Include Book level and if book read was read to the child or did child read? 10 points

*Chart
You will complete a chart of scores to use for analysis.
1. Includes all assessments strengths and teaching points
2. Include the three running record levels and book levels
3. Include the 3 levels from Clay rubric for the writing sample 5 points

*Narrative Summary
You will write a report using standard English and professional language addressing the following:
Part One: General Observations
Part Two: Narrative Description of all the assessments.
Part Three: Address the following:
1. What the child does well when processing print and what strategies the child used when reaching the point of difficulty.
2. Discuss relationships/contrasts across all assessments
3. Your observations of how the child completed the tasks and the data you collected to draw conclusions
4. How does the child's comprehension (story retelling) compared to how the child processes print? 20 points

*Instructional Plan
Based on your assessments, you will design an instructional plan that includes 3 objectives each for Reading and Writing AND 3 activities appropriate to EACH objective (18 activities total) 20 points

Other criteria:
Materials/test instruments are included. Each assessment for each child, is separated and labeled appropriately with index separators

Assignments were submitted on time

Writing is professional, technically correct

Total Points Earned: _____/150
YOUNG CHILD ASSESSMENT RUBRIC

Place this sheet in a flexible folder. Please use labeled dividers, one for each assessment. Place the assessments in your folder in the order that they are listed here. You will include all of the completed assessment instruments.

**Young child assessments:** Your young child assessment will include the following five parts:

- **Description/Introduction:**
  Brief description of your “younger child” (age, grade, any background information), and an interest inventory/assessment.
  About one page in length.  **10 points**

5. **Writing sample:**
   1. Prompt the child into writing. You can use the information from the interest inventory if needed to generate ideas for writing.
   2. Score and assess writing using 2 methods:
      Clay rubric (p. 99 in Clay) AND developmental stages of spelling handout (from class)  **10 points** of spelling handout (from class)  **10 points**

- **Phonemic Awareness:**
  Correctly administer and score one of the following assessments with your child:
  Yopp Singer, OR TAAS OR K Phonemic Awareness Test  **10 points**

- **Concepts About Print (Directions are on p. 41 in Clay)**
  Use Sand OR Stones for assessment
  Correctly administered and scored  **10 points**

  Correctly administered and scored  **10 points**

**TOTAL POINTS EARNED**  ____/50
Bibliography

Reading:


Visual/Performing Arts:


Course Description:
EHD 178 is a supervised field experience in a K-3 classroom. It is the second of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. EHD 178 requires a minimum of 12 hours a week (mornings), plus seminars/lab as scheduled. (CCTC 15) EHD 110D requires a minimum of 20 hours, Monday-Friday from 8:00-12:00 plus seminars/lab as scheduled. Seminars will be called both during and beyond the school day for specialized training from district trainers and/or university faculty.

Multiple Subject Program Requirements:
This course is a required course in Phase 2 of the Multiple Subject Program. Field Study B must be taken concurrently with LEE 177, Teaching Reading & the Arts in K-3. Field Study B is designed to provide the necessary classroom access essential for completing the assignments in all the Phase 2 courses (CI 175, CI 176, LEE 177).

Prerequisites: Successful completion of Phase 1 of the Multiple Subject Credential Program, (CI 171, LEE 172, LEE 173, EHD 174), CI 175, CI 176 (or concurrent enrollment). Concurrent enrollment in LEE 177. Dual credential students must also have completed SPED 120 and SPED 130 with concurrent enrollment in SPED 135.

Required Texts and Instructional Materials:
Multiple Subject Field Placement Handbook
California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Download from the following California Department of Education website:
http://www.cde.ca.gov/re/pn/fd/
- Mathematics Content Standards
- Visual and Performing Arts Content Standards
- Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition
- Science Content Standards

Red three ring binder with dividers
Lesson plan book
Fresno Assessment of Student Teachers- A Manual for Teacher Candidates
Registration for Task Stream- this can be done online (see FAST manual)

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, science, visual and performing arts (CCTC 7A, 8A(a)(b)(d); TPE 1; NCATE 1.1, 1.3, 1.4, 1.7).

Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).

Teacher Candidates will interpret and use assessments for planning instruction (CCTC 5, 6; TPE 3; NCATE 1.7).

Teacher Candidates will make content accessible (CCTC 9; TPE 4; NCATE 1.3, 1.4).

Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).

Teacher Candidates will utilize developmentally appropriate teaching practices (CCTC 13; TPE 6; NCATE 1.3, 1.7).

Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).

Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (CCTC 6, 10; TPE 11).

Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).

Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (CCTC 4, 6; TPE 13; NCATE 1.7, 1.6 Reflection).
Examinations and Major Assignments:

1. Teacher Candidates will complete all competencies as outlined in the EHD 178/110D Competency Log (pg. 52-55).

2. A minimum of two formal lesson observations by University Supervisor in a Multiple Subject placement and a minimum of one formal observation in a special education placement for EHD 110D teacher candidates.

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-15</td>
<td>Performance Assessment Scheduled Visit/Observations</td>
</tr>
<tr>
<td>Weeks 7-8</td>
<td>Mid-Semester Assessment/ Goal Setting Meeting</td>
</tr>
<tr>
<td></td>
<td>Complete 50% of the EHD 178 Teaching Competencies</td>
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<td></td>
<td>Documented attendance at all required seminars</td>
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<tr>
<td>Weeks 8-15</td>
<td>Site Visitation Observation/Conference</td>
</tr>
<tr>
<td>Weeks 14-15</td>
<td>Final Assessment/Goal Setting Meeting</td>
</tr>
<tr>
<td></td>
<td>All competencies and the Performance Assessment Scheduled</td>
</tr>
<tr>
<td></td>
<td>Visit/Observation must be completed and verified by the</td>
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<td></td>
<td>last day of instruction.</td>
</tr>
</tbody>
</table>

Course Policies

Grading:
Teacher Candidates receive a grade of credit or no-credit as a result of their performance in their field assignment(s). Field Study B provides many opportunities for multi-modal assessments. University Supervisors will visit the school site every other week. Reflective journaling, observations, written lesson plans, lesson analysis and implementation of teaching strategies with students in the classrooms will provide evidence of proficiency. There is a mid-way progress report in a three-way conference with Master Teacher, Teacher Candidate, and University Supervisor. The Master Teacher also collaborates with the supervisor, completes a final assessment form, and meets with the Teacher Candidate at the end of the semester. The University Supervisor verifies competencies on a regular basis and meets with the student on the Site Visitation Project. Competencies are outlined in the Multiple Subject Field Placement Handbook. Satisfactory completion of all competencies including a passing score of 2 or above on the Site Visitation Project, as verified by the University Supervisor, is required for credit in the course. **Failure to complete and submit the Site Visitation Project on Task Stream by the required date may place teacher candidate in jeopardy of not receiving credit for the course.**

Students who receive a “No Credit” grade in the EHD 178/110D, Field Study B student teaching course are required to petition the Admissions and Standards Committee for approval to retake the course. Students who receive a grade of “No Credit” for a second time will be dismissed from the Multiple Subject Credential Program. Teacher Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Attendance:
Regular attendance is imperative. Teacher Candidates are expected to arrive at the school on time and to remain at the school for the full-designated period. Absences are dealt with on an individual basis. A Teacher Candidate may be required to make-up time absent by adding days to the field placement experience. If a Teacher Candidate is going to be absent, he or she must notify the University.

DHH Credential, Fresno State, EHD 178  January 2012  480
Supervisor, the school and Master Teacher by 7:30 AM on the day of the absence. It may be necessary to have someone bring materials and/or lesson plans to the classroom to be used in the Teacher Candidate’s absence. Excess absences may result in a No Credit for the course.

**Professional Ethical Behavior:**
As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and or making cell phone calls or texting during class time. My Space or similar online forms of communication should be kept professional. The Teacher Candidate Code of Ethics and Confidentiality of Student Records in the Student Teacher Handbook (pages 16-17) can serve as a guide.

**Professional Dress:**
Teacher Candidate maintains a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students. Do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, or miniskirts. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.

**Substitute Policy:**
**EHD 178/110D** Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers.

**Tentative Course Schedule:**
EHD 178, Field Study B requires Teacher Candidates to spend a minimum of 12 hours a week, Monday -Thursday 8:00-11:00 AM, in a K-3 grade classroom where they will complete course competencies. EHD 110D, Field Study B requires Teacher Candidates to spend a minimum of 20 hours a week, Monday-Fridays 8:00-12:00. Dual teacher Candidates spend approximately 16 hours in a K-3 Multiple Subject classroom and 4 hours in a Special Education placement. Because school starting times vary, duty hours may be adjusted by the supervisor based the school’s schedule. Teacher Candidates must be at the school for additional time as required for planning, seminars, and conferences/meetings with the master teachers. Case studies and other Phase 2 course related assignments may be drawn from students in EHD 178/110D, Field Study B, however, additional time outside of required field placement hours will be necessary to complete these assignments.

**Week 1**
- Supervisor Orientation Meeting
- School Site Orientation Meeting
- Review lesson plans – Have each teacher candidate write a plan for review
- California Standards for the Teaching Profession-Carousel Activity

**Week 2**
- Teacher Performance Assessment
- Site visitation project explanation

**Weeks 1-5**
Required seminars will be addressing the following topics:
- Orientation/Professionalism and Ethics for Educators
- Classroom Management (TPE 5, 10, 11)
- K-8 Visual Arts (CCTC 8A(d))
- K-8 Performing Arts (CCTC 8A(d))
- Character and Civic Education Conference (Spring Semester Only).
**Weeks 1-15**
EHD 178 Field Study B Competencies
EHD 177 Competencies for Literacy Development as required by LEE 177 instructor.
Small group discussions TBA

**Week 7**
Mid-semester Assessment/Goal Setting Conference Documentation for 50% of EHD 178 Field Placement B Competencies

**Week 8-15**
Site Visitation Project observation and conference. Site Visitation Project submitted on Task Stream.

**Weeks 13-15**
Supervisor Evaluation and Master Teacher Survey submitted on Task Stream

**Week 14-15**
All EHD 178 Field Study B competency logs with satisfactory verification by University Supervisor. Final Assessment/Goal Setting meeting scheduled with Master Teacher. University Supervisor attends if necessary.

**Subject to Change:**
This syllabus and schedule are subject to change in the event of extenuating circumstances.
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).

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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

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).

Make Up Policy for Planned and Unplanned Absences:
In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

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.

**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/libraryinformation/campus/copyright/copyrtpolicyfull.pdf](http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf)


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Bibliography & Resources

Support Materials:


National association for Education of Young Children 2007 (NAEYC).WWW.NAEYC.ORG


EHD 178/110D FIELD STUDY B COMPETENCIES LOG

The purpose of this log is to document the successful attainment of competency in various teaching activities. The Teacher Candidate is responsible for documentation of these competencies. Upon completion of all the competencies and the verification of that completion, the log will be collected by the University Supervisor and filed in the student’s program file.

**Certification of Competency**

Based on the accompanying Teacher Candidate’s Competency assessments, I/we recommend:

- The Teacher Candidate demonstrates the ability to develop a positive learning environment with clearly stated expectations regarding student conduct.
- The Teacher Candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood by students with varying linguistic ability.
- The Teacher Candidate models exemplary professional behavior and dress.
- The Teacher Candidate engaged in implementing Reading/Language Arts activities in the classroom.
- The Teacher Candidate is ready to assume the responsibilities of daily student teaching and should be allowed to progress to EHD 170.
- While the Teacher Candidate evidences some significant weaknesses at this point in the semester, s/he should be allowed to progress to EHD 170 with the understanding that continued improvement is required.
- The Teacher Candidate has not developed the competencies necessary to progress to daily student teaching.

Master Teacher __________________________ University Supervisor ______________________
Teacher Candidate _________________________ Date __________________
Name: _________________________________ ID: ________________
### EHD 178/110D – FIELD STUDY B COMPETENCY LOG

Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 178/110D competencies. It is the student’s responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms, observations or lesson plans with reflections. Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught. Teacher candidates write lesson plans using effective teaching models. The clinical/target, inquiry or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Teacher Candidates review all lesson plans with the Master Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson (CCTC 4, 6).

<table>
<thead>
<tr>
<th>Supervisor’s Signature</th>
<th>Competency</th>
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<tbody>
<tr>
<td></td>
<td>1. Teacher Candidates completed a Student in Context Classroom Profile and provided a description/reflection on the following: the physical arrangement of the classroom, school policies such as: physical arrangement of the classroom, classroom rules/discipline, attendance procedures; dress code, school schedule, and daily procedures. Template is on pages 51-53 or electronically- education.csufresno.edu Multiple Subject Handbook. Procedures should include but are not limited to lining up, pencil sharpening, distributing supplies, asking and answering questions, etc. An electronic copy of the Field Work Handbook with this form is available at csufresno.edu web site. (Dual candidates should identify differences in the above for a general education classroom and a special education classroom. This description should include a description and type of SPED placement as well as case load and disabilities of students in your class (review cum folders and IEPs).</td>
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<td></td>
<td>2. Teacher Candidates assumed responsibility of the morning routine on a daily basis as documented by supervisor/master teacher observation. (Dual candidates should assume responsibility for routines in a Resource Specialist or a Special day class for at least 4 hours a week).</td>
</tr>
</tbody>
</table>
|                        | 3. Teacher Candidates request a copy of the School/District Technology Acceptable Use Policy Document from their EHD 178/110D, Field Study B School Site. Given this policy the teacher candidate will write a reflection describing the implications of the use of technology to deliver instruction and promote learning in the classroom. (CCTC 11; NCATE 1.3). The reflection should include:  
What is the purpose of this document?  
What is the responsibility of the teacher? Students? Parents?  
Having read this document what are the implications for the use of technology in your classroom?  
(Dual candidates will identify technology accommodations utilized with student with special needs). |
|                        | 4. Teacher Candidates request a copy of the School/District’s Student Study Team (SST) forms and procedure from their EHD 178/110D, Field Study B School Site. |
Request permission to, and attend, a Student Study Team meeting. Following the meeting the Teacher Candidate will write a reflection about the meeting to include strengths and concerns. (NCATE 1.6 Collaboration, Reflection) (Dual candidates will also attend an IEP meeting and write a reflection about the meeting which includes a description of the roles of the members of the committee).

5. Teacher Candidates plan and teach a mini mathematics unit (3 to 5 lessons) to a small group of elementary students. After the lessons, the Teacher Candidate will post-assess the students’ knowledge, analyze the students’ learning, and reflect on the effectiveness of the lessons. (CCTC 6, 9, 8A(a), 12, 14; TPE 1, 2, 3, 4, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6 all, 1.7) *Completed and teaching verified during field experience but graded by course faculty. (Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).

6. The teacher candidate will observe a science lesson taught by a credentialed teacher. The observation will focus on standards alignment, materials management, instructional and EL strategies. The teacher candidate will write a brief description of the lesson highlighting the specified areas of focus (NCATE 1.1). The description should include:
   Describe how the lesson aligns with the California Science Content Standards.
   Describe the strategies used for materials management. How did the strategy facilitate instruction?
   What instructional and English learner strategies did you observe?
   How did the use of these strategies help the students achieve their learning goals?
   How was student achievement measured/evaluated?

7. Teacher Candidates plan, teach, and reflect on an inquiry-based science lesson using the template provided in the handbook. The lesson must align with the California Science and Language Arts Content Standards, will incorporate the use of expository text, and include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b), 12, 14; TPE 1, 4, 5, 7; NCATE 1.1, 1.3, 1.6 Reflection, Critical Thinking, Valuing Diversity) (Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).

8. Teacher Candidates plan, teach, and reflect on a lesson that includes the five component strands of the visual arts. (CCTC 8A(d); NCATE 1.1, 1.3) (Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).

9. Teacher Candidates plan, teach, and reflect on a lesson that includes any one of the performing arts. (CCTC 8A(d); NCATE 1.1, 1.3) (Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).
10. This Performance Assessment Scheduled Visit/Observation will document Teacher Candidate’s effective use of instructional time to maximize student achievement in relation to state adopted academic content standards for students, instructional goals and scheduled academic tasks. Candidate will implement procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students. (FORMATIVE ASSESSMENT: TPE 10; SUMMATIVE ASSESSMENT: TPE 1, 2, 3, 4, 5, 6, 11, 12, 13; NCATE 1.1, 1.3, 1.4, 1.6 Critical Thinking, Reflection, Life Long Learning 1.7) Teacher candidate must receive a passing score of 2 or above.

11. Teacher Candidate completed weekly reflections (NCATE 1.6 Reflections) (Dual candidates will write at least three reflections on classroom management and reinforcement techniques used in both the Multiple Subject and Special Education classrooms.)

12. Orientation & California Standards for the Teaching Profession (NCATE 1.6 Life Long Learning) Seminar

13. Classroom Management Seminar


15. K-8 Performing Arts Seminar

16. Character and Civic Education Conference (Spring Semester Only) (NCATE 1.6 Professional Ethics, Life Long Learning)
## Students in Context: Class Profile (Competency 1)

<table>
<thead>
<tr>
<th>Student’s Initial</th>
<th>English Learner: Level, Primary Language other than English</th>
<th>Special Needs IEP, 504, Medical, GATE</th>
<th>Additional Individual Descriptors for Instructional Planning: Anecdotal records/notes about academic progress, reading level, strengths, interests, motivational strategies, learning style, etc.</th>
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</table>
Reflection: How does the information about individual students provided in the class profile aid in designing and delivering instruction?

Physical Arrangement of the Classroom

Classroom Rules/Management
<table>
<thead>
<tr>
<th>Attendance Procedures</th>
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<table>
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<tr>
<th>Dress Code</th>
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<table>
<thead>
<tr>
<th>School Schedule</th>
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Daily procedures including but not limited to: restroom policy, lining up, pencil sharpening, distributing supplies, asking and answering questions.

Were they effective? What changes would you make and why?
CALIFORNIA STATE UNIVERSITY, FRESNO  
Kremen School of Education and Human Development  
Office of Field Experiences

Name ________________________________ I.D. # ________________________

School ______________________________ Semester ____________________ Grade Level ______

Cooperating/Master Teacher ________________ University Supervisor ________________

Mid-Semester – Teacher Candidate Assessment/ Goal Setting – EHD 178

ELEMENTS OF COMPETENCE
1. ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

4. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

5. ASSESSING STUDENTS FOR LEARNING

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

On the reverse side, list the student’s strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The Teacher Candidate is requested to write a reaction statement.

Cooperating/Master Teacher ___________________________ Date ________________

University Supervisor ___________________________ Date ________________

Teacher Candidate ___________________________ Date ________________
### Goals/Areas Needing Improvement:

<table>
<thead>
<tr>
<th>EHD178 Competencies Completed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>(as required by LEE 177 instructor)</td>
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</table>

### Cooperating/Master Teacher Comments:


### University Supervisor Comments:


### Teacher Candidate Reaction /Goals:


### Teacher Candidate Signature: __________________________ Date: __________________________
CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Office of Field Experiences

Name________________________________________ I.D. #________________________
School_________________________ Semester________________________ Grade Level _____
Cooperating/Master Teacher ____________________ University Supervisor______________

**Final – Teacher Candidate Assessment/Goal Setting – EHD 178**

**ELEMENTS OF COMPETENCE**

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

3. UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

4. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

5. ASSESSING STUDENTS FOR LEARNING

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

Cooperating/Master Teacher__________________________ Date_____________________

University Supervisor__________________________ Date_____________________

Teacher Candidate _______________________________ Date_____________________

Available on-line at education.csufresno.edu Scroll down to red menu bar. Click on Forms. Click on Multiple Subject evaluation forms. Click EHD 178 Final Semester Evaluations.
List the student’s strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The Teacher Candidate is requested to write a reaction statement.

<table>
<thead>
<tr>
<th>Teacher Candidate Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals/Areas Needing Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating/Master Teacher Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor Comments:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Candidate Reaction/Goals:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Candidate Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Date</td>
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<tr>
<td></td>
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</tbody>
</table>
GUIDELINES FOR EHD 178/110D TEACHER CANDIDATE EVALUATION

Thank you for writing this evaluation, which will be used strictly for employment purposes. In accordance with the Family Educational Rights and Privacy Act of 1974 (as amended), the Teacher Candidate will have access to this evaluation. It may be photocopied and sent to employers at the candidate’s request. The student teaching evaluation is considered the most important part of the new teacher's file. It may be responsible for the candidate’s success or failure in getting a position. Please give this evaluation directly to the student so he/she can make a copy for his or her file. The student will then forward the original to our office. Thank you for your assistance.

The narrative portion of the evaluation is very important and should elaborate upon professional competencies. Please evaluate the Teacher Candidate in relation to other beginning teachers and indicate the Teacher Candidate’s potential for success in teaching. The following are possible areas for evaluation under suggested main headings:
## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION 2009

### STANDARD ONE:

**ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Using knowledge of students to engage them in learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Connecting learning to students’ prior knowledge, backgrounds, life experiences and interests</td>
</tr>
<tr>
<td>1.3</td>
<td>Connecting subject matter to meaningful, real-life contexts</td>
</tr>
<tr>
<td>1.4</td>
<td>Using a variety of instructional strategies, resources and technologies to meet students’ diverse learning needs</td>
</tr>
<tr>
<td>1.5</td>
<td>Promoting critical thinking through inquiry problem solving, and reflection</td>
</tr>
<tr>
<td>1.6</td>
<td>Monitoring student learning and adjusting instruction while teaching</td>
</tr>
</tbody>
</table>

### STANDARD TWO:

**CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</td>
</tr>
<tr>
<td>2.2</td>
<td>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interaction among students</td>
</tr>
<tr>
<td>2.3</td>
<td>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</td>
</tr>
<tr>
<td>2.4</td>
<td>Creating a rigorous learning environment with high expectations and appropriate support for all students</td>
</tr>
<tr>
<td>2.5</td>
<td>Developing, communicating, and maintaining high standards for individual and group behavior</td>
</tr>
<tr>
<td>2.6</td>
<td>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</td>
</tr>
<tr>
<td>2.7</td>
<td>Using instructional time to optimize learning</td>
</tr>
</tbody>
</table>

### STANDARD THREE:

**UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</td>
</tr>
<tr>
<td>3.2</td>
<td>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</td>
</tr>
<tr>
<td>3.3</td>
<td>Organizing curriculum to facilitate student understanding of the subject matter</td>
</tr>
<tr>
<td>3.4</td>
<td>Utilizing instructional strategies that are appropriate to the subject matter</td>
</tr>
<tr>
<td>3.5</td>
<td>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</td>
</tr>
<tr>
<td>3.6</td>
<td>Addressing the needs of English learners and students with special needs to provide equitable access to the content</td>
</tr>
</tbody>
</table>

### STANDARD FOUR:

**PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4.1</td>
<td>Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</td>
</tr>
<tr>
<td>4.2</td>
<td>Establishing and articulating goals for student learning</td>
</tr>
<tr>
<td>4.3</td>
<td>Developing and sequencing long-term and short-term instructional plans to support student learning</td>
</tr>
<tr>
<td>4.4</td>
<td>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</td>
</tr>
<tr>
<td>4.5</td>
<td>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</td>
</tr>
</tbody>
</table>

### STANDARD FIVE:

**ASSESSING STUDENTS FOR LEARNING**

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Applying knowledge of the purposes, characteristics, and uses of different types of assessments</td>
</tr>
<tr>
<td>5.2</td>
<td>Collecting and analyzing assessment data from a variety of sources to inform instruction</td>
</tr>
<tr>
<td>5.3</td>
<td>Reviewing data, both individually and with colleagues, to monitor student learning</td>
</tr>
<tr>
<td>5.4</td>
<td>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</td>
</tr>
<tr>
<td>5.5</td>
<td>Involving all students in self-assessment goal setting, and monitoring progress</td>
</tr>
<tr>
<td>5.6</td>
<td>Using available technologies to assist in assessment, analysis, and communication of student learning</td>
</tr>
<tr>
<td>5.7</td>
<td>Using assessment information to share timely and comprehensible feedback with students and their families</td>
</tr>
</tbody>
</table>

### STANDARD SIX:

**DEVELOPING AS A PROFESSIONAL EDUCATOR**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Reflecting on teaching practice in support of student learning</td>
</tr>
<tr>
<td>6.2</td>
<td>Establishing professional goals and engaging in continuous and purposeful professional growth and development</td>
</tr>
<tr>
<td>6.3</td>
<td>Collaborating with colleagues and broader professional community to support teacher and student learning</td>
</tr>
<tr>
<td>6.4</td>
<td>Working with families to support student learning</td>
</tr>
<tr>
<td>6.5</td>
<td>Engaging local communities in support of the instructional program</td>
</tr>
<tr>
<td>6.6</td>
<td>Managing professional responsibilities to maintain motivation and commitment to all students</td>
</tr>
<tr>
<td>6.7</td>
<td>Demonstrating professional responsibility, integrity, and ethical conduct</td>
</tr>
</tbody>
</table>
EHD 178, Phase II Seminars

Visual Arts
Fresno State partners with the Bonner Family Foundation in supporting the teaching of the arts in the classroom. Our presenter has extensive knowledge and training in this area. This 3 hour seminar is designed to help teacher candidates learn specific teaching strategies that are effective in supporting them to teach the state adopted academic content standards for visual arts. Artistic perception; creative expression, understanding the cultural and historical origins of arts; pursuing meaning in the arts, and making informed judgments about the arts are all modeled and practiced. They participate in small group and whole group activities where they create their own art by drawing, painting, cutting and pasting as well as examining and analyzing different works of art. They are required to demonstrate their understanding and apply what they have learned by teaching visual arts lessons in their field placements. CCTC 8A(d)

Performing Arts
Fresno State partners with the Bonner Family Foundation in supporting the teaching of the arts in the classroom. Our presenter has extensive knowledge and training in this area. This 3 hour interactive seminar is designed to help teacher candidates learn specific teaching strategies that are effective in supporting them to teach the state adopted academic content standards for performing arts. Artistic perception; creative expression, understanding the cultural and historical origins of arts; pursuing meaning in the arts, and making informed judgments about the arts are all modeled and practiced. This seminar includes dance and elements of theatre. The teacher candidates practice performing in small and whole group activities. They are required to demonstrate their understanding and apply what they learned by teaching performing arts lessons in their field placements. CCTC 8A(d)

Classroom Management
Classroom management in phase II is a 3 hour interactive seminar. The focus of this seminar is making positive connections with students and creating an effective learning environment. Our presenter has an extensive background in mediation and conflict resolution with young students which is integrated into this seminar. Small group activities include role plays, simulations and opportunities for teacher candidates to brainstorm and practice strategies that they can use to engage small groups of students as well as whole class instruction. Participating in these Classroom Management activities helps teacher candidates learn how to develop safe, inclusive positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol. CCTC 5, 6 and 10

California Standards for the Teaching Profession
This seminar provides a review of the California Standards of the Teaching Profession and how these standards guide K-12 teachers and the connection to the Teacher Performance Expectations/Assessments in the program. Teacher candidates review the standards and brainstorm evidence of these standards in a classroom during a carousel activity. This activity helps teacher candidates understand their master teacher evaluations and provides a bridge from Teacher Preparation to the language used in the BTSA/Induction program.
EHD 170, Phase III Seminars

Physical Health
Two dynamic presenters keep the teacher candidates engaged for 3 hours by participating in a variety of games and activities that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. This seminar guides students in achieving the goals of the development of a variety of motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation. Activities and games are modeled and then the candidates participate. They come away with numerous ideas and resources to use in their classrooms. CCTC 8 A (e)

Creating a Supportive, Healthy Environment for Student Learning
A team of school nurses leads this 3 hour seminar on creating a supportive, healthy environment for student learning. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. The physiological and sociological effects of alcohol, narcotics, drugs, alcohol, drugs, and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates also learn effective strategies for encouraging the healthy nutrition of children and youth. The school nurses show slides, video clips, give handouts, and have the candidates participate in group activities. CCTC 10

Teaching Strategies for Health
Teacher candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health. Our presenter, shows candidates where and how to access resources for teaching health. Through the use of these resources the candidates can guide students in achieving the goals of the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of growth and development, and informed use of health-related information, products, and services. Candidates are encouraged to integrate ideas and information within and across health science and other subject areas. CCTC 8 A (f)

At Risk Students
This seminar has two parts. The first focuses on activities that help the candidates access community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources. Each candidate is given a resource guide produced by the Fresno Metro Ministry. Group work and scenarios are used to help the candidates become familiar with the resources. The Fresno Metro Ministry Resource Book is used in this seminar and also in their SPED 179 course. CCTC 10 The second presenter is from Child Protective Services. This presenter helps candidates become familiar with the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse. They review their role as a mandated reporter responding to inappropriate and or violent behavior. CCTC 10
Health Seminars LOG

The purpose of this log is to document the successful attendance and participation the EHD 170 Health Seminars. The Teacher Candidate is responsible for documentation of these competencies. Upon completion of all the competencies and the verification of that completion, the log will be collected by the Deaf Education program and filed in the student’s program file.

**Certification of Attendance**

Based on the accompanying Teacher Candidate’s Competency assessments, I/we recommend:

- [ ] The Teacher Candidate has attended the EHD 170 Seminar: At Risk Students.
- [ ] The Teacher Candidate has attended the EHD 170 Seminar addressing Child Abuse.
- [ ] The Teacher Candidate has attended the EHD 170 Seminar: Creating a Supportive, Healthy Environment for Student Learning Environments.
- [ ] The Teacher Candidate has attended the EHD 170 Seminar: Teaching Strategies for Health
- [ ] The Teacher Candidate attended the EHD 170 Seminar: Physical Health

Seminar Coordinator ________________________ University Supervisor ________________________
Teacher Candidate ________________________ Date ________________________
Name: ________________________ ID. ________________________

California State University, Fresno
Kremen School of Education and Human Development
Department of Curriculum and Instruction
Attendance at EHD 170 Health Seminars
SECTION THREE - ASSESSMENTS
Assessment in the DHH Credential Program

The Department of Communicative Disorders and Deaf Studies (CDDS) is housed in the College of Health and Human Services and offers undergraduate degrees in audiology, speech language pathology, deaf education, and interpreting, in addition to graduate degrees in speech pathology and deaf education. Deaf Studies encompass deaf education, American Sign Language (ASL), Deaf culture and interpreting courses. CDDS faculty work closely with the Kremen School of Education and Human Development faculty and staff to coordinate credential requirements for the Education Specialist: Deaf and Hard of Hearing credential as well as the Speech-Language Pathology Services credential.

Assessments of Candidates and Completers

Candidates for the DHH credential are assessed at various points in the program. In order to apply for the graduate program, candidates must have passed all undergraduate coursework in deaf education or have completed online prerequisite courses and demonstrated sign language competence.

Graduate School Applications

Student applying for the graduate credential program in Deaf Education must have a 3.0 GPA in the last 60 units and a 3.0 GPA in all CDDS coursework, provide three letters of recommendation, submit a letter of intent, and GRE scores to the Communicative Disorders and Deaf Studies Department. All complete applications are evaluated and reviewed by the CDDS Department Graduate Committee and recommendations for acceptance must be approved by the faculty. The first assessment of candidates will be acceptance into the credential program.

Graduate School Coursework

Student progress throughout the graduate program is measured by student writing samples in CDDS 200 Graduate Studies and Research, cumulative projects in CDDS 263 Seminar in Language for DHH Children and Youth, practicum evaluations in CDDS 262 Seminar in Speech for DHH Children and Youth, and a comprehensive Theme Unit with differentiated instruction in CDDS 264 Seminar in School Subjects for DHH Children and Youth. Candidates have one 30 hour practicum in a DHH classroom in the first year of graduate school where they receive feedback from Master teachers in the field. All current graduate students have satisfied the expectations for courses they have completed.

CDDS 200 Graduate Studies and Research

The CDDS department designed Graduate Level Writing Skill assessment includes an in-class spontaneous essay and a research proposal. Organization of written work, spelling, grammar, and use of American Psychological Association guidelines are evaluated. Students who do not pass the in-class essay are given a second opportunity to write a second spontaneous essay on a new topic during the semester. Students who do not receive a grade of B or better on the research proposal are allowed to make changes and resubmit the proposal.
CDDS 262 Seminar in Speech for Deaf and Hard of Hearing Children and Youth

Practicum performance is evaluation the following areas: teaching effectiveness (including perceptiveness and flexibility), ability to communicate with client, quality of lesson plans, quality of clinical materials, implementation of professor’s suggestions and punctuality (of lesson plans and practicum attendance)

CDDS 263 Seminar in Language for Deaf and Hard of Hearing Children and Youth

In the Cummin's Model/Bloom's Taxonomy - Differentiated Instruction Assignment, students draw, label, and explain the Cummin's Model, incorporating Bloom's Taxonomy. Students focus on one content standard and create appropriate activities for each of the quadrants. Activities must be context embedded/context reduced, cognitively undemanding/cognitively demanding as appropriate based on specific quadrant of the model. Activities must also show appropriate level thinking skills, based on Bloom's. Students present his/her assignment to peers and they will work together as a group to refine the activities.

Scores are based on assignment prior to students working with classmates and making revisions. Students that receive a grade lower than a B- have the option of meeting with the instructor to go over concepts, and then re-doing the assignment for a possible additional 10 points.

CDDS 264 Seminar in School Subjects for Deaf and Hard of Hearing Children and Youth

For the Theme Unit project, students design and write a thematic unit based on a California Curriculum Framework that incorporates: differentiation, active learning strategies, adaptations for DHH students, assessment including rubrics. Units are based on the Differentiation in Practice unit frameworks from the Tomlinson & Eidsen text: Tomlinson, C. & C. Eidson (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5). Alexandria, VA: Association for Supervision and Curriculum Development ISBN 0871207605. Students present this project to the whole class at the end of the semester and are evaluated using weighted rubric for a possible total of 100 pts.

Final Student Teaching Evaluations

Final student teaching evaluations for Education Specialist: DHH candidates are completed by their Master teachers midway through the final student teaching placement and again at the end of the placement. Candidates are evaluated in multiple aspects of teaching and professional attitudes. Evaluations were collected and evaluated after the first 8 week placement, CDDS 258. Results indicate students were adequately prepared to begin their student teaching experience with basic competence and demonstrated improvement during the 8 week placement.
**Comprehensive Exams**
Candidates demonstrate content knowledge specific to deaf and hard of hearing students with written exams, receptive and expressive sign language video, and oral exams as needed.

**Exit Interviews**
All credential candidates at Fresno State participate in the Kremen School of Education and Human Development NCATE Unit – Program Evaluation upon Exit survey. Student responses are included in the University NCATE report.

As a part of the Department of Communicative Disorders and Deaf Studies (CDDS) Student Outcomes Assessment Plan, exit interviews are conducted each academic year with students who are completing their graduate degree. Prior to graduation ceremonies, students are asked to participate in exit interviews. Responses are collected in a group setting where participants are given the opportunity to agree with responses provided by other group members. Exit interviews are conducted by CDDS faculty and group members can be both speech language pathology graduate students and deaf education graduate students. Responses from all sessions are compiled and presented to the Department Chair annually.

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which undergraduate experiences most prepared you for graduate school?</td>
<td></td>
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</tr>
<tr>
<td>2. Which graduate area of study prepared you most for your student teaching?</td>
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<tr>
<td>3. For which areas of your field do you feel most prepared?</td>
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<tr>
<td>4. In what areas do you feel you are lacking skills?</td>
<td>•</td>
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</tr>
<tr>
<td>5. What was your most valuable learning experience overall (undergrad and grad)?</td>
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<tr>
<td>6. Which areas of study best prepared you to communicate with parents, professionals and pupils?</td>
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<tr>
<td>7. What setting do you plan to work in?</td>
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<tr>
<td>8. Which culminating experience did you select? Why? Would you do the same again?</td>
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<tr>
<td>9. Are you planning to pursue a doctoral degree? If so, what emphasis?</td>
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<tr>
<td>10. Other comments:</td>
<td></td>
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</tbody>
</table>
**Employer Surveys**
Also as a part of the Student Outcomes Assessment Plan, employer surveys are sent out once during each five year cycle of the assessment plan. Surveys are distributed and responses compiled.

<table>
<thead>
<tr>
<th>Area Being Assessed</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Average Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skill in treatment; the ability to develop treatment plans appropriate to a client’s or student’s needs</td>
<td></td>
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<tr>
<td>2. Skill in management of behavior</td>
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<td>3. Overall skill in assessment of communicative disorders</td>
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<tr>
<td>4. Knowledge and implementation of diagnostic tools available</td>
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<tr>
<td>5. Adequate knowledge of specific characteristics of the population served</td>
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<tr>
<td>6. Skill in reporting (report writing)</td>
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<tr>
<td>7. Organizational Skills.</td>
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<tr>
<td>8. Ability to communicate with families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ability to communicate with colleagues and other professionals</td>
<td></td>
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<tr>
<td>10. Ability to communicate with clients or students</td>
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<tr>
<td>11. Overall, how would you rate your education in the department?</td>
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</tbody>
</table>

**CDDS Advisory Board**
The CDDS Advisory board, comprised of community members, alumni, employers, and faculty representatives, meets annually to provide feedback to the department chair.

**Analysis of Candidate Data**
Data on candidate progress through the program is reviewed annually by the program director, department chair, and the Student Outcomes coordinator for the Communicative Disorders and Deaf Studies department.

**Proposed Program Changes**
Based on data collected from a variety of sources, considerations for program changes are discussed among Deaf Studies faculty and then presented to the department chair.
SECTION FOUR – APPENDICES
Communicative Disorders and Deaf Studies Student Outcomes Assessment Plan
Double click on Student Outcome Assessment Plan to open Adobe pdf

Student Outcome Assessment Plan

California State University, Fresno

Department of Communicative Disorders and Deaf Studies

Last revised: March 30, 2011
### Multiple Subject Matrix PHASE 1

<table>
<thead>
<tr>
<th>TITLES</th>
<th>CI 171</th>
<th>LEE 172</th>
<th>LEE 173</th>
<th>EHD 174</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLES</strong></td>
<td>Understanding the Learner, Instructional Design, and Assessment</td>
<td>Cultural and Language Contexts of the Classroom</td>
<td>Teaching Reading and Social Studies in Grades 4-8</td>
<td>Field Study A: Grades 4-8</td>
</tr>
</tbody>
</table>
| **THEMES & CONTENT** | *Understanding the typical learner*  
*Child & adolescent development*  
*Theories of learning*  
*Introduction to assessment*  
*Qualities of the professional educator*  
*Curriculum Models*  
*Instructional Design: Lesson Planning* | *Social/Cultural foundations*  
*Structure and acquisition of language*  
*EL assessment strategies*  
*EL instructional strategies* | *Reading strategies (4-8 emphasis)*  
*Emphasis in comprehension & strategy teaching*  
*Assessment*  
*Integrated language arts with content areas*  
*History/Social Science (standards and application)* | *Field work for Phase 1 courses*  
*Seminars: Professionalism and Ethics for Educators, Classroom Management, History/Social Science (standards and application)* |
| **RATIONALE** | Teacher Candidates are given a basis in theory, instructional design, assessment & engaging the learner | Language development & 2nd language acquisition strategies for English learners in the social and cultural context of the diverse students | Students learn application of reading strategies across the curriculum with focus on History/Social Science | Beginning experience in schools: Data gathering, critical thinking, small group and 1:1 instruction |
| **PROGRAM STANDARDS** | 3 4 5 6 11 13 | 3 4 5 6 9 10 12 13 | 3 4 6 7A 8Ac 9 11 12 | 3 4 5 6 7A 8Ac 9 11 12 |
| **TPEs** | 2 3 6A 6B 8 9 12 | 3 4 7 11 12 | 1(Rd) 1(SS) 3 4 6B 7 | 1(SS) |
| **FAST (TPAs)** | *Formative: 3 8 9* | *Formative: 3 7 11 12* | *Formative: 1(Rd&SS) 4 6B* | Summative: 1(Rd) 6B 7 8 9 |
# Multiple Subject Matrix PHASE 2

<table>
<thead>
<tr>
<th>TITLES</th>
<th>CI 175</th>
<th>CI 176</th>
<th>LEE 177</th>
<th>EHD 178</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEMES &amp; CONTENT</strong></td>
<td>Science Instruction and Applied Technology</td>
<td>Mathematics Instruction and Applied Assessment</td>
<td>Teaching Reading and the Arts in K-3</td>
<td>Field Study B: Grades K-3</td>
</tr>
<tr>
<td></td>
<td>*Science instruction (standards and application)</td>
<td>*Math instruction (standards and application)</td>
<td>*Reading/Language Arts (K-3 emphasis)</td>
<td>*Field work for Phase 2 courses</td>
</tr>
<tr>
<td></td>
<td>*Instructional planning</td>
<td>*Interpretation and use of assessments (formative &amp; summative)</td>
<td>*Phonological &amp; morphological structures</td>
<td>*Seminars: Classroom Management, Visual and Performing Arts (standards and application)</td>
</tr>
<tr>
<td></td>
<td>*Teaching strategies</td>
<td>*Instructional planning</td>
<td>*Assessment</td>
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<td></td>
<td>*Technology application</td>
<td>*Teaching strategies</td>
<td>*Explicit literature based teaching skills</td>
<td></td>
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<tr>
<td></td>
<td>*Inquiry</td>
<td></td>
<td>*Visual/Performing Arts standards &amp; application</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>*Techniques for culturally diverse learners</td>
<td></td>
</tr>
<tr>
<td><strong>RATIONALE</strong></td>
<td>Science instruction &amp; standards with curricular applications using technology</td>
<td>Mathematics instruction &amp; standards with curricular applications using assessment to tailor instruction</td>
<td>Development of explicit literacy teaching skills and assessment applying the visual and performing arts</td>
<td>Utilizing reflective practices</td>
</tr>
<tr>
<td></td>
<td>Teacher Candidates will apply science, math, visual/performing arts and reading in small group and whole class instruction</td>
<td></td>
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</tr>
<tr>
<td><strong>PROGRAM STANDARDS</strong></td>
<td>3 4 5 6 8Ab 9 11 12 13</td>
<td>3 4 5 6 8Aa 9 11 12</td>
<td>4 6 7A 8Ad 9 11 12</td>
<td>3 4 5 6 7A 8A(a)(b)(d) 9 11 12</td>
</tr>
<tr>
<td><strong>TPEs</strong></td>
<td>1(Sc) 13</td>
<td>1(M) 12</td>
<td>1(Rd) 3 4 6A 7</td>
<td>10</td>
</tr>
<tr>
<td><strong>FAST (TPAs)</strong></td>
<td>Formative: 1(Sc) 4 5 13</td>
<td>Formative: 1(M) 2 3 9</td>
<td>Formative: 1(Rd) 6A</td>
<td>Summative: 1(Rd) 2 4 5 11 13</td>
</tr>
</tbody>
</table>
Double click on the next page to open the Fresno Assessment of Student Teachers Adobe pdf file
FRESNO ASSESSMENT
OF STUDENT TEACHERS
(FAST, v.1.2)

A MANUAL FOR TEACHER CANDIDATES

KREMEEN
KREMEEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
“Leadership for Diverse Communities”
CALIFORNIA STATE UNIVERSITY, FRESNO

FAST v.1.2. Manual

DHH Credential, Fresno State, Link to FAST January 2012  513
Multiple Subject Credential Program Application
Double click on the next page to open Adobe file.
Kremen School of Education and Human Development

Leadership for Diverse Communities

2042 Multiple Subject Credential Program Application

Program Application Deadlines

For current information regarding deadlines and admission processes, please go to http://www.csufresno.edu/kremen/applications/index.html.

Congratulations on Your Decision to Become a Teacher!

The first steps in your new journey to become an elementary teacher will be to:

- Apply to university (Current CSUF continuing undergrad or post-bac students do not need to apply to CSUF.)
- Complete and print this application on-line
- Attend an orientation session within one year of application
- Register for CBEST test
- Register for CSET test
- Schedule on-site interviews with a faculty member

“Teachers change the world, one day, one lesson, one student at a time.”

Anonymous

http://www.csufresno.edu/kremen
CDDS Department Application for Clear DHH 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________________________________________________________________
________________________________________________________________________
MAILINGADDRESS (If different)_____________________________________________
________________________________________________________________________

TELEPHONE: HOME: (      )_____________________ FAX: (      )______________
E-MAIL ADDRESS:__________________________________________________________

EMPLOYER:_______________________________________________________________
SUPERVISOR:_____________________________________________________________

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_________ Date__________
MA Degree____________________ Date__________

Multiple Subjects Credential____ Date__________
Other CA Credential___________ Date__________

DO NOT WRITE BELOW THIS LINE
Received: Dept. Application________________
Final Recommendation after review by faculty: Accepted_________ Denied _________
Graduate Program Coordinator:______________________________________________

DHH Credential, Fresno State, CDDS Clear Cred Application January 2012 516
EXECUTIVE SUMMARY
Education Specialist: Deaf and Hard of Hearing

California State University, Fresno

The Deaf Education Credential program at Fresno State has been a campus-based program encompassing undergraduate Communicative Disorders and Deaf Studies (CDDS) courses, Kremen School of Education and Human Development (KSOEHD) credential courses and graduate CDDS courses. In response to Deaf Education programs being discontinued at San Francisco State University and San Jose State University in the last 5 years and numerous requests for an online option to pursue an Education Specialist: Deaf and Hard of hearing Credential, the Deaf Education faculty with support of the CDDS Department, Dean of the College of Health and Human Services, Dean of KSOEHD, Graduate Dean, Associate Provost, and Provost of the University are seeking to provide multiple avenues for students to receive the training needed to become credentialed teachers for deaf and hard of hearing students.

The undergraduate degree in Deaf Education will continue as an option within the CDDS Department of the College of Health and Human Services. Local students will continue to take credential classes within the KSOEHD Multiple Subject credential program and will participate in the hybrid online graduate level courses with all other Deaf Education credential candidates.

All preliminary Education Specialist: DHH credential candidates will complete graduate level Deaf Education coursework, elementary or secondary credential coursework, have basic sign language skills, and will earn a BA degree in Deaf Education or will complete prerequisite course requirements in addition to the graduate level courses.

Candidates will begin the Deaf Education program with a variety of academic backgrounds.

A. Candidates with a Multiple or Single Subject credential and a BA degree in Deaf Education will take 200 level (graduate) Deaf Ed courses.

B. Candidate without a Multiple Subject Credential or Single Subject Credential must complete one of the following options prior to or during their graduate studies:
   1. complete a Multiple Subject or Single Subject credential program with CLAD certification in their home geographic area,
   2. complete a Multiple Subject or Single Subject credential with CLAD certification program offered online through the CalStateTEACH program,
   3. complete the on-campus KSOEHD Phase I and Phase II Multiple Subject credential courses

C. Candidates with a BA degree in Deaf Education will begin taking 200 level Deaf Education graduate courses in the first semester and credential classes from one of the credential options listed above.
D. Candidates with a BA degree in a field related to Deaf Education will be required to complete prerequisite course requirements prior to taking 200 level courses and will take credential classes from one of the credential options listed above.

To enter the Deaf Education credential program, students will:
1) satisfy all the graduate study application requirements of the CDDS Department
2) demonstrate basic sign language skills,
3) meet Deaf Education and credential program prerequisite course requirements

Deaf Education Credential courses:
CDDS 95 Speech and Language Development (3)
CDDS 114 Education of Exceptional Children (3)
CDDS 139 Deaf Culture (3)
CDDS 141 Deaf Children and Their Parents (3)
CDDS 200 Graduate Studies and Research in Communicative Disorders and Deaf Studies (3)
CDDS 201 Interviewing and Counseling in Communicative Sciences and Disorders (3)
CDDS 202 Aural Rehabilitation (3)
CDDS 255 Seminar: Assessment of Deaf & Hard of Hearing Students (3)
CDDS 260 Advanced Clinical Practice: Deaf & Hard of Hearing Children & Youth (2)
CDDS 262 Seminar: Speech for Deaf & Hard of Hearing Children & Youth (3)
CDDS 263 Seminar: Language for Deaf & Hard of Hearing Children & Youth (3)
CDDS 264 Seminar: School Subjects for Deaf & Hard of Hearing Children & Youth (3)
CDDS 258 Student Teaching: Deaf and Hard of Hearing (6)
CDDS 268 Externship with Deaf Children or Youth (6)

Additional Credential courses:
CI 171 Understanding the Learner, Instructional Design, and Assessment
CI 176 Mathematics Instruction and Applied Assessment
CI 225 Integration of Technology Across the Curriculum
EHD 50 Introduction to Education
EHD 174 Field Study A: Grades 4-8
EHD 178 Field Study B: Grades K-3
LEE 172 Cultural and Language Contexts in the Classroom (3) or equivalent course
LEE 173 Teaching Reading and Social Studies in Grades 4-6 (3) or equivalent course, or
LEE 177 Teaching Reading and the Arts in Grades 4-8 (3) or equivalent course

CDDS = Communicative Disorders and Deaf Studies
CI = Curriculum and Instruction
LEE = Literacy and Early Education
Assessment data is collected throughout the program. Candidates must meet graduate student application requirements to be eligible to apply for the DHH credential program: GPA of 3.0 or better, taken the Graduate Record Exam (GRE), letter of intent, and letters of recommendation.

**Graduate School Coursework**
Student progress throughout the graduate program is measured by student writing samples in CDDS 200 Graduate Studies and Research, cumulative projects in CDDS 263 Seminar in Language for DHH Children and Youth, practicum evaluations in CDDS 262 Seminar in Speech for DHH Children and Youth, and a comprehensive Theme Unit with differentiated instruction in CDDS 264 Seminar in School Subjects for DHH Children and Youth. Candidates have one 30 hour practicum in a DHH classroom in the first year of graduate school where they receive feedback from Master teachers in the field. All current graduate students have satisfied the expectations for courses they have completed.

**CDDS 200 Graduate Studies and Research**
The CDDS department designed Graduate Level Writing Skill assessment includes an in-class spontaneous essay and a research proposal. Organization of written work, spelling, grammar, and use of American Psychological Association guidelines are evaluated. Students who do not pass the in-class essay are given a second opportunity to write a second spontaneous essay on a new topic during the semester. Students who do not receive a grade of B or better on the research proposal are allowed to make changes and resubmit the proposal.

**CDDS 262 Seminar in Speech for Deaf and Hard of Hearing Children and Youth**
Practicum performance is evaluated in the following areas: teaching effectiveness (including perpectiveness and flexibility), ability to communicate with client, quality of lesson plans, quality of clinical materials, implementation of professor’s suggestions and punctuality (of lesson plans and practicum attendance).

**CDDS 263 Seminar in Language for Deaf and Hard of Hearing Children and Youth**
In the Cummin's Model/Bloom's Taxonomy - Differentiated Instruction Assignment, students draw, label, and explain the Cummin's Model, incorporating Bloom's Taxonomy. Students focus on one content standard and create appropriate activities for each of the quadrants. Activities must be context embedded/context reduced, cognitively undemanding/cognitively demanding as appropriate based on specific quadrant of the model. Activities must also show appropriate level thinking skills, based on Bloom's. Students present his/her assignment to peers and they will work together as a group to refine the activities.

Scores are based on assignment prior to students working with classmates and making revisions. Students that receive a grade lower than a B- have the option of meeting with the instructor to go over concepts, and then re-doing the assignment for a possible additional 10 points.
CDDS 264 Seminar in School Subjects for Deaf and Hard of Hearing Children and Youth
For the Theme Unit project, students design and write a thematic unit based on a California Curriculum Framework that incorporates: differentiation, active learning strategies, adaptations for DHH students, assessment including rubrics. Units are based on the Differentiation in Practice unit frameworks from the Tomlinson & Eidson text: Tomlinson, C. & C. Eidson (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5). Alexandria, VA: Association for Supervision and Curriculum Development  ISBN 0871207605. Students present this project to the whole class at the end of the semester and are evaluated using weighted rubric for a possible total of 100 pts.

Final Student Teaching Evaluations
Final student teaching evaluations for Education Specialist: DHH candidates are completed by their Master teachers midway through the final student teaching placement and again at the end of the placement. Candidates are evaluated in multiple aspects of teaching and professional attitudes. Evaluations were collected and evaluated after the first 8 week placement, CDDS 258. Results indicate students were adequately prepared to begin their student teaching experience with basic competence and demonstrated improvement during the 8 week placement.

Comprehensive Exams
Candidates demonstrate content knowledge specific to deaf and hard of hearing students with written exams, receptive and expressive sign language video, and oral exams as needed.

Exit Interviews and Alumni Surveys
All credential candidates at Fresno State participate in the Kremen School of Education and Human Development NCATE Unit – Program Evaluation upon Exit survey. Student responses are included in the University NCATE report.

As a part of the Department of Communicative Disorders and Deaf Studies (CDDS) Student Outcomes Assessment Plan, exit interviews are conducted each academic year with students who are completing their graduate degree. Alumni surveys are collected every five years.

Advisory Board Meetings
The Communicative Disorders and Deaf Studies Advisory board is made up of alumni, professionals in the community, parents, faculty, and the department chair. The advisory board meets annually.