OFFICIAL SYLLABUS

DISCIPLINE: EDSP
COURSE: 432

A. Catalog Entry

EDSP 432: Practicum: Deaf and Hard of Hearing Students (PRACTICUM-DHH)

Credit hours: 4

Prerequisites: EDSP 361; Acceptance into the Teacher Education program on pre-professional field experience status

Co-requisites: EDSP 427, 462, 469

This course provides a structured, sequenced and supervised clinical field experience that is integrated with course work in the Special Education Professional Core. Students apply skills and knowledge in assessment, behavior management, program planning, educational technology, communication approaches, and instructional methodology. They gain and enhance their professional skills and dispositions related to communication and collaboration, ethical practice, cultural competence, and professional development. Faculty-directed seminars are included. Pass/Fail.

B. Detailed Description of Content of Course

This is a clinical experience in which Special Education students are given field placements appropriate to pre-service teachers. The placement period is three days per week. Course work in the Professional Core is integrated with this clinical experience allowing for the immediate application of the knowledge and skills addressed in the courses. Students begin the experience engaging in observations and helping roles and gradually work toward assuming teaching responsibility in the classroom. Four seminars are scheduled to enhance the professional development of students enrolled in this experience. Topics may include but are not limited to:

- Collaborating with general education teachers, interpreters, related service providers, and families
- Educational technology that enhances learning
- Phonemic awareness via Visual Phonics
- Professional growth, reflection, and evaluation
- Comparison of responsibilities of the itinerant teacher as opposed to the teacher in a self-contained placement
- Developing an auditory listening classroom environment

C. Detailed Description of Conduct of Course

Field placements are made in both general education classrooms where deaf and hard of hearing students are mainstreamed, in self-contained classrooms for

deaf and hard of hearing students, and in itinerant placements. Structured, sequenced and supervised clinical experiences are provided in conjunction with specialized study and course work. Seminars directed by University faculty are included. Technology competencies are developed and applied within these assignments and activities. The student gradually moves from an observational and helping role toward assumption of teaching responsibility in the classroom. Observation, conferences, planning, teaching, and evaluation are on-going throughout the semester.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1b Pedagogical Content Knowledge and Skills, 1c Professional and Pedagogical Knowledge and Skills, 1d Student Learning, and 1g Professional Dispositions.

The codes included below refer to the Council for Exceptional Children (CEC) / the Council on Education of the Deaf (CED) Knowledge and Skills Standards, and the Virginia Department of Education teacher licensure competencies. Code for CEC/CED Standards: CC = Common Core and DH = Deaf and Hard of Hearing; Code for VADOE Standards: VHI = Virginia's Hearing Impairments PreK-12 and VPS = Virginia's Professional Studies.

Objectives: At the completion of the course the student will demonstrate an understanding of and/or developing ability to:

1. Apply understanding of **foundations** of special education and engage in **professional and ethical practice** with guidance and support from cooperating professionals and university supervisors by:
    a) Articulating a personal philosophy of special education with awareness of cultural biases and differences that affect one's teaching and with evidence of the need for a continuum of lifelong professional development.(CC1S1; CC9K1; CC9K3)
    b) Practicing within the CEC and CED Code of Ethics and other standards of the profession (CC9S1; VHI9)
    c) Upholding high standards of competence and integrity and exercise sound judgment in the practice of the profession (CC9S2)
    d) Acting ethically in advocating for appropriate services (CC9S3)
    e) Conducting professional activities in compliance with applicable laws and policies (CC9S4; VPS4)
    f) Demonstrating commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs (CC9S5)
    g) Demonstrating sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals (CC9S6)
    h) Practicing within one's skill limit and obtain assistance as needed (CC9S7)
    i) Using verbal, nonverbal, written, and sign language effectively (CC9S8; DH9S1)
    j) Conducting self-evaluation of instruction and reflecting on one's practice to improve instruction and guide professional growth (CC9S9; CC9S11)

k) Accessing information on exceptionalities, unique services, networks, organizations, resources, and research-validated practices (CC9K4; CC9S10; DH9K2; DH9K3)
l) Engaging in professional activities and participate in professional organizations relevant to the field of deaf education and to individuals with exceptional learning needs, their families, and one's colleagues (CC9S12; DH9K3)
m) Applying theories, philosophies, and models of practice to the education of individuals who are deaf or hard of hearing. (DH1S1)

2. Demonstrate emerging ability to use **instructional strategies** in the general education classroom and/or self-contained classroom to benefit individuals who are deaf or hard of hearing and exhibit exceptional learning needs with guidance and support from cooperating professionals and university supervisors by:
    a) Administering assessment tools using the student's preferred mode and language of communication. (DH8S1)
    b) Administering, scoring and interpreting assessments, including norm-reference, criterion-referenced, and curriculum-based individual and group assessments. (VHI3a)
    c) Making responsive adjustment to instruction based on continual observations. (CC7S13)
    d) Using instructional strategies and materials according to characteristics of the individual with exceptional learning needs and using specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.(CC4S3; DH7S1; VPS2; CC7S9)
    e) Using appropriate adaptations and educational/assistive technologies during instruction (VPS2)
    f) Appling first and second language teaching strategies to the instruction of the individual. (DH4S3)
    g) Using communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. (CC6S2)
    h) Modeling techniques and coach others in the use of instructional methods and accommodations. (CC10S8)
    i) Using strategies to stimulate and use residual hearing and to support and enhance communication.

3. Engage in **instructional planning** with guidance and support from cooperating professionals and university supervisors by:
    a) Planning instruction that integrates language instruction into academic areas and addresses academic content standards. (DH7S3; DH7S4; VPS2)
    b) Identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs (CC7S1)
    c) Implementing individualized programs in collaboration with classroom teacher and other team members (CC7S2; CC7S3)
    d) Preparing lesson plans, including using task analysis, specifying learning objectives, preparing materials, and planning assessment

tasks (CC7S5; CC7S6; CC7S10; CC7S11)

e) Promoting student academic progress through effective preparation for the Standards of Learning assessments in collaboration with classroom teacher and other team members. (VPS2)
f) Learning to use instructional time effectively (CC7S12)
g) Selecting, designing and using technology, materials and resources for planning and managing the learning environment for students whose disabilities interfere with communication, attention and learning (CC7K4; VPS2)
h) Developing and selecting instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences in collaboration with classroom teacher and other team members (CC7S8)
i) Integrating affective, social and life skills with academic curricula. (CC7S7)

4. Demonstrate emerging ability to create and maintain positive **learning environments and social interactions** by:
   a) Creating and sustaining a safe, equitable, positive and supportive learning environment in which diversity is valued and positive intracultural and intercultural experiences are supported. (CC5S1; CC5S13)
   b) Modifying the instructional environment to meet the physical, cognitive, cultural, and communication needs of the individual who is deaf or hard of hearing. (DH5S1)
   c) Designing a classroom environment that maximizes opportunities for visual and /or auditory learning, meets developmental and learning needs and provides access to incidental language experiences. (DH5S5; DH5S2)
   d) Establishing and maintaining rapport with individuals with and without exceptional learning needs (CC5S7)
   e) In collaboration with classroom teacher and other team members designing learning activities and individualized supports that encourage active participation and lead to successful inclusion experiences (CC5S4; CC5S3; DH7S5)
   f) Using universal precautions (CC5S16)
   g) Teaching self-advocacy evidenced by students exhibiting self-enhancing behavior in response to societal attitudes and actions. (CC5S8; CC7S14)
   h) Creating an environment that encourages self-advocacy and increased independence.; (CC5S9)
   i) Managing assistive technology for individuals who are deaf or hard of hearing. (DH5S4)

5. Demonstrate emerging ability to work within collaborative teams by:
   a) Maintaining confidential information about individuals with exceptional learning needs (CC10S1)
   b) Collaborating with families and professionals in the assessment of individuals with exceptional learning needs and in development in of educational plans (CC10S2)
   c) Participating in collaborative conferences with individuals with

exceptional learning needs, their families, school team members, and other professionals (CC10S5)

d) Using problem solving skills to develop, implement, and evaluate collaborative activities (CC10S7)
e) Communicating with other school personnel about the characteristics and needs of individuals with exceptional learning needs, collaborating with them, community members and community agencies in integrating these individuals into various settings. (CC10S9; CC10S6; VHI5d)
f) Fostering respectful and beneficial relationships among students with exceptional learning needs, their families and professionals, communicating effectively and helping them become active participants in the educational team. This includes those from diverse backgrounds (CC10S3; CC10S4)
g) Coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing and the primary caregivers. (DH10S1)
h) Observe, evaluate and provide feedback to paraeducators. (CC10S11)

E. Assessment Measures

The cooperating teacher will supervise and provide feedback to the student on a daily basis. The University supervisor will visit the classroom weekly throughout the internship period to observe the student and provide feedback. Both the cooperating teacher and the University supervisor will complete midterm and final evaluations of the student's performance and disposition. This course is graded pass/fail.

Key NCATE Assessment: "Final Intern Evaluation"

Students will complete the following:

1. An official log of internship activities based on daily activity records.
2. Lesson plans developed according to school and University standards.
3. Written weekly reflections on their professional growth and other topics to be assigned
4. An artifact from their teaching that addresses the following Technology Competencies:
   a. Access professional websites to support professional development, planning, and instruction.
   b. Identify and evaluate hardware and software appropriate for specific tasks.
   c. Use production software to produce classroom and professional artifacts.
   d. Apply knowledge of ethical and copyright issues in producing an authentic artifact which is shared with school colleagues and/or parents.
   e. Store data and artifacts in electronic portfolios as well as other storage devices.
   f. Integrate the K-12 Computer Standards for the Virginia Public Schools.
5. Completion of Field Assignments from pedagogy courses which may include, but are not limited to**:** Lesson and unit plans, reading

assessments and interventions, content delivery strategies, and a development of a variety of individualized adaptations to assessment, curriculum, and instructional methods

F. Other Course Information

None