CSDS 258 Course Syllabus
Student Teaching for Deaf and Hard of Hearing Students

Semester: Spring 2022	**Program/Department:** California State University, Fresno Communicative Sciences & Deaf Studies
Course Name: Student Teaching – Deaf & Hard of Hearing	**Instructor Name:**
Units: 6 units	**Office Location:**
Time: CSDS 258 requires a full-time commitment, M-F, from the start of the school day to the end of the school day. Time depends on the school site placement and master teacher's class schedule.	**E-Mail:**
Location: School site placements vary (State Special School, School District, and/or County Superintendent of Schools)	**Telephone:**
Website: **http://www.fresnostate.edu/chhs/csds**	**Office Hours:**

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus online reporting form. A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Course Description

This 6-unit 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 internship is offered in public school or non-public school classroom settings for Deaf/Hard of Hearing students.

Prerequisites: CSDS 206, CSDS 255, CSDS 262, CSDS 263, CSDS 264, 2-12 units of CSDS 248, permission of instructor; CSET must be taken and passed. Teaching under supervision in a class for deaf or hard-of-hearing children and youth. Directed observation, participation, and weekly conference with university supervisor. CR/NC grading only. (Formerly C D 164B; CSD 164B) (CSU liability insurance fee, $8)

Course Goals

The Deaf and Hard of Hearing Credential Program requires over 400 hours of student teaching in a classroom over the arc of the entire program from Early Childhood Education to High School level. The primary goal is to practice important foundational concepts that are present within the Teacher Performance Expectations (TPEs), in a student teaching setting. Clinical practice experiences are the cornerstone of effective teacher preparation and will include the support of a University Supervisor. Participation in student teaching placement allows candidates to apply their learning from coursework and receive coaching in order to improve implementation. The student teacher will learn and assign as one of these roles and responsibilities: Early Intervention Deaf Education teacher, Deaf Education Teacher, Itinerant Teacher, and/or SDC Teacher at the clinical practice setting.

Course Overview

Candidates in their final semester will work in classrooms for approximately 40 hours per week, beginning the first day of the school site calendar until the last day of the school site calendar. For example, if CSDS 258 is taken in the Fall semester, student teachers will begin when teachers report back to work in August and end on the last day of school prior to the December holiday. If CSDS 258 is taken in the Spring semester, student teachers will begin when teachers report back to work in January and end on the last day of school prior to summer break. CSDS 258 follows the school site calendar, not the university calendar.

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) (Preliminary Education Specialist Teaching Credential Program Standards 1-6) and DHH Teaching Performance Expectations (DHH TPE 1-6).

1. Teacher Candidates will engage and support all students in learning. This includes the monitoring of student learning during instruction and making subject-specific content accessible to all students (DHH TPE 1).
2. Teacher Candidates will create and maintain an effective learning environments for student learning (DHH TPE 2).
3. Teacher Candidates will understand and organize their subject matter for student learning. This includes the demonstration of knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading, and viewing) language skills strategies and assessments based on the language of instruction (ASL/English) (DHH TPE 3).
4. Teacher Candidates will plan instruction and design learning experiences for all students. This includes the demonstration of the ability to design and implement effective individual, social, academic, cognitive, and language learning activities for diverse learners all ages (birth to 22) (DHH TPE 4).
5. Teacher Candidates will interpret and use specialized assessments for planning instruction and to make an informed judgement about what a student knows and is able to do (DHH TPE 5).
6. Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement and develop as a professional educator (DHH TPE 6).

In this course, the following Teaching Performance Expectations (TPEs) may be introduced, practiced, and assessed (as shown below):

TPE 1: Engaging and Supporting All Students in Learning	
1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.	Practiced & Assessed
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.	Practiced & Assessed
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.	Practiced & Assessed
4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Introduced & Practiced
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).	Practiced & Assessed
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.	Introduced & Practiced

7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.	Introduced & Practiced
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.	Practiced & Assessed

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.	Practiced & Assessed
2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.	Practiced & Assessed
3. Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.	Practiced & Assessed
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.	Practiced & Assessed
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Practiced & Assessed
6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.	Practiced & Assessed
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.	Practiced & Assessed
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.	Practiced & Assessed
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.	Practiced & Assessed

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.	Practiced & Assessed
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.	Practiced & Assessed
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).	Practiced & Assessed
4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.	Introduced & Practiced
5.Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.	Practiced & Assessed
6. Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.	Practiced & Assessed
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.	Practiced & Assessed
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.	Practiced & Assessed

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.	Practiced & Assessed
2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.	Practiced & Assessed
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.	Practiced & Assessed
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.	Practiced & Assessed
5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Practiced & Assessed
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Practiced & Assessed
7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.	Practiced & Assessed
TPE 5: Assessing Student Learning	
1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.	Practiced & Assessed
2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.	Practiced & Assessed
3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.	Practiced & Assessed
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.	Practiced & Assessed
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.	Practiced & Assessed
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.	Practiced & Assessed
TPE 6: Developing as a Professional Educator	
1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.	Practiced & Assessed
2. Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.	Practiced & Assessed
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.	Practiced & Assessed
4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.	Practiced & Assessed
5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.	Practiced & Assessed

6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Practiced & Assessed
7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.	Practiced & Assessed
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	Practiced & Assessed

Course Requirements

1. Teacher Candidates are expected to have college level skills in reading, writing, oral communication, and basic technology-proficiency. Candidates are also expected to have access to a computer, laptop or device that connects to the Internet and can record video.

2. Teacher Candidates are expected to be at their student teaching site for approximately 40 hours per week (Monday through Friday) The schedule is to be discussed with the Mentor Teacher and approved by the University Supervisor.

3. Teacher Candidates must be actively working toward *full teaching responsibility* in the class periods to which they are assigned (4 class periods), upon approval and recommendation of the Master Teacher and University Supervisor. As the semester progresses, teacher candidates will assume responsibility for teaching at least four periods or the equivalent per day. CSDS 258 culminates in a minimum solo or co-teaching field experience for four weeks to include: planning, implementing, assessing (informal/formal and formative/summative), and assuming all classroom duties/responsibilities. Most Teacher Candidates will assume full teaching responsibility right at the beginning of the semester. It is recommended that the Teacher Candidate is teaching the same group of students over the course of the semester.

4. In addition to teaching, teacher candidates are assigned to a floating period where they can use the time to conference with their Master Teacher, observe other teachers at the school, talk with staff, and/or prepare instructional materials for teaching.

5. Teacher Candidates must also participate in non-teaching activities that are typically part of a teacher's responsibilities, such as participating in a parent-teacher conference, attending extra-curricular school events, attending staff or department meetings, and supervising students outside of classrooms. These non-teaching activities are integrated as assignments throughout the credential coursework and clinical practice.

6. Teacher Candidates are required to read through syllabus and CSDS Handbook for Education Specialist: DHH Credential and DHH Intern, in order to adequately prepare for CSDS 258.

7. Teacher Candidates are expected to implement the California Teaching Performance Expectations (TPE's) 1-6, the California Content Standards, and the California English Language Development (ELD) Standards at their student teaching placement site.

8. During the last week of final student teaching, Teacher Candidates must complete a final evaluation of the University Supervisor and Master Teacher. This feedback will only be used to help Deaf Education Program Coordinator to improve the credential program.

9. Teacher Candidates must complete an electronic portfolio and submit to the University Supervisor before the end of the semester.

   e-Portfolio Contents:

   Submit the following **electronic documents** to the university supervisor at the completion of your student teaching:
   - Make a file name: CSDS 258 and your name
   - Brief information about the placement, the school, the teacher and your weekly schedule.
   - Lesson Plans
   - Weekly Reports
   - Weekly and Cumulative time logs
   - Weekly Observation from Master Teacher
   - Midterm and Final Evaluations from Master Teacher
   - Evaluations from University Supervisor

CSDS 258 Student Teaching Timeline

Date	Assignment
Week 1 (Aug 30 – Sept 3)	Meet with Mentor Teacher & University Coach; observing throughout the school; becoming familiar with the classes to be taught; observing, assisting the mentor teacher, and planning with the mentor teacher.
Weeks 2-3 (Sept 7 – 17)	Assisting, planning, and solo teaching or co-teaching on a daily basis. At least 2 periods per day of solo teaching.
Weeks 4-5 (Sept 20 – Oct 1)	Assisting, planning, and solo teaching or co-teaching on a daily basis. At least 3 periods per day of solo teaching.
Weeks 6-8 (Oct 4 – 22)	Assisting, planning, and solo teaching or co-teaching on a daily basis. At least 4 periods per day of solo teaching.

CSDS 258 Candidate Observation Protocol

The observation rubric is aligned to the California Teacher Performance Expectations (TPEs) and intended to be used as a formative assessment. During the semester, the university supervisor uses the observation rubric to provide a minimum of four formal observations and feedback necessary to improve practice. Candidates may also receive feedback from a master teacher and/or a school administrator, all of whom are invested in facilitating candidate success.

CSDS 258 Course Grading

Earning a "credit" in CSDS 258 means that all expectations outlined in both student teaching evaluations and electronic documents must be satisfactorily met. This includes attending "all" seminars and functions preempted by the program and the Academic Subject Matter Area

Department as necessary to satisfy the credit/no credit requirements for CSDS 258. The grade breaks down as follows:

- Midterm Evaluation (35%)
- Final Evaluation (35%)
- Electronic Documents (30%)

CSDS 258 Course Evaluation and Evaluation Outcomes

Student teaching performance will be observed/evaluated on a consistent basis throughout the semester to ensure candidates are meeting the selected Teacher Performance Expectations (TPEs) of the Commission on Teacher Credentialing (CTC) as aligned to the California Standards for the Teaching Profession (CSTPs). The CSTP standards represent how educators in California are to be evaluated once they enter the profession and the TPEs represent how credentialing programs evaluate their student teachers.

- CSDS 258 Mid-term Evaluation of Student Teacher
- CSDS 258 Final Semester Evaluation of Student Teacher

1. **Formal Observations**
   The University Supervisor will complete a minimum of four formal lesson observations and provide documentation of contact for each Teacher Candidate under their supervision based on the TPE's. Observations will be conducted through video capture, or synchronous video observation, if applicable. The University Supervisor will also complete the two evaluations (mid-term and final) before the end of the semester.

2. **Master Teacher Feedback**
   Master teachers will complete the two evaluations (mid-term and final) before the end of the semester. The feedback form will be an opportunity for the master teacher to describe the teacher candidate's strengths and areas of growth.

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

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Communicative Sciences and Deaf Studies Department
Dr. Steven Skelton, Department Chair
Email: sskelton@mail.fresnostate.edu
Phone number: (559) 278-2423

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UNIVERSITY POLICIES

Late assignments & attendance: Late assignments will not be accepted for a grade unless the absence meets the guidelines set forth by the university policy APM 232: Policy on Student Absence. If the student meets the standards in the policy, appropriate accommodations will be made and a schedule for late assignments will be provided. If you are unable to teach in your

student teaching assignment, please be sure to contact the Master Teacher and the university supervisor, either by email or phone.

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, Room 1202 - (559) 278-2811.

Honor Code:
Members of the Fresno State 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 so, this will be provided to students by the instructor on or before the last day of instruction.

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 includes 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 or the University Bookstore (http://www.kennelbookstore.com). 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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http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf
For copyright Questions & Answers:
http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

DUE TO COVID-19 ALL UNIVERSITY ACTIVITIES WILL BE CONDUCTED VIRTUALLY.