

California State University, Fresno
Department of Communicative Sciences and Deaf Studies

CSDS 257

Student Teaching: Speech and Language in the Public Schools

This course fulfills the following ASHA Standards: III-F, III-H, IV-B, IV-D, IV-E, IV-F, and IV-G

This course fulfills the following CTC Standards:
Program Standards- 2, 3, 4, 5, 6, 7, 8
Speech-Language Pathology Services Standards- 4, 5, 7

COURSE DESCRIPTION:

This course is designed to partially meet credential requirements for the Speech-Language Pathology Services (SLPS) Credential and to help prepare students to work as a speech-language pathologist in the public schools. Student clinicians must be concurrently enrolled in CSDS 209, and must have successfully completed three semesters in the Fresno State on-campus clinic or off-campus clinical collaborations (CSDS 230) or have demonstrated previous clinical experience elsewhere as approved by the clinic director.

Student clinicians complete a clinical practicum assignment in the public schools under the direct supervision of a clinical supervisor in a school setting. The clinic director provides indirect supervision via in-person meetings, email and telephone conversations with the student and clinical supervisor. The clinic director may visit the school site during the semester, although the clinical supervisor remains as the primary direct supervisor.

Student clinicians progress from direct observation of the clinical supervisor to responsibility for service delivery for the entire caseload by the end of the semester (usually by the end of the first month).

Students are expected to earn a recommended 100 clinical clock hours during the semester-long placement. The educational setting practicum assignment typically lasts for one semester and includes 4-5 full days per week.

GRADES (see attached grading policy)

Student clinicians receive a grade of credit or no-credit as a result of their performance in their practicum assignment(s). The clinical supervisor and clinic director jointly confer with the student clinician as needed. A mid-term and final evaluation are completed in CALIPSO and presented to the student clinician by the on-site supervisor. Requirements include:

- CSDS 257- Student Teaching or CSDS 267 Externship:
- MUST earn a 4.0 average out of 5.0 by final
- MUST earn a 3.0 or HIGHER on every item assessed by final
- May not receive a "FAIL" in any of the Professional Practice, Interaction, and Personal Qualities section of the assessment.

If the clinical supervisor is concerned about the student clinician's performance, the clinical supervisor must immediately contact the university clinic director to initiate a Clinical Remediation Plan (CRP). See the full grading policy on the last page of this syllabus.

LEARNING OUTCOMES CHECKLIST

Although clinical experiences will vary depending on the school site, ideally students will learn to:

- Perform individual consultations, screenings, or whole class screenings. (CTC Speech-Language Pathology Services Credential Standard 4)
- Identify students (ranging in age from birth to twenty-two) with special education needs related to speech/language.
- Understand and follow special education law related to the identification, assessment, determination of need, eligibility, and placement of students in special education (speech/language). (CTC Program Standards 2, 5)
- Students will acquire basic knowledge of required statewide assessments and local, state, and federal accountability systems. CTC Program Standard 2,
- The student will gain experience with a variety of speech and language disorders.
- Develop an assessment plan to address the areas of identified weakness.
- Learn how a student qualifies for services (eligibility requirements for the school district)
- Participate as a member of the multi-disciplinary team which includes the general education teacher, administration, special ed. teachers, O.T.'s etc. (CTC Program Standards 4,
- Develop a prior notice of an IEP meeting and conduct an IEP meeting. (CTC Program Standard 8)
- Attend a Student Study Team meeting: (CTC Program Standards 4,
- Align services and treatment with classroom curriculum with state standards.
- Schedule and implement treatment.
- Obtain and incorporate multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. (CTC Program Standard 5)
- Obtain and incorporate diagnostic information derived from classroom observation of the student(s) and consultation and/or collaboration with the classroom teacher(s). Student will obtain practice in proficiently selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients in a school setting. (CTC Program Standard 5, Speech-Language Pathology Services Credential Standards 4, 7)
- Students will demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. (CTC Program Standard 3, Speech-Language Pathology Services Credential Standard 4)
- Students will be exposed to and utilize criterion – referenced checklists as well as interview and observational techniques that are employed to gain information from general education instructors, special education teachers, and learning behaviors observed in the classroom as to

collaborate with teachers to establish classroom based accommodation and modifications. (CTC Speech-Language Pathology Services Credential Standard 4)

- Students will be exposed to assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements. (CTC Speech-Language Pathology Services Credential Standard 4)
- Accurately analyze diagnostic information (e.g., derive scores, determine strengths and weaknesses, incorporate diagnostic information accurately in to a written report, develop appropriate IEP goals/objectives based on diagnostic information, classroom observations, etc.) (CTC Speech-Language Pathology Services Credential Standard 4)
- Become familiar with the full range of service delivery options including general education (e.g., regular classroom, pull-out, classroom instruction, consultation, collaboration.) (CTC Speech-Language Pathology Services Credential Standards 5, 7)
- Students will become familiar, in the instructional setting, with the computer-based technologies available in the school district in which they are placed. (CTC Program Standards 6,
- Experience and understand multicultural influences related to service delivery in the schools. (CTC Speech-Language Pathology Services Credential Standard 5)
- Schedule a selected caseload (as appropriate)
- Align services and treatment with classroom curriculum/state standards and develop the knowledge and skills to meet the needs of students with disabilities including children on the autism spectrum.
- Write sequenced lesson plans, implement the lessons, and modify the treatment techniques depending upon the student’s progress in treatment.
- Learn about and participate on transdisciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. (CTC Program Standard 4)
- Learn to communicate effectively with the business community, public and non-public agencies (as available) to provide a cohesive delivery of services and bridge transitional stages across the life span for all learners. (CTC Program Standards 4, 7)
- Students will learn to plan, implement, and evaluate transitional life experiences with students. (CTC Program Standards 4, 7)
- Students will learn and become familiar with the process and information needed to plan for successful transitions by students (e.g. preschool to kindergarten, kindergarten to first grade, sixth to seventh grade, school to career/life, etc.) (CTC Program Standards 7)
- If placed in a 0-3 year old setting, students will learn to participate as a team member and/or case manager for the IFSP/IEP/transition planning process. Students will become familiar with the legal requirements of the IFSP/IEP/transition planning process. (CTC Program Standard 8)
- Use some method of daily record keeping – based on master clinician’s direction (e.g., charts, percentages, progress notes, etc.).
- Keep accurate student records (daily attendance, registers, or other student counts).

- Competently, provide speech therapy in individual and group settings (including classroom setting).
- Maintain control of the students and direction of the lesson to promote a safe educational environment. (CTC Speech-Language Pathology Services Credential Standard 5)

STUDENT CLINICIAN RESPONSIBILITIES

Each student clinician will comply with the following responsibilities.

1. Be courteous, professional, and responsible. Remember that you are a student extern at these sites. You are not an employee. Be respectful and professional to all people you meet at your site. Remember that you not only represent yourself, but also the university and future students.
2. Plan your assignment schedule with your clinical supervisor. Your assignment is a minimum of 4-5 full days per week. To earn the 100 recommended hours you must regularly attend your assignment regularly. If you need more than 100 hours, your assignment should extend to 5 days per week. If you need 160+ hours, you will probably need to schedule 5 days per week with your clinical supervisor. Remember, you can only count direct client contact time, and there are many school holidays, assemblies, and special events throughout the semester that will interrupt your regular schedule.
3. Stick with your pre-arranged schedule. Your schedule will depend on your hours needed, your clinical supervisor's office times, needs of the schools your clinical supervisor serves, your University courses, etc. Whatever your schedule is, do not plan to vary it because of a test, personal appointment, etc. Your student teaching is a professional assignment and should be treated as such. Your clinical supervisor may require you to occasionally attend on a non-scheduled day for a staff meeting, IEP, or special in-service. Discuss any conflicts with your clinical supervisor in advance.
4. Attend regularly. You will follow the schedule of your assigned schools. Do not plan vacations during this time period. If you must be absent due to illness or personal emergency, notify your clinical supervisor promptly. Be on time. You must arrive on time for your assignments. You should adhere to your daily schedule, without prompting from your clinical supervisor.
5. Fulfill your assignment. Your school assignment continues until the last day of instruction. This is a MINIMUM and may be extended based on student performance and whether the supervisor requests and extension in order to sign off on the student's hours. ALL days/hours must be completed by the last day of the semester, at the latest.
6. Dress appropriately. Follow the lead of your clinical supervisor as to acceptable attire.
7. Find out and comply with the rules and regulations of each of your school sites and school districts. Ask questions when you need help. Don't be afraid to ask your clinical supervisor to demonstrate a procedure.
8. Keep a record of hours earned on your daily clockhour log and have your clinical supervisor approve the hours on CALIPSO.
9. Let your clinical supervisor know the number and types of hours you need.
10. Maintain regular communication with your clinic director.
11. Submit completed student performance evaluations from your clinical supervisor to the clinic director upon completion of the midterm and final evaluations.

12. Complete and submit the end of the semester evaluations and clockhours as instructed by the clinic director.

13. Concurrently enroll in CSDS 20

Overall Grading Policy for CSDS 230, 250, 257 & 267

Student clinicians receive a grade of credit or no-credit as a result of their performance in their practicum assignment(s). The clinical supervisor and university supervisor jointly confer with the student clinician as needed. A mid-term and final evaluation are completed and presented to the student clinician by the on-site supervisor. Requirements include:

- 1st semester grads; CSDS 230-First Experience:
 - MUST earn a 3.0 average out of 5.0 by final
 - MUST earn a 2.0 or HIGHER on every item assessed by final
 - May not receive a “FAIL” in any of the Professional Practice, Interaction, and Personal Qualities section of the assessment
- 2nd -3rd semester grads; CSDS 230-Second and Third Experiences:
 - MUST earn a 3.5 average out of 5.0 by final
 - MUST earn a 3.0 or HIGHER on every item assessed by final
 - May not receive a “FAIL” in any of the Professional Practice, Interaction, and Personal Qualities section of the assessment
- CSDS 257- Student Teaching or CSDS 267 Externship:
 - MUST earn a 4.0 average out of 5.0 by final
 - MUST earn a 3.0 or HIGHER on every item assessed by final
 - May not receive a “FAIL” in any of the Professional Practice, Interaction, and Personal Qualities section of the assessment

When students are not successfully completing all practicum requirements, the steps listed below will be followed and completed:

- 1) **A Clinical Remediation Plan (CRP)** will be developed and a meeting held within three weeks from the time the deficiency is noted with the student, master clinician/supervisor, and university supervisor.
- 2) The clinical supervisor and clinic director will develop a **CRP**. The CRP will identify the clinical concerns beyond the typical development of skills, offer concrete feedback and recommendations, and set clearly defined goals for student success.
- 3) The clinic director will observe a clinical session.
- 4) A meeting will be set between the clinical supervisor, clinic director and student to discuss the CRP in detail. The student and university supervisor must sign and date the report. Copies of all evaluations and progress logs are attached to the report. Copies will be given to all concerned parties.
- 5) The master clinician/supervisor will document the student clinician’s progress, conferring daily and email progress to the clinic director weekly.
- 6) If the student has not demonstrated satisfactory improvement, a second joint conference will be conducted between the student, master clinician/supervisor, and clinic director to discuss an updated CRP.
- 7) If the clinical concerns persist beyond the designated date, a grade of **NO CREDIT (NC)** will be earned for the semester and the student will be required to retake the clinic section.
- 8) The final responsibility for the assignment of a course grade lies with the university supervisor.
- 9) This process will not be extended beyond the term of the CSUF semester.
- 10) If the student clinician believes the NC grade has been assigned unfairly, information may be obtained pertaining to the University’s policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 121.