

OFFICIAL SYLLABUS

DISCIPLINE: EDSP
COURSE: 455:456

A. Catalog Entry

EDSP 455:456 Student Teaching in Special Education: Deaf and Hard of Hearing
EDSP 455: 6 semester hours credit (Preschool-Elementary Level)
EDSP 456: 6 semester hours credit (Secondary Level)

(Abbreviation: STU TCHG SPED-DHH)

Credit hours: 12

Prerequisites: EDSP 432, 427, 428, 469, 462; COSD 421, 422, 223 (or demonstrated proficiency in American Sign Language); Admission into the Teacher Education program, passing scores on Praxis I, VRA and VCLA

Teacher candidates work with PreK-12 students who are deaf and/or hard of hearing during these courses under the supervision of cooperating teachers and university supervisor. Placements are provided at the Preschool or elementary levels and middle or high school levels. Each course represents a one-half semester, full-time placement. The course begins with observation in the classroom and culminates with full responsibility for the cooperating teacher's daily schedule, including provision of direct instruction to students. Grading: A-F

B. Detailed Description of Content of Course

During these courses, teacher candidates work with PreK-12 students who are deaf and/or hard of hearing under the supervision of cooperating teachers licensed in hearing impairments preK-12 and a Radford University supervisor. This student teaching experience allows the teacher candidates to be in classrooms full time for a minimum of 300 clock hours (including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the field of deaf and hard of hearing. Placements are provided at the preschool or elementary levels and middle or high school levels. Each course represents a one-half semester, full-time placement. The course begins with observation in the classroom and culminates with full responsibility for the cooperating teacher's daily schedule, including planning, provision of direct instruction to students, classroom management, assessment and collaborating with other professionals. Teacher candidates participate in seminars throughout the semester that address specific topics related to the roles and responsibilities of special educators.

Key topics addressed throughout the internship experiences include:

- Modifications of curriculum and instruction
- Individualized education program implementation, including transitions
- Assessment and evaluation in special education
- Assessment of behavior and provision of behavioral supports

- Collaboration, consultation, communication with families and case management
- Professional characteristics and dispositions

C. Detailed Description of Conduct of Course

Internship: observation, conference, planning, teaching, and evaluation.
Seminars

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** 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 ability to use **instructional strategies** to benefit individuals who are deaf or hard of hearing by:
- a) Administering assessment tools using the student's preferred mode and language of communication. (DH8S1)
 - b) Making responsive adjustment to instruction based on continual observations. (CC7S13)
 - c) 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)
 - d) Using appropriate adaptations and educational/assistive technologies during instruction (VPS2)
 - e) Applying first and second language teaching strategies to the instruction of the individual. (DH4S3)
 - f) Using communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. (CC6S2)
 - g) Modeling techniques and coach others in the use of instructional methods and accommodations. (CC10S8)
 - h) Using strategies to stimulate and use residual hearing and to support and enhance communication.
3. Assume responsibilities for **instructional planning** and evaluating students' educational programs 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. 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. Practice **collaboration**, consultation, and case management skills 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 student will maintain an official log of internship activities, and will prepare daily and weekly plans according to school and University standards. The cooperating teacher will supervise and provide feedback to the student on a daily basis and written feedback on a weekly basis. The University supervisor will make contact with the student weekly and will perform a formal observation of a lesson with feedback at least bi-weekly throughout the internship period. Both the cooperating teacher and the University supervisor will complete midterm and final evaluations of the student's performance.

Key NCATE assessment: "The final intern evaluation"

F. Other Course Information

None