

Practicum with Students who are Deaf and Hard of Hearing
Fall Semester, 2007

Course Number: SHS 312

Course Title: Practicum with students who are deaf and hard of hearing

Catalog Description: Educational experiences working with teachers and students who are deaf and hard of hearing.

Course Description: This course is offered to provide the student guided observation and participation experiences in programs serving students who are deaf and hard of hearing (DHH). Clock hours in educational settings will be logged, and experiences will be disseminated and evaluated.

Course Credit: 2 or 3 semester hours.

Prerequisites: Student must be formally admitted to Teacher Education. SHS 301 and SHS 323 or permission of instructor. SHS 312 may be taken concurrently with SHS 422.

Intended Audience: Advanced students majoring in Education of the Deaf or in-service teachers certifying as teachers of the deaf.

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Accreditation Statement: The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the National Council for the Accreditation of Teacher Education (NCATE).

CEC-CED Standards addressed in this course:

1K3 Cross-cultural perspectives and their impact upon atypical children, their families and schools.

1S2 Carry out professional activities consistent with laws and policies.

2K3 Effects of family characteristics upon the development of atypical children.

2S1 Access information on the cognitive, physical, emotional, Cultural, academic, and social characteristics of dhh children.

3S1 Collaborate with parents and other professionals in the implementation, interpretation, and use of assessment procedures that use the child's preferred language, and which :

- a. gather background information
- b. use varied protocols,
 - e.g. (1) norm-referenced
 - (2) curriculum based
 - (3) work samples
 - (4) observations
 - (5) task analysis

3S4 Use of performance data and informal input to:

- a. identify appropriate modifications in the learning environment
- b. develop instructional assessment strategies.
- c. Evaluate results of instruction and readiness for program options.

4K3 Techniques for modifying instructional methods that reflect learner needs, diversity and family dynamics.

4S2 Use task analysis to develop lesson plans that sequence activities and involve children in setting goals and charting progress.

4S3 Select, adapt and use strategies and materials that meet individual needs and that assist students' generalization of target abilities.

4S4 Use instructional time properly, maintain rapport with children, use effective communication strategies and conduct self-evaluation.

4S6 Demonstrate understanding of and proficiency in the language(s) needed to instruct dhh children.

4S7 Select, design, produce and use media, technologies, materials & resources needed to instruct d/hh children.

4S8 Infuse speech skills into instruction in a manner consistent with program design.

4S9 Design and implement instructional strategies & environments to meet children's various needs, while facilitating communication and using strategies to encourage literacy in English and/or ASL.

5K1 Basic classroom management theories, methods and techniques.

5K2 Best practices concerning classroom management and instruction, including career/vocational transition.

5S1 Create an environment in which diversities are valued, active participation is encouraged and self advocacy and independence are facilitated.

5S3 Use strategies for facilitating the integration of students into various settings.

- 5S4** Direct the activities of classroom workers.
- 5S5** Manage assistive/augmentative devices.
- 5S6** Design a classroom environment that maximizes opportunities for visual and/or auditory learning.
- 5S7** Plan and implement instruction for children with multiple disabilities.
- 6K2** Impact of teacher attitudes and behaviors on classroom management and outcomes.
- 6S1** Demonstrate a variety of effective behavior management techniques and classroom modifications that are consistent with the needs of individual children.
- 6S4** Prepare d/hh children in the appropriate and effective use of interpreters, note takers, peer tutors, etc.
- 7K1** Effective & ethical communication with children, parents, school, and community personnel.
- 7S1** Use communication and collaborative strategies that foster mutual respect and encourage participation by children, parents, and school and community personnel.
- 8K2** Teacher's importance as a model for children.
- 8K4** Knowledge and use of pertinent consumer and professional organizations, publications, conferences, Web resources, journals and texts relevant to the education of d/hh students.
- 8S1** Demonstrate a commitment to developing the highest educational and quality of life potential of atypical children and a positive regard for the differences of students.
- 8S2** Maintain a high level of competence and exercise objective professional judgment in the practice of the profession.
- 8S3** Demonstrate proficiency in oral & written communication.
- 8S4** engage in pertinent professional activities, comply with local, state, provincial and Federal monitoring and evaluation requirements and use copyrighted materials in an ethical manner.
- 8S5** Practice within the CED Code of Ethics and other standards and policies of the profession.
- 8S8** Participate in professional organizations relevant to the education of d/hh children.
 1. Educates the whole student.
 2. Values the power of knowledge to inform.
 3. Values the power of knowledge to inspire and transform lives.
 7. Believes that all persons can learn and benefit from a quality education.

PROFESSIONAL DISPOSITIONS DEVELOPED IN SHS 312

8. Demonstrates resilience by continuously learning from difficult situations (professionalism and collegiality).
12. Assures others they are respected and valued (professionalism/respect).
13. Serves as role model (professional expectations & mentoring).
14. Pursues excellence and equality for all others (respect for diversity and multiculturalism).
15. Demonstrates and conforms to accepted professional standards and values.

16. Inspires others to be successful.
17. Promotes positive learning.
18. Demonstrated responsible citizenship (contributes to democratic society).
19. Contributes to society in meaningful ways (involved with democracy and community).
20. Possesses a strong commitment to equity for all.
21. Fosters and models fair, unbiased, and ethical treatment of all students.
22. Has high expectations for all.

DIVERSITY ITEMS DEVELOPED IN SHS 312

1. Recognizes responsibility to embrace and teach about an increasingly heterogeneous world.
2. Understands that strength comes from diversity.
3. Realizes the value of every individual.
5. Develops knowledge, understanding, and awareness of their own culture, and learning community and beyond the classroom; develop the same of cultures of others.
6. Demonstrates and supports learning for all students through a belief that all and uses culturally responsive teaching methods.
8. Instills a strong multicultural knowledge base, a commitment to equality for all and ability to accommodate different learning styles through differentiated instruction.
9. Demonstrates respect for all persons.
11. Has high expectations for all students.

Course Goals and Outcomes

Course Goals:

1. To provide the student a variety of observation and participation opportunities with pupils who are deaf and hard-of hearing.
2. To provide opportunities for paraprofessional participation in the day-to-day operations of educational settings for deaf and hard-of-hearing pupils.
3. To provide opportunities to learn appropriate professional behaviors in relating to school administrators, building-level professionals, parents, and pupils.
4. To provide a university forum to discuss and address observations and experiences.
5. To familiarize the student with federal and state laws relating to education and other services for children with hearing loss and their families.

6. To provide the student opportunities for unit planning, lesson planning, and teaching with feedback from the University supervisor and mentor teacher.

7. To familiarize the student with the Individual Educational Plan (IEP) and Individual Family Service Plan (IFSP) process for several students.

8. To provide the student opportunities to utilize the vast technologies for planning to teach and teaching available on Internet websites, and in the form of computer software available on campus. To also provide opportunities to utilize the more traditional classroom media and materials in helping to plan and teach.

9. To familiarize the student with the implications of No Child Left Behind (NCLB) in Deaf Education.

Course Outcomes

The student will

1. Participate in all scheduled observation/teaching activities.
2. Participate in all scheduled conferences and seminars with University Supervisor.
3. Maintain a daily reflective journal of practicum activities. This journal will be submitted to the University supervisor. **This reflective journal must be submitted via e-mail.** (Monday practicum due Wednesday, Tuesday practicum due Thursday; Wednesday practicum due Friday, Thursday practicum due Monday, Monday/Wednesday practicum due Friday, Tuesday/Thursday practicum due Monday)
4. Present unit and/or lesson plans to the University supervisor prior to implementation. These units/lesson plans should be in the Mississippi Long-Form format. These forms must be sent by e-mail as above. (Monday practicum due Wednesday, Tuesday practicum due Thursday; Wednesday practicum due Friday, Thursday practicum due Monday, Monday/Wednesday practicum due Friday, Tuesday/Thursday practicum due Monday)
Lesson plans and teaching must incorporate active-learning, constructivist principles.
5. Submit weekly evaluations by the cooperating teacher(s) to the University. (Monday practicum due Wednesday, Tuesday practicum due Thursday; Wednesday practicum due Friday, Thursday practicum due Monday, Monday/Wednesday practicum due Friday, Tuesday/Thursday practicum due Monday)

6. Prepare at two or more instructional bulletin board. These bulletin boards should support a unit that you are teaching or that you are assisting your mentor teacher. If our University supervisor does not see your bulletin board, please submit a photo or sketch of it.

7. Submit an orderly, indexed collection of teaching materials and ideas that you have made, received from others, or purchased during the semester or have seen used by others. These materials should relate to your current experience. Due at final conference.

8. Demonstrate appropriate dress and professional conduct on a daily basis. (Remember, by enrolling in this course you are representing the University of Southern Mississippi.)

9. Your USM Supervisor will observe you two or three times during the semester. You should be actively involved with the students during these visits to your practicum location. During the first visit, you may be assisting your mentor teacher or teaching your own lesson. During the second and third observations you should be teaching your own lesson.

10. Students will be evaluated using a modified version of the STAI In-Class Evaluation instrument. Students will schedule a conference with the University supervisor to review the In-Class Evaluation.

11. Students will critique a current text related to classroom management and best practice in constructivist teaching strategies or best educational practices in general.

12. Students will critique other relevant reading assignments as assigned.

COMMUNITY OF LEARNERS

The University of Southern Mississippi's Professional Educational Unit is a community of learners who value the power of knowledge to inform, inspire, and transform lives.

This is a clinical-experience course in which the student spends one day per week with a master teacher of the deaf and under the supervision of a University supervisor.

The student keeps a daily reflective journal, reads relevant texts which complement the experience, and is expected to implement teaching/learning strategies from the deaf education curriculum. During period the student will observe and assist the mentor teacher, and plan and teach weekly lessons. Practice is foremost, but educational research is included, through the reading and discussion of relevant assigned topics.

Required Texts: Kohn, A. (1993). *Punished by Rewards*. Boston: Houghton Mifflin Co. (First Practicum Experience)

Kohn, A. (1998). *The Schools Our children Deserve*. Boston: Houghton Mifflin Co. (Second practicum experience)

Book Critiques are due Monday, November 5, 2007.

Supplemental texts or websites on unit planning, writing behavioral objectives, teaching academic subjects, etc. may be recommended for individual students as deemed useful.

Reading Assignments:

Topical reading assignments consisting of journal articles, specific text chapters, and others papers may be given throughout the semester. A written critique of each will be submitted.

Course Format: Student observation/participation in programs for children who are deaf and hard of hearing.

Planning and directed teaching.

Reading assignments and written reports.

Practicum conferences.

Course Requirements:

A. Academic Requirements

1. Regular participation in practicum assignments.
2. Regular participation in scheduled practicum conferences, seminars, and other scheduled meetings.
3. Quality unit and/or lesson planning.
4. Critiques of assigned readings.

B. Administrative Requirements

1. All students are expected to attend each practicum session and submit work when it is due. **IF YOU HAVE TO MISS A PRACTICUM EXPERIENCE CALL BOTH YOUR MENTOR TEACHER AND YOUR UNIVERSITY SUPERVISOR AS SOON AS POSSIBLE.**
2. All requirements (reflective journals, lesson plans, etc.) submitted late will be penalized. Submissions received one day late will be penalized by 50%. No credit will be given beyond this period, although the lesson plan, weekly evaluation, reflective journal, etc. still must be submitted.

3. Students registering for 2 semester hours should complete 60 clock hours at the practicum site.

Students registering for 3 semester hours should complete 90 clock-hours at the practicum site.

C. **Class Attendance**

Regular attendance at practicum and seminars is essential. Students are expected to attend all practicum sessions; however, one excused absence will be allowed. Each absence beyond one will result in a 2.5 percent reduction from your overall final grade. Each day that you arrive late for practicum or practicum seminar will result in a 1.25 percent reduction from your overall final grade. Example: If a student with an overall average of 93% at the end of the semester misses class three times ($3 \times 2.5 = 7.5$ percentage points) [beyond the one allowed absence] and arrives late for practicum four times ($1.25 \times 4 = 5$ percentage points), this student will get a "D" for the course as a result of the following mathematics: $[93 - (7.5 + 5) = 77.5\%$ "D"].

Class Schedule

Practicum activities will be arranged on an individual basis.

Conferences with University Supervisor will be scheduled on an individual basis.

Seminars for all practicum students will be scheduled.

Evaluation of Students

Students will be evaluated according to how they meet the goals and outcomes of this course as expressed through the following criteria.

Points:

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| 1. Daily reflective journal (including timely submission) | 130 |
| 2. Evaluations of planning, teaching, assisting and other on-site activities by Mentor Teacher (including timely submission) | 130 |
| 3. Evaluation of planning, teaching, assisting, seminar participation, and other practicum activities and experiences by University supervisor. | 270 |
| Planning--75 | |
| Teaching--60 | |
| Assisting--30 | |
| Seminar participation--25 | |
| Attitude and progress--30 | |
| Timely submission of weekly evaluations--50 | |

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|---|----|
| 4. Mentor's weekly evaluations | 60 |
| 5. Bulletin board preparation (2) | 50 |
| 6. Materials collection. | 50 |
| 7. Critique of book (and articles, if assigned) | 50 |
| 8. Professional conduct and appearance including participation for the designated time. | 30 |

Total Points = 770

Grading:

93—100% 716—770 points = A
 86—92 % 662—715 points = B
 79—85% 608—661 points = C
 72—78 % 554—607 points = D
 Below 72% 554 points = F

ADA STATEMENT

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
 Office for Disability Accommodations
 118 College Drive # 8586
 Hattiesburg, MS 39406-0

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-

6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*

Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.