Course Title and Number: SHS 495 Student Teaching with Students who are Deaf and Hard of Hearing

Course Credit Hours: 6.00

Catalog Description: Teaching experiences with pupils who are deaf and hard of hearing under the supervision of a certified teacher of the deaf and university coordinator.

Prerequisites: Completion of all undergraduate studies in the Education of the Deaf program. Students who have completed all degree course work and are in good standing.

Professor of Record: Dr. Kelly K. Metz

- Office Location: JBG, Room 117
- Office Hours: Tuesdays, 12:00 PM – 2:00 PM, and other times by appointment
- Telephone: 601-266-6245
- Fax: 601-266-5224
- Email Address: kelly.metz@usm.edu

Format of Course: 7 week field experience.

Class Days, Times, Location: Teacher Candidates follow the schedule of the cooperating school.

Drop Date: The last day to drop the course without academic penalty is April 5, 2017.

Required Texts:
Students should become familiar with the curricula and teacher’s manuals used at their cooperating schools; other than that there is no required textbook for this course; however students are encouraged to obtain the following resources if they do not already have them:

Required Technology:
Candidates must use technology in delivering instruction, including but not limited to media, video, online sources to support instruction, and specific technology that may be available at the cooperating school such as Smart Boards or iPads. Additionally the candidate must demonstrate competency in troubleshooting assistive hearing technology devices and use of visual supports for learning.

Course Objective and Goals:
The purpose of this student teaching internship is to give teacher candidates an opportunity to develop the professional deportment of a teacher through first hand experience teaching students who are deaf and hard of hearing under the supervision of a mentor teacher (a certified teacher of the deaf and hard of hearing) and a university supervisor. Teacher candidates will initially observe and assist the mentor teacher, then begin assuming teaching responsibilities, with gradually increasing responsibilities culminating in full time teaching by the end of the internship experience. Teacher candidates will plan and implement lessons, assess student growth, collaborate with colleagues, and participate in other teaching responsibilities such as equipment management and IEP development. Teacher candidates are required to think critically about their own performance and to solidify their learning through reflective journal writing.

Background Check Statement:
Each Southern Miss student who applies for admission to a teacher education program must undergo a background check when applying for the Gold Card. Students who pass the background check process will be issued a background check badge and considered eligible for admission to teacher education pending satisfaction of other admission requirements.

Tk20 Notification Statement:
The Professional Education policy at Southern Miss requires all teacher education candidates to subscribe to the Tk20 Assessment System, an electronic portfolio and storage system for candidates which tracks, stores, retrieves, and analyzes candidate data to maintain program excellence. The subscription will be active for seven (7) years from the date of purchase. Two options for payment are: 1. A one-time subscription rate of $100 payable through the Tk20 website (https://usm.tk20.com); 2. The purchase of an access kit from the University Bookstore for $130. The subscription will be active for seven (7) years from the date of purchase.

Accreditation Statement:
The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the Council for Exceptional Children (CEC), as well as the Council for the Accreditation of Educator Preparation (CAEP), (formerly NCATE).

Instructional Strategies:
- Supervised student teaching experiences in the field.
- Professional seminars and meetings
- Conferences with the University Supervisor and Mentor Teacher

Candidate Learning Outcomes from Course:
[CEC-CED standards correlated with each learning outcome are listed in brackets.] (Interstate Teacher Assessment and Support Consortium - InTASC - standards have been placed in parenthesis next to the relevant learner outcomes.) Through completion of an internship as a teacher of the deaf and hard of hearing, the teacher candidate will:
1. Design and implement educational lessons appropriate for the learners including lessons developed with Internet and other technology resources. [DHH1K1, DHH1K2, DHH1K3, DHH1K4, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH4S1, DHH4S3, DHH5K1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S6, DHH5S7, DHH5S8, DHH5S9, DHH6K1, DHH6K2, DHH6K3, DHH6S2, DHH7K1, DHH7S1, DHH2K1, DHH6S3, DHH6S4, DHH6K5, DHH6K6, DHH6K7] (1, 2, 3, 4, 5, 7, 8)

2. Evaluate progress and learning made during the lesson. [DHH1K1, DHH1K2, DHH1K3, DHH1K4, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH2K1, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH4S1, DHH4S2, DHH4S3, DHH5K1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S6, DHH5S7, DHH5S8, DHH5S9, DHH5S10, DHH6K1, DHH6S3, DHH6S4, DHH6K2, DHH6K5, DHH6K6, DHH6K7, DHH7S1] (1, 2, 3, 6)

3. Develop at least two multimedia resources to enhance lessons or units. [DHH1K1, DHH2S1, DHH2S2, DHH2S4, DHH2S5, DHH5K1, DHH5S21, DHH5S5, DHH5S8, DHH5S9, DHH5S10]

4. Develop and/or implement an Individual Education Plan. [DHH1K3, DHH1K4, DHH2K1, DHH6S3, DHH6S4, DHH6K2, DHH6K3, DHH6K5, DHH6K6, DHH6K7, DHH7K1, DHH7S1] (7, 8)

5. Exhibit appropriate interpersonal skills among colleagues and students. [DHH1K9, DHH2K1, DHH2S1, DHH2S3, DHH2S4, DHH3S1, DHH5S7, DHH5S4, DHH5S5, DHH6K1, DHH6K2, DHH6K3, DHH6S1, DHH6S2, DHH7K1, DHH7S1] (9, 10)

6. Demonstrate constructivist learning principles in both planning and teaching. [DHH2S1, DHH2S2, DHH2S4, DHH2S5, DHH5K1, DHH5S21, DHH5S8, DHH5S9, DHH5S10] (1, 3, 4, 5, 6, 7, 8)

**Evaluation Methods:**

1. **Student Teaching Supervision**
   
   Typically, the university supervisor will make three visits to the teacher candidate's placement during each student teaching experience. Ongoing conferences between the university supervisor, the mentor teacher, and/or the teacher candidate will be scheduled as needed to discuss progress and/or questions or concerns.

   **Suggested teaching schedule:** Usually, there will be one week of observation and participation with the student teacher assisting or teaching from the cooperating teacher's planning. A gradual increase in responsibility for planning and teaching across subjects will occur. The student teacher will usually be responsible for two full-time weeks of student teaching. The final week of the field experience the responsibility for planning and teaching is given back to the cooperating teacher.

2. **In-Class Evaluation Rubric**
   
   The In-Class Evaluation Rubric will be completed as an evaluation of two formal lessons during the field experience. One should occur approximately at the mid point of the experience and one near the end.

3. **Teacher Intern Assessment Instrument (TIAI)**
   
   The TIAI instrument is used at all university and college teacher preparation programs across the state to evaluate prospective teachers. This instrument, which is available to you in your Tk20 binder, will be completed by both your university supervisor and the mentor teacher.

4. **Summative Evaluation**
   
   This rubric, available to you in your Tk20 binder, will be used by your university supervisor and mentor teacher as a final, summative evaluation of the characteristics and skills you have demonstrated which provide evidence of your overall teacher competency.
**Assignment Descriptions:**
The Tk20 online system is used to support this course. The field experience binder includes rubrics and instructions on how to upload your portfolio documents. *Please carefully read and follow the assignment prompts and evaluate your own work against the rubrics provided before you submit assignments!*

**PROFESSIONAL PORTFOLIO: Explanation of Requirements**

**Lesson Plans:**
During the student teaching experience candidates will increase their level of teaching responsibility in accord with the timetable outlined in the *Teacher Candidate Handbook.* Although, full-time teaching may occur sooner, this progression will result in responsibility for *full-time teaching for at least a two week period,* beginning no later than week five of the placement. This includes all the professional teacher responsibilities that the cooperating teacher deems appropriate for the teacher candidate to assume.

Candidates will design, plan, and implement educational lesson plans. Two of the lesson plans (mid-term evaluation and final evaluation) should be written in the long format using the attached template. The other lesson plans can be a shorter format according to the requirements of the cooperating teacher or the school or district policy.

**Technology Competence:** Demonstrate the use of multimedia in your instructional planning and implementation. Your thematic unit must incorporate technology skills including lessons developed with the internet and/or other technology resources.

**Classroom Information:**
1. School Information Project - using the rubric and guidelines on Tk-20, write about the various policies and procedures in place at your host school.
2. Class Description - Provide a classroom description that identifies information about students and the class as a whole to serve as a resource for lesson planning. This must include a learning styles inventory, an interest inventory, and an assessment of multiple intelligences.
3. Assessment of Student Growth - Design an assessment of students' academic growth including charts and graphs to show pre and post assessment results as well as formative data collection. Demonstrate your ability to analyze the data in order to monitor and adjust instruction. This assessment project is typically developed as part of your unit plan.

**Reflections and Observations:**
1. Observations (3). Candidates will observe three times. Candidates should observe the mentor teacher of the deaf at least once, and if possible another teacher or clinician who works with deaf/hard of hearing students.
2. Weekly Reflective Journals (6 including FWOS). Specific writing prompts for each week will be provided on Tk-20.
3. Video Reflection. Candidates will video-record one lesson, then use the *In-Class Evaluation Form* to self-evaluate the lesson. A critique of the lesson will be written in essay form. The video-recording, scored in-class evaluation, and reflective essay must all be submitted on Tk20. Please follow the writing prompt given on TK20 to develop your essay.
Professionalism:

1. Praxis Exams. Teacher candidates are required to submit their PRAXIS exam scores for the following 2 exams to TK20: Principals of Learning and Teaching (PLT) and Special Education - Education of Deaf and Hard of Hearing Students (SE: Educ of D/HH Students). These tests should be completed prior to beginning student teaching.

2. Post Survey. Each student should complete this survey on Tk20 prior to beginning EACH student teaching experience and at the ending of each student teaching experience.

3. Resume. Teacher candidates will develop a resume. See the Tk20 rubric before submitting this assignment.

Education of the Deaf Portfolio Requirements:

1. IEP development and implementation. Candidates will include IEP goals and objectives in their lesson planning. If possible and appropriate, candidates will participate in development of an IEP with the mentor teacher (attendance at an IEP meeting would be desirable and be an additional experience to be logged).

2. Log of Additional Experiences/Activities. Candidates will keep a log of additional activities that occur out of the usual educational setting that support learning for the D/HH student. Some examples would be activities such as participating in parent-teacher conferences, MET meetings, or IEP meetings; attending an audiological evaluation session; or attending a staff development workshop or in-service training. This log will be uploaded to Tk-20.

3. Auditory Management Project (2 documents). Candidates will complete two documents to demonstrate understanding of the type of amplification systems that each student is using to listen, as well as tc document audiological management over time. Candidates will observe and practice troubleshooting the hearing equipment and demonstrate competence at basic equipment management. This will occur over the duration of the student teaching and is due in week six of the experience.

4. Six Sounds Test Project. Candidates will conduct the LING Six Sounds Test to record the speech perception of students in the class who are able to perform the test. A summary of results over time for each student who participates must be uploaded to Tk20 by week 6.

5. Technology to Support Learning of Deaf/Hard of Hearing Students. Candidate will identify and use technology and media appropriate to support learning for deaf and hard of hearing students. This will include sources developed for curriculum and language support for hearing children as well. The use will be noted in the lesson plans.

Grading Scale: (See also Tk20 rubric grades).

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>0-59</td>
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</tbody>
</table>

Please note that if you receive marks of 1 or 2 on any of the Tk20 4-point rubrics, you must earn a corresponding number of 4s in order to cancel out the low marks and receive an overall score of 3 (which is roughly equivalent to a C) for that assignment! You must receive an overall minimum grade of C to pass student teaching!
<table>
<thead>
<tr>
<th>Assignment or Evaluation Criteria</th>
<th>Due Date</th>
<th>Points</th>
<th>Learning Outcome #</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>(Learning Outcomes are aligned with CEC-CED and InTASC Standards)</td>
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<tr>
<td>Weekly lesson plans.</td>
<td>Every Friday</td>
<td>0</td>
<td>1, 2, &amp; 3</td>
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<tr>
<td>Lesson plans: 1 at midterm, 1 at final, one of these to be archived on TK20.</td>
<td>By week 6</td>
<td>100</td>
<td>1, 2, &amp; 3</td>
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<tr>
<td>Classroom Information:</td>
<td></td>
<td></td>
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<tr>
<td>Bell Schedule</td>
<td>Week 1</td>
<td>0</td>
<td>NA</td>
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<tr>
<td>School Information Project</td>
<td>Week 2</td>
<td>36</td>
<td>NA</td>
</tr>
<tr>
<td>Class Description of Learners</td>
<td>Week 3</td>
<td>24</td>
<td>1 &amp; 2</td>
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<tr>
<td>Assessment of Student Academic Growth (usually with unit plan)</td>
<td>By week 6</td>
<td>100</td>
<td>2</td>
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<tr>
<td>Reflections and Observations:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 Observations</td>
<td>By week 4</td>
<td>20</td>
<td>1 - 7</td>
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<tr>
<td>7 Weekly Reflective Journals (includes FWOS)</td>
<td>Every Sunday</td>
<td>96</td>
<td>1 - 7</td>
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<tr>
<td>Videotaped lesson and self-evaluation</td>
<td>Week 4</td>
<td>100</td>
<td>1 - 7</td>
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<td>Professionalism:</td>
<td></td>
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<tr>
<td>Praxis Scores- Education of the Deaf</td>
<td>Week 6</td>
<td>0</td>
<td>(CED KEY ASSESSMENT #1)</td>
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<td>Learning Outcomes 1 - 7</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>Week 1</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Resume</td>
<td>By week 6</td>
<td>56</td>
<td>NA</td>
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<tr>
<td>Portfolio Total Points: 512</td>
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<tr>
<td>IEP goals &amp; objectives included in planning and instruction</td>
<td>Ongoing</td>
<td>80</td>
<td>1 - 3</td>
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<tr>
<td>Unit Plan</td>
<td>Week 6</td>
<td>150</td>
<td>1 - 3</td>
</tr>
<tr>
<td>Teacher of the Deaf Checklist</td>
<td>Week 6</td>
<td>50</td>
<td>1 - 7</td>
</tr>
<tr>
<td>Log of additional experiences in education of the deaf and hard of hearing.</td>
<td>Week 6</td>
<td>20</td>
<td>1 - 7</td>
</tr>
<tr>
<td>Audiological management report</td>
<td>Week 6</td>
<td>75</td>
<td>1 - 7</td>
</tr>
<tr>
<td>Six Sounds Test</td>
<td>Week 3</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>Appropriate use of technology in teaching.</td>
<td>Ongoing</td>
<td>50</td>
<td>1 - 3</td>
</tr>
<tr>
<td>SPA Activities Total Points: 500</td>
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</table>

**Administrative Requirements:**

1. Each student is responsible for all material presented during seminars and faculty meetings including all handouts.
2. Each student is expected to participate each day of student teaching. If it is necessary to miss a day of student teaching, both the mentor teacher and the University Supervisor must be notified as early as possible. **If the teacher candidate was responsible for instruction on the day of the absence, she should provide lesson plans for the cooperating teacher or staff who will be substituting for her.**
3. Weekly Reflective Journals should be received by the University Supervisor by Sunday at 6:00 pm of the week completed or by arrangement.
4. Lesson plans/weekly schedules for the following week should be received by Friday of the week prior to when the lesson is to be taught. Only one lesson plan needs to be archived on TK-20; however a total of 7 lesson plans are due to the University Supervisor and Cooperating Teacher. Only two of these seven lesson plans must be in the attached long-form template. These should be the lessons that your University Supervisor and Cooperating Teacher evaluate for the midterm and final in-class evaluations.

Professional Education Unit Policies and Conceptual Framework:
All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at https://www.usm.edu/education-psychology/unit-policies. The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

Remediation Statement:
According to SHS department policy, students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills. For student teaching, a poor mid-term evaluation would require a remediation plan. A student may not advance to the second field experience if performance is below a “C”.

Course Communication:
You may contact me via phone or email. You are free to drop by during office hours, but I appreciate a heads up if you know you are coming in. You can also schedule an appointment outside of office hours if necessary. Please feel free to ask if you have questions about feedback on assignments. For lessons I am scheduled to observe, please provide me the written lesson plan prior to the lesson so that I can give you feedback in order for you to have an opportunity to make changes or improvements prior to implementing the lesson!

Academic Honesty Statement:
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Plagiarism Statement:
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

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.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email oda@usm.edu.

Resources for Student Success:

Student Resources for Writing and Speaking Assignments
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Centers on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center
- Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, www.usmedu/gulfcoast/learning-commons
The University of Southern Mississippi
Education of the Deaf
Lesson Plan Template

USM Teacher in Training: ______________
Age or Grade level and Educational Placement: ______________
Unit/Theme: ______________ Lesson Topic or Skill: ______________

1. **Anticipatory Set (___mn):**
   - Review –
   - Affective Hook –
   - Purpose –
   - Plan -
   - Relevance –

2. 1Lesson Objective(s):

3. **Multiple Teaching Strategies and Approximation of Time:** The multiple teaching strategies I have used include ______ Additionally differentiation of instruction has been accomplished by ______ (See Procedures section for approximation of time for each activity.)

4. **Procedures:**
   a. **Input** (___ mn)
   b. **Modeling** (___ mn)
   c. **Checking for Understanding** (___ mn)
   d. **Guided Practice** (___ mn)
   e. **Independent Practice** (___ mn)

5. **Materials:**

6. **Closure (___):**

7. **Assessment/Rubrics:**

**Accommodations**

1 Please reference the IEP goal(s) you are addressing with the lesson objective(s) as well as the common core standards.