HANDBOOK

for STUDENT TEACHING in DEAF EDUCATION

Utah State University
LOGAN, UTAH
Welcome to student teaching! Please carefully review the information contained in this packet before you begin your student teaching experience. This student teaching experience finalizes your teacher training program and will give you an opportunity to use the skills you have learned while taking classes at Utah State University.

Your University Supervisor is:

Felicia Dixon  felicia.dixon@usu.edu
(435) 764–2641

Your Cooperating Teacher is:

Name and phone number of school:

Your hours and placement duration are:

STUDENT TEACHER RESPONSIBILITIES
The student teacher functions in several roles during the student teaching experience. First, the student teacher is a student, acquiring the knowledge and skills necessary for the classroom. Second, he/she is a teacher involved in the planning and teaching activities of the students.

The student teacher will:

1. *Plan instruction for the students.* As each subject area is taught, there will be a written lesson plan for each lesson. Lesson plans will be given to the cooperating teacher two days in advance of the lesson. The lesson plan format to be used should be agreed upon in advance between the Cooperating Teacher, student teacher and University supervisor.

2. *Diagnose individual needs of students, whenever possible.* Although IEPs are generally in place prior to student teaching, the student teacher must be familiar with the assessments used to formulate the IEP. He/she should then use this information while planning lessons.
3. **Be consistent with students.** Establish your expectations of students and clearly communicate these expectations to them. Use the behavior program currently in place within the classroom.

4. **Be involved in professional activities.** Make note of the various organizations in which your cooperating teacher is involved. Plan to attend all professional meetings that are required of your cooperating teacher.

5. **Participate in all school activities.** Involve yourself in all classroom activities including recess, lunch or bus duties, making bulletin boards, correcting papers, leading programs, tutoring and group activities.

The student teacher must have a B– grade or better to successfully complete the student teaching placement. Anything lower and the Student will be required to repeat the experience.
STUDENT TEACHER ASSESSMENT AREAS

CONTENT PEDAGOGY

1. Demonstrates the ability to effectively teach.

2. Provides adequate examples/non–examples of new concepts to ensure student understanding.

3. Provides effective pacing and sequencing.

4. Summarizes and brings lesson to closure.

STUDENT DEVELOPMENT

1. Selects developmentally appropriate instructional material.

2. Demonstrates ability to develop lessons that foster student interaction.

3. Provides practice, enrichment, extension or re–teaching as necessary.

4. Provides learning opportunities that support students' intellectual, social, and personal development.
DIVERSE LEARNERS

1. Plans for individual needs and abilities of students.

2. Recognizes different learning styles in children and responds appropriately.

3. Understands factors of deafness and responds appropriately.

CRITICAL THINKING

1. Uses a variety of instructional models & strategies (i.e. cooperative learning, role-playing, story-telling etc.).

2. Uses hands-on activities and manipulatives to advance conceptual understanding.

3. Enhances student creativity through critical thinking and problem-solving activities.
MOTIVATION AND CLASSROOM MANAGEMENT

1. Establishes physical learning environment conducive to learning.

2. Implements effective strategies to ensure smooth transitions.

3. Encourages and promotes student responsibility and self-control.

4. Establishes routines, rules, and consequences, and consistently implements them.

5. Demonstrates the ability to focus on and monitor more than one class activity at a time.

6. Builds students' self-concepts by interacting warmly and fairly with them.

COMMUNICATION

1. Gives clear and concise instructions.

2. Demonstrates effective written communication skills.
3. Interacts effectively with faculty and administration.

**PLANNING**

1. Prepares each lesson with clear instructional purposes.

2. Prepares and uses quality written lesson plans.

3. Organizes the classroom and materials in advance to facilitate learning.

**ASL**

1. Demonstrates the use of correct signs—correct concepts, ASL grammatically correct sentences, correctly articulated signs, and spatially correct alignment

2. Demonstrates correctly articulated finger spelling in ASL.

3. Demonstrates the proper use of classifiers throughout the lesson.

4. Provides effective and appropriate facial
expression and clarity of signs.

5. Demonstrates how to properly use the Magic Circle, sandwiching, etc. as bridges for connecting ASL and English.

6. Demonstrates the use of detail and elaboration/expanding of concepts in ASL.

7. Demonstrates the value of summarizing the lesson in both ASL and English.

**ASSESSMENT**

1. Implements multiple and appropriate assessments to evaluate students' progress.

2. Uses a variety of questioning techniques to determine students' understanding of content areas.

3. Uses assessment to determine next steps in instruction (i.e. remediation, re-teaching, moving-on, etc.)
PROFESSIONAL DEVELOPMENT

1. Demonstrates the ability to assess and reflect upon the effectiveness of a lesson.

2. Demonstrates intellectual curiosity, initiative, and flexibility.

3. Demonstrates a positive attitude.

4. Incorporates cooperating teacher/university supervisor feedback.

5. Demonstrates professional commitment (i.e. punctuality, maintenance of confidentiality, awareness of legal
EIGHT WEEK SCHEDULE for the STUDENT TEACHER – Fall semester

This is the schedule for the eight-week student teaching practicum. It may be adjusted as necessary. The classroom subjects to be taught may be decided upon between the student teacher and the cooperating teacher.

WEEK 1:
Observe in the classroom. Make notes regarding the daily schedule, the classroom rules, rewards and consequences, curricula, and get to know the students. Use this time to complete your classroom observation assignment. Take the
initiative to become involved with the students. Be available to help out the teacher upon request.

**WEEK 2:**
Continue to observe the students and teacher. Begin teaching one subject area during the day. Continue to help in the classroom by assisting in activities and helping the teacher in any way possible.

**WEEK 3:**
Increase your teaching time to two subjects during the day. Continue observing and assisting whenever you are not teaching.

**WEEK 4:**
Add one or two more subject areas to your schedule.

**WEEK 5:**
The student teacher should be responsible for approximately half of the day.
**WEEK 6:**
The student teacher should be responsible for three–fourths of the day. The cooperating teacher will be on the school premises at all times, but does not need to be in the classroom all day.

**WEEK 7–8**
The student teacher should be responsible for the preparation and teaching of the entire school day. Cooperating teachers may want to use this time to team-teach or tutor other students.
THIRTEEN WEEK SCHEDULE for the STUDENT TEACHER Spring Semester

This is the schedule for the thirteen–week student teaching practicum. It may be adjusted as necessary. The classroom subjects to be taught may be decided upon between the student teacher and the cooperating teacher.

WEEK 1:
Observe in the classroom. Make notes regarding the daily schedule, classroom rules, rewards and consequences, curricula, and get to know the students. Use this time to complete your classroom observation assignment. Take the initiative to become involved with the students. Be available to help out the teacher upon request.

WEEK 2:
Continue to observe the students and teacher. Begin teaching one subject area during the day. Continue to help in the classroom by assisting in activities and helping the teacher in any way possible.
WEEK 3:
Increase your teaching time to two subjects during the day. Continue observing and assisting whenever you are not teaching.

WEEK 4:
Add one or two more subject areas to your schedule.

WEEK 5:
The student teacher should be responsible for approximately half of the day.

WEEK 6–7
The student teacher should be responsible for three-fourths of the day. The cooperating teacher will be on the school premises at all times, but does not need to be in the classroom all day.

WEEK 8–13
The student teacher should be responsible for the preparation and teaching of the entire school day. Cooperating teachers may want to use this time to team-teach or tutor other students.
Deaf Education Student Teaching

Assignments and Portfolio Requirements

Students will student teach full time in a classroom of deaf students. Cooperating teachers are selected based on years of experience, expertise and as recommended by the host school’s program director. Cooperating Teachers are expected to read this Handbook and direct any questions to the USU Student Teaching Supervisor. During the Spring semester, students will student teach every day, for thirteen weeks. They are expected to perform all duties assigned by their cooperating teachers. Once a week, the students will participate in a webinar with the USU supervisor to discuss their experiences and email assignments.

The student teachers begin by keenly observing the teacher, the classroom environment, students in the class, curriculum being used, discipline policy, and Individual Education Plan (IEP) for each student. Students complete a detailed classroom observation report due at the end of the second
week of the experience. After the initial observation period, the student teacher begins to take over one subject area each week. Teaching time is increased by one subject each week and the student is expected to observe and assist the teacher during the other times. By the eighth week, the student teacher will assume full responsibility for all teaching.

During the course of the student teaching experience, student teachers are required to complete assignments related to their experience. These assignments include:

**JOURNAL REFLECTIONS**
During this experience, you will keep a reflective log on the things happening in your classroom. Please include your insights on philosophy, classroom management, student progress etc... You should have a minimum of two entries per week. This is in addition to your weekly self – evaluations. Both self – evaluations and weekly journals should be emailed to the USU Student Teaching Supervisor on a weekly basis.
PARENT LETTER

Before beginning your student teaching semester, draft a letter to parents introducing yourself. On your first day, you will show this letter to your cooperating teacher for his or her approval, after which you will make copies and send to all parents. In your letter, include a little about yourself ~ your interests and hobbies, schooling, and background. Explain that you will be working under the supervision of your cooperating teacher. Include the name that the students will be calling you and a picture if you like. If you are student teaching in a residential placement, a copy of this letter can be given to the dorm parents, as well as the student’s parents.

STUDENT TEACHING NOTEBOOKS

All written work completed for your student teaching needs to be included in your student teaching notebook. Your notebook should be divided into four areas:

1. **Lesson Plans.** You and your cooperating teacher should agree upon the format of your lesson plans. All lesson plans for every
lesson taught throughout the semester will be included in this section.

2. Evaluations. Both your weekly self-evaluations and those completed by your cooperating teacher should be included in this section of your notebook.

3. Assignments. After your assignments have been turned in to the Supervisor, graded and returned, you may keep them in this section.

4. Materials, etc. All materials, handouts, homework or journal articles which you found helpful may be kept in this section.

During Supervisor visits throughout the semester, please have your student teaching notebooks available for review.
OBSERVATION REPORT

Write an Initial Observation Report on your classroom experience. Included in this report should be:

- General Schedule
- Behavior/Discipline Policy
- Curricula
- General Communication Policy
- Confidential Description of Children
- Setting
- Available Technologies
- IEP Placements
- Parental Involvement

Your observation reports should be thorough, but not judgmental. There is no minimum or maximum length to this report, but each topic should be carefully considered and discussed thoroughly. The reports will be typewritten and double-spaced. Ask about each item and don't just assume you understand policy by observation. How are curricula, placement, individual and classroom needs determined?
FACULTY MEETINGS
Student teaching responsibilities include attending all faculty meetings required of your cooperating teacher. Write up two of these meetings. Include information regarding those attending the meeting, the general agenda, and overall perceptions of the meeting.

UNIT PLAN
You will need to plan, develop and implement a teaching unit. This can be in any subject area agreed upon by you, your cooperating teacher and the Supervisor. The plan should include lesson plans for two weeks. You should have a terminal goal for the unit, short-term objectives, and a variety of activities, media, and projects planned.

IEP PROJECT
During your time in the classroom, choose a student to create a mock IEP for. This project is to be done largely on your own – without much help from your cooperating teacher and without using the student’s current IEP. You will observe
and evaluate the student and may ask to see and use current assessments where possible. From this information, you will create three long term goals each supported with at least two short term goals. If you are working with older students, you need to have a fourth long term goal that is specific to transition with corresponding short term objectives.

**EVALUATIONS**

The student teacher will be observed throughout the thirteen week period by the cooperating teacher and the USU supervisor. Twice each week, the cooperating teacher will complete informal evaluations. Formal observations will be made at the end of the placement and will be filed as permanent records of the students' experience.

*Notes:*
Deaf Education Student Teaching Requirements for Responsibilities Outside of the Classroom during the Residential Placement

The student teacher will be required to do 10 hours per week of outside the classroom work, in order to pay for room and board. This means you will need to become involved with your school’s recreation and/or dorm life programs. Weekly reports from you via email detailing your involvement in the dormitory life program, the recreation program, etc. will be sent to Dr. King at freeman.king@usu.edu. Include in your emails a synopsis of high and low points, any questions you might have, and a general summary of how things are going. You will also videotape (with your residential school’s approval) examples of ASL stories, ABC stories, number stories, or anything related to Deaf folklore, history, or customs. This videotape will be turned in to Dr. King at the end of your residential student teaching involvement.
Sample Timesheet

As per your intern agreement you must work a minimum of 10 hours a week in the Residential Program in exchange for your room and board.

Please sign in/out each time you work in the residential program.

Name: _______________________  Week: __________

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COOPERATING TEACHER
RESPONSIBILITIES

The role of the cooperating teacher is very important in the student teaching experience. It is the role of the cooperating teacher to mold and develop the skills of the student teacher and help him/her to become a professional teacher. You accomplish this by your example, since you are a model for them to follow. You guide them in their initial experiences in teaching and you evaluate their personal and professional growth as a teacher.

The Cooperating Teacher will:

1. Demonstrate quality methods of teaching.

2. Demonstrate high standards of professionalism.

3. Introduce the student teacher to the school staff and acquaint him/her with the necessary school information, policies, etc.
4. Provide the student teacher with a variety of educational experiences in the teaching profession.

5. Prepare the class for the student teacher's arrival, and set up the opportunity for a successful experience.

6. Treat the student teacher as a professional. Offer him/her a workspace of his/her own and copies of teaching materials.

7. Familiarize the student teacher with forms, records, and files in the classroom. Stress the importance of neatness, accuracy, and promptness of record keeping.

8. Allow the student teacher to participate in IEP meetings whenever possible.

9. Review all student teaching lesson plans and give feedback before and after the lesson is taught.
10. Recognize the skills of the student teacher and utilize his/her strengths.

11. Give both written and verbal feedback often. The more accustomed the student teacher becomes with evaluation, the less hesitant he/she will be with accepting constructive criticism.

Cooperating Teachers will need to have bi-weekly virtual conferences (VP, ooVoo, Facetime, etc…) or email contact with the University Supervisor.

Weekly evaluation results need to be forwarded to the University Supervisor in a timely manner.

If there are any concerns with regards to a Student Teacher’s abilities, the Cooperating Teacher will contact the University Supervisor immediately and it will then be decided if an “At Risk” intervention plan is needed.
During the 8 week placement, mid-term evaluation forms will be completed by the end of the 4th week and forwarded on to the University Supervisor for review.

During the 13 week placement, mid-term evaluation forms will be completed by the end of the 6th week and forwarded on to the University Supervisor for review.

Final Evaluation Forms should be completed during the last week of placement. The Cooperating teacher should complete and/or review the results with the Student Teacher and both should sign a print copy of the form to be given to the student before they leave the Residential placement. An electronic version, without signatures, should be emailed to the University Supervisor. The print copy will be turned in to the University Supervisor, by the Student Teacher, upon their return to campus.
THE STUDENT TEACHING EXPERIENCE INCORPORATES ALL PROGRAM CORE COMPETENCIES:

Core Competency 1: Knowledge of Bilingual Teaching Strategies. The USU ASL/English (Bilingual-Bicultural) Deaf Education Program models bilingual strategies in all required courses. Scholars are expected to enter our teacher training program with skills sufficient enough to permit them to take all of their required courses in American Sign Language (All of the full-time Deaf Education faculty members are bilingual users of ASL and English and are actively involved in the Deaf community). Within each of the nine methods classes students learn and practice bilingual strategies related to how to teach deaf children by connecting ASL and English. Students graduate with a “bag of tricks” learning over 150 teaching strategies using ASL to teach core standards in all subjects.

Core Competency 2: Scholars’ Knowledge of Development and Strategies for facilitating DHH Children’s Language and Literacy Skills. What happens in a child’s first five years of life is critical for future academic and social/emotional success. If children are
not exposed to a fully accessible language from birth, they will never be able to achieve grade level success. This is particularly critical for DHH children. Scholars who graduate from our program will have a deep understanding of how DHH children develop language and literacy skills (ASL/English) from birth as well as how to facilitate the development of these skills. They will also learn how to make necessary adaptations for the diverse linguistic needs of DHH children including those who have not had early access to an accessible language, as well as those who benefit from spoken language, so that every child can reach his/her potential. Graduates will possess the skills necessary to assure that D/HH students develop the necessary language and literacy skills to improve their competency on scores related to state standards and assessments regardless of what grade they teach.

Core Competency 3: Scholars Learn Evidence-Based Practices for Teaching Literacy Across the Curriculum. High expectations and successful participation in the general education curriculum consistent with state and national educational standards is essential for each child to reach their full potential. Students in the
ASL/English (Bilingual-Bicultural) Deaf Education teacher preparation program take nine methods classes that address language and literacy development, and teaching literacy across academic content areas such as math, science, social studies, and Deaf culture. Our methods courses require students to develop and teach lesson plans incorporating language and literacy goals across the curriculum and across grade levels from K-12. Within each plan students are expected to review the Utah Core Standards and align their lesson with objectives from the state standards. Utah State Core Curriculum and Standards and planning lessons with necessary accommodations for students with disabilities are addressed in the following courses

**Core Competency 4: Scholars’ ASL Skills (Expressive/Receptive).** As suggested above, in order for DHH children to access the Utah Core Curriculum and Standards, it is critical that those teaching them be able to communicate in the students’ most accessible language. All students earning a master’s degree in ASL English (Bilingual-Bicultural) Deaf Education from USU will have completed the following: a) a series of
five courses in ASL. B). taken additional courses teaching content information in ASL; c) a series of practicum experiences totaling over 700 hours; and, d). possess the ability to pass a stringent ASL teaching proficiency exam.

All faculty members present course material in ASL and English, as scholars are expected to attain both Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency (CALP) (Cummins 2000; 2003) in both ASL and English prior to exiting the program. The required ASL Teaching Proficiency Exam is different than other national ASL exams in that it not only measures students’ ASL skills, it measures teaching skills using ASL including their classroom management skills, ability to connect L1-L2 (ASL-English), ability to use ASL CALP and ability to incorporate literacy throughout content areas.

**Core Competency 5: Scholars understand knowledge and strategies for working with children with exceptionalities/multiple disabilities.** Many children who are DHH have additional disabilities and teachers of the deaf must develop competency in special education and strategies for meeting the needs of these unique
learners. High expectations consistent with state and national educational standards are essential for each child to reach his/her full potential. Students also learn how to become an effective partner and advocate for the development of IEPs.

Core Competency 6: Scholars Understand Knowledge of Deaf Culture, Strategies for Facilitating Identity Development of Children from Diverse Cultures, and Incorporating Culturally Appropriate Curriculum. Students in our program will graduate with the understanding of the importance of facilitating identity development at a young age by providing role models both in person, through literature and media and through web-based interactive systems (e.g. Skype). They will also learn how to incorporate activities in lesson plans to facilitate identity development and self esteem.

Core Competency 7: Scholars Knowledge of Interpretation and Administration of Both Formal and Informal Assessments. Students will become familiar with statewide assessments that are used and how to interpret the results of such assessments. The ultimate goal is for our students to facilitate learning
and development so that D/HH students are able to achieve results that are on par with their hearing peers. Students will also learn the importance of informal assessments such as portfolios, language samples, etc. Students preparing to be teachers learn strategies to prepare D/HH children to take and pass state and national assessments.