College of Health and Human Services

Communicative Sciences and Deaf Studies

Handbook for Education Specialist: Deaf and Hard of Hearing Credential and DHH Intern

Updated as of September 2024

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Communicative Sciences and Deaf Studies Overview

Mission Statement

The mission of the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative sciences and deaf studies.

Operational Aspects

Administratively, the program in Deaf Education is part of the Department of Communicative Sciences and Deaf Studies (CSDS), which is housed in the College of Health and Human Services. The Department of Teacher Education, which administers the teaching credential aspects of the program, is located within the Kremen School of Education and Human Development. Even though these two areas are located in different administrative units, communication between these units has been frequent and collegial.

Non-Discrimination Policy

Fresno State's Credential Programs, as well as all of our region's school districts, are committed to the principle of equal opportunity. Fresno State's credential programs do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. The essential attributes have been developed in compliance with the American Disabilities Act (PL 101-336), and, when requested, the University will provide reasonable accommodations to otherwise qualified candidates with disabilities.

Services for Students with Disabilities

Any Teacher Candidate who would like to request academic accommodations due to a disability should contact the Services for Students with Disabilities Office by phone at 559-278-2811 or by email at ssdstaff@mail.fresnostate.edu. Any Teacher Candidate who has a letter from Services for Students with Disabilities Office indicating a

disability that requires academic accommodations should present the letter to all course instructor(s) and the clinical practice University Supervisor so that a discussion of any accommodations that are needed can be held confidentially.

Administration Team

Dean, College of Health and Human Services:
Dr. Kara Zografos | kzografos@csufresno.edu

Dean, Kremen School of Education and Human Development:
Dr. Sergio La Porta | slaportia@csufresno.edu

Program Contacts

CSDS Department Chair:
Dr. Steven Skelton | sskelton@csufresno.edu

Deaf Education Program Coordinator:
Dr. Janice Smith-Warshaw | jsmithwarshaw@csufresno.edu

Credential Analyst II:
Pahoua Vang | pavang@csufresno.edu

Program Philosophy/Settings

As a teacher preparation program, it is our responsibility to prepare teacher candidates to educate children who are deaf and hard of hearing in a variety of educational programs. Therefore, we provide our students with the comprehensive tools necessary to teach in the ASL/English Bilingual program. Practicum with deaf and hard of hearing students is provided in both day school and residential school settings with multicultural experiences from preschool to high school. While most teacher candidates plan to become elementary teachers of students who are deaf or hard of hearing, practicum is required with all age groups since the California Educational Specialist credential will authorize service to students from birth to age 22. Our program philosophy is to prepare teacher candidates who are competent to educate children who are deaf or hard of hearing in the following settings:

a) State Special Schools (California School for the Deaf – Fremont/Riverside)
b) Day school programs

c) Auditory-Oral programs
d) Total communication programs
e) ASL/English Bilingual programs

Current California credentialing practices provide a preliminary credential to new graduates of teacher training programs with the stipulation that they complete the requirements for a clear credential within three years. For these students, final internship placements with children who are deaf or hard of hearing are made within their area of specialization.

Program Design

Teacher candidates have two options for enrollment in the program and may move between the options as their employment dictates.

DHH Student Teaching Option

Teacher candidates in the DHH student teaching option will be supervised during 16-week, full-time student teaching in the last semester of two-year course of study. Teacher candidates have an option to perform an 8-week student teaching in a residential program and another 8-week in a day school program or a 16-week in one school setting.

This option allows candidates who are subject matter qualified, but not employed in a school, and candidates who are not yet subject matter qualified to enter the program. Subject matter qualification can be met by successful passage of the Multiple Subject CSET or university subject matter waiver.

DHH Intern Credential Option

In the DHH intern credential option, teacher candidates are full-time contracted public-school classroom teachers. Teacher candidates in the intern option are supervised in a Multiple Subjects setting by the university supervisor and a Mentor Teacher throughout the program.

Working as a teacher in a California public school requires a DHH Intern Credential. Prior to becoming eligible for a DHH Intern Credential, all candidates must:

- Must fulfill the subject matter requirement**.** This can be met by **passing all three subsets of the multiple subject CSET or completion of university subject matter waiver**
- Have completed a U.S. Constitution course or passing examination
- Have an offer of a teaching position in a multiple subject classroom in which the core curriculum (reading and language arts, history and social science, mathematics, and science) is taught to all students. Typically, the teaching position offer is met by teaching in an elementary classroom in a K-6 setting. Middle school instructors teaching the four core curriculum areas mentioned above may also qualify. All other positions will be considered on a case by case basis.
- Complete 160 hours of pre-service professional development coursework.

Fresno State Deaf Education Program requires that all eligible public school teachers who have successfully met the requirements listed above for applying a DHH Intern Credential. DHH Intern Credentials are filed through the Fresno State Credential Program. Fresno State Credential Program will assist you in the DHH Intern Credential application filing process.

Curriculum Sequence and Educational Plans

DHH Credential Option

Fall – Year 1	Spring Year 1	Fall – Year 2	Spring Year 2
CSDS 201	CSDS 206	CSDS 262	CSDS 258
CSDS 203	CSDS 255	CSDS 263	
CSDS 260	CSDS 260	CSDS 264	
CSDS 271	CSDS 272	CSDS 273	
		CSDS 260	

DHH Intern Credential Option (1)*

Fall – Year 1	Spring Year 1	Fall – Year 2	Spring Year 2
CSDS 201	CSDS 206	CSDS 262	CSDS 268
CSDS 203	CSDS 255	CSDS 263	
CSDS 260	CSDS 260	CSDS 264	
CSDS 271	CSDS 272	CSDS 273	
		CSDS 260	

*Teacher candidates who have B.A. in Deaf Education

DHH Intern Credential Option (2)**

Spring or Summer	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
Deaf Education Prerequisite Modules	CSDS 201	CSDS 206	CSDS 262	CSDS 258 or 268
ASL courses to reach level of ASLPI 2.5	CSDS 203	CSDS 255	CSDS 263	
	CSDS 260	CSDS 260	CSDS 264	
	CSDS 271	CSDS 272	CSDS 273	
			CSDS 260	

**Teacher candidates who have B.A. degree in other than Deaf Education

DHH Credential Educational Plan

M.A. in Deaf Education* and Preliminary DHH Credential		
Year 1 First Semester		
CSDS 201	Supporting Families w/DHH Children	3
CSDS 203	Graduate Studies and Research Methods in Deaf Education	3
CSDS 271	Foundations of Teaching in Deaf ED	3
CSDS 260	Practicum in DHH Classroom [100 hours]	3
Year 1 Second Semester		
CSDS 206	Audiology for Teachers of DHH Students	3
CSDS 255	Assessment of DHH Students	3
CSDS 272	Advanced Studies in Deaf Education	3
CSDS 260	Practicum in DHH Classroom [100 hours]	3
Year 2 Third Semester		
CSDS 262	Spoken Language Development of D/HH Students	3
CSDS 263	Seminar in Language Development and Instruction for D/HH Students	3
CSDS 264	Curriculum and Instruction for D/HH Students	3
CSDS 260	Practicum in DHH Classroom [100 hours]	3
CSDS 273	Current Trends in Curriculum and Instruction	3
Year 2 Fourth Semester		
CSDS 258 **(or)**	Student Teaching: Deaf and Hard of Hearing	6 or 12
CSDS 268	Externship with DHH Children and Youth	6 or 12

*Students will receive an M.A. degree in Deaf Education if pass the comprehensive exam

DHH Interns Educational Plan

Deaf Education Prerequisite Online Modules/Preparation Course		
Overview Concepts of Deaf Education module		
Intermediate Concepts of Deaf Education (Curriculum and Instruction)		
Advanced Concepts of Deaf Education (Instruction and Technology)		
Deaf Education Intern Preparation Course (Social Context of Teaching)		
Other requirements:		
U.S. Constitution (Approved College level course or test completion)		
Subject Matter (CSET or Subject Matter Prep coursework)		
- Name of Subject Matter degree _____		
- Name of CTC approved institution for subject matter _____		
- Verification of subject matter from Credential Analyst received		
Preliminary DHH Credential		
Year 1 First Semester		
CSDS 201	Working with Families w/ Diverse DHH Learners through Case Management and Positive Behavior Support	3
CSDS 203	Graduate Studies and Research Methods in Deaf Education	3
CSDS 271	Foundations of Teaching in Deaf ED	3
CSDS 260	Practicum in DHH Classroom [100 hours]	3
Year 1 Second Semester		
CSDS 206	Hearing and Speech Science for Deaf Educators	3
CSDS 255	Differentiated Instructions and Assessment of DHH Students	3
CSDS 272	Advanced Studies in Deaf Education	3
CSDS 260	Practicum in DHH Classroom [100 hours]	3
Year 2 Third Semester		
CSDS 262	Fundamentals of Teaching Bilingual Literacy Skills to DHH Students	3
CSDS 263	Fundamentals of Teaching Mathematics Literacy to DHH Students	3
CSDS 264	Integration of Technology Across the Curriculum for DHH Learners	3
CSDS 260	Practicum in DHH Classroom [100 hours]	3
CSDS 273	Current Trends in Curriculum and Instruction	
Year 2 Fourth Semester		
CSDS 258 **(or)**	Student Teaching: Deaf and Hard of Hearing	12
CSDS 268	Externship with DHH Children and Youth	12

Admission Procedures and Policies

Electronic versions of the CSU undergraduate and graduate applications are accessible at www.calstate.edu/apply.

Applying online via www.calstate.edu/apply is expected unless electronic submission is impossible. An acknowledgment will be sent when an online application has been submitted. Application in "hard copy" form may be obtained online via www.calstate.edu/apply as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications.

Importance of Filing Complete, Accurate, and Authentic Application Documents

Teacher candidate applicants must, ***when requested***, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Program Admission Requirements in compliance with the California Commission on Teacher Credentialing Admission Requirements and the CSU Executive Order 1032

- A bachelor's degree from a regionally accredited college or university (unless you are an undergraduate with senior standing).
- A grade point average of at least 3.0 on a 4.0 scale in the last 60 semester or 90 quarter units (*Petition for Exceptional Admission* is available).
- Passage of the California Basic Educational Skills Test (CBEST), the Multiple Subject CSET plus CSET Writing or the CSU Early Assessment Program or the CSU Placement Examinations (For more information, please visit http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf). Applicants for the Student Teaching Option must have taken CBEST) or the Multiple Subject CSET plus CSET Writing.
- Passage of the California Subject Examination for Teachers (CSET) or subject matter verification from an approved elementary subject matter program. Applicants who have not yet passed the CSET may begin the program in a preprofessional split-term one. The CSET must then be passed prior to enrolling in Term Two of the program.
- Three letters of recommendation indicating potential for graduate work.
- One official, sealed copy of university transcript.
- Write a strong letter of intent.

- Complete Graduate Record Examination (GRE).

Certificate of Clearance

All applicants must receive a Certificate of Clearance before enrolling in Term 1/Term 1A. (For fingerprint clearance information, please visit www.ctc.ca.gov/credentials/fee-and-fingerprint.html.)

Reservation

Deaf Education Graduate Program reserves the right to select its teacher candidates and deny admission to the Program as the Program, in its sole discretion, determines admission based on an applicant's suitability and the best interests of the Program.

Teacher Candidate

Expectations

Every teacher candidate is expected to abide by the policies and fulfill the responsibilities and obligations outlined in this section. In addition to the professionalism guidelines, the following responsibilities should guide candidates in working with students, school site faculty and staff, colleagues and peers, and university faculty and staff.

General Program Responsibilities:

1. Attend all mandatory events, meetings, convenings, conferences that are part of the credential program.
2. Maintain confidentiality of students, parents, and school site staff at all times.
3. Model professional and ethical behavior, including but not limited to punctuality, regular attendance, and appropriate dress. Please see the Professionalism Policy section of this handbook.
4. Notify the school site, mentor teacher, and university coach by 7:30 am in the case of an absence or tardiness.
5. Observe other educators model methods and strategies for effective teaching.
6. Learn and practice classroom strategies, diagnostic techniques, early intervention techniques, and procedures used by the mentor teacher.
7. Learn and abide by all applicable school site policies and regulations.

8. Develop lesson plans and revise as needed to have them approved by the university coach and mentor teacher before each lesson is taught.
9. Examine and be mindful of personal biases in promoting culturally sustaining pedagogy, universal design for learning, and developmentally appropriate pedagogy principles in working with children and families.
10. Engage in documenting weekly reflections and continuous cycles of inquiry throughout the program.

Responsibilities to Students

As a candidate you will be interacting with students in schools throughout your program. As you are learning to teach you will be exposed to information and situations in which there may be concern for the health, safety, privacy, or psychological wellbeing of students and/or families. Your responsibilities to all the students you encounter, whether they are in your direct charge or not, include the following:

Treat all students with dignity: All students must be treated with dignity and respect at all times regardless of their race; color; creed; gender; age; disability; sexual orientation; political or religious belief; or social, cultural, or linguistic status.

- Students, including those with disabilities, must be allowed to participate on an equal basis in any program or activity for which they are qualified.
- Students must be free from harassment by teachers or other students.
- Students must have physical privacy - including freedom from unwanted or punitive touching or physical restraint. If any student needs physical guidance or assistance in performing any activity, the assistance must be provided in the most dignified and private manner possible.
- Students and their families have the right to be referenced in respectful terminology when discussing race, religion, disability, or any other social or physical characteristics.
- Students should be corrected for academic or disciplinary problems in a respectful, non-punitive manner.
- Students should not be subjected to shame or humiliation in front of peers or staff.

Maintain privacy and confidentiality: All students and their families have the right to privacy and to confidentiality of both all verbal and written records and information from a third party. While you may need to know certain private information for the purpose of your own academic learning or preparation for appropriate instruction, this

information is not to be shared with others outside the academic or school community except as required by law.

- When sharing information within the school community, make sure you are doing so with the ultimate benefit of the students in mind. Gossip is never appropriate.
- Written information should be shared only in the most limited distribution possible to attain your goal. Be especially cautious in using e-mail or social media to convey information about students. Email, Twitter, and Facebook are considered public media. Treat anything you write on email and social media as though it were publicly available.
- Information shared with fellow Residents and faculty through papers and classroom documents or discussions should avoid personal identifiers that might enable someone to connect the information with a specific student, family, teacher, or school.
- Safeguard the physical and emotional safety of students: Do not engage in any activity that could reasonably be thought to jeopardize the health, safety, or wellbeing of students. Check school policies on safety during field trips and investigations.
- If you have questions or concerns about a situation, ask your mentor teacher, school principal, university coach, or program coordinator. If you see or hear something that threatens the physical or emotional health or safety of a student OR if you witness an event that threatens the health or safety of a student, you must report this to the proper authorities at once. In cases of imminent danger know and follow school emergency policies. Know and follow your school's policy on the appropriate person to notify. Keep a record of when, how, and to whom you have talked about the situation. Examples of situations that may fall under this principle are the following:

    - Suspected child abuse
    - Weapons on campus
    - Physical or sexual contact among students or between students and adults
    - Drugs, alcohol, or tobacco being offered to students by adults or other juveniles or consumed by minors on school premises
    - Sexual harassment or harassment based on disability, sexual orientation, race, or religion
    - Derogatory name-calling or other verbal or physical humiliation
    - Students who threaten to do themselves or others bodily harm are always to be taken seriously and reported to the proper authorities immediately.

Where a student's health or safety is threatened, individual confidentiality cannot be respected: You are obligated by law to report these matters to the proper authorities. You should tell the student about your obligation if your knowledge of his/her situation has come about because he/she has confided in you.

Responsibilities to Faculty, Staff, and Cohort

Treat your partner schools, course instructors, and fellow candidates with respect: Be sensitive to your position as a learner and as a guest in a partner school. While you

may not agree with all the philosophies, policies, and practices you will encounter, refrain from public criticism of partner schools, personnel, or students. Discuss any concerns about situations in the schools with the appropriate program coordinator.

- Whenever disagreement occurs with course instructors, administrators, and/or staff members, approach the situation with respect. Be sure to understand and follow the norms of the school community in which you are placed. In general, follow the Fresno State Student Conduct Code, which encourages the free expression of ideas AND also expects that candidates will conduct themselves as responsible and respectful members of the academic community. The Code further allows instructors to exclude from class anyone who is disorderly, disruptive, or dishonest. Plagiarism, in any form, is grounds for dismissal from the program.
- If you have a concern or issue with a given instructor, discuss the matter first with the instructor. If that is not possible, discuss the matter with the program coordinator. Refrain from spreading rumors or engaging in free-floating complaints either in conversation or via email.

Plan for instruction and observation in a timely manner: In order to help insure that students benefit from your instruction, lesson plans must be prepared for every lesson taught. Plans are to be reviewed and approved by the university supervisor at least two work days (not weekend days) prior to teaching and must be submitted in final form to mentor teacher at least one day in advance of the lesson's implementation, or as requested by the mentor teacher. It is assumed that the candidate will work with the mentor on an initial draft of the lesson prior to submitting to the coach. Plans should always be complete enough that another teacher could step in and function as a substitute.

- Scheduled Clinical Observations - It is the candidate's responsibility to meet the minimum expectation of four formal observations by your university supervisor, as well as beginning, midterm, and final triad meeting with your university supervisor and mentor. Please work with your coach and mentor to create a schedule during the first week of placement to insure that you are able to complete this requirement.

Participate actively in community building: You are preparing to join a profession that depends on collaboration. That means everyone must work together, take leadership responsibilities, and contribute to the good of the group. Be ready to do your part.

- Attend school site events such as “Back to School Night” as requested by your mentor teacher, school site administrator, university supervisor, and/or course instructors.
- Assist in preparations for school site events and parent conferences as needed.
- Get to know the other teachers, candidates, administrators, and staff at your school site.
- Whenever possible, get involved with extracurricular activities at your school site.

University Supervisor

Expectations

University Supervisors ARE NOT gatekeepers or summative evaluators. The role involves providing differentiated holistic supports to ensure each candidate’s success. Expectations for university coaches include the following:

· Engage in a minimum of four formal observations to provide formative, action-oriented, feedback that is aligned with prioritized skills and four check-ins which may include “Informal Observations” and other differentiated supports.

· Document observations of candidate teaching through scripted field notes and formative feedback

· Schedule beginning, mid-semester, and final triad meetings with the candidate and mentor to ensure that the candidate is progressing and provide feedback on growth areas

· Have a debriefing meeting with the candidate after each observation
· Begin an “Areas for Improvement” plan for candidates at the first sign of need

· Monitor progress and call a Plan of Assistance meeting with the Coordinator if the “Areas for Improvement” plan does not yield expected growth

· Provide individualized scaffolding and support for each candidate
· Provide continuity across the program expectations

· Share resources such as timelines, classroom management strategies, and assignment criteria, as well as serving as a communication link between Fresno State and partner schools.

· Build and maintain a collaborative relationship with the partner school, particularly the administration and mentor teachers

· Serve as a direct link between the field and coursework and helping to negotiate course-based ideas with district curriculum

- Support candidates in content (e.g., Math, Literacy)

- Support candidates in basic needs, emotional, and mental health areas (if you are concerned about a candidate's well-being, please notify the program coordinator)

- Schedule additional visits and observations as needed or requested by the candidate
- Engage in continuous cycles of inquiry to improve practice

- Attend all mandatory program events (e.g., orientations, meetings, professional development workshops)

- Interact with candidates and mentor teachers with respect at all times

Evaluation

All university supervisors will be evaluated by their candidates at the end of the semester.

Mentor Teacher

For the purpose of this handbook, the district-provided may be referred to as the Master Teacher, Cooperating Teacher, or the district supervisor, will be referred to solely as the "Mentor Teacher".

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as candidates build competency in program standards. Mentor Teachers are expected to support candidates in developing the skills and knowledge to meet these standards. **Thank you for serving in this capacity!**

State Requirements

The Mentor Teacher must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The Mentor Teacher must have demonstrated exemplary teaching practices as determined by the employing district and the university teacher preparation program. The matching of Teacher Candidate and the Mentor Teacher is a collaborative process between the school district and the program.

Essential Attributes of an Effective Master Teacher

1. Introduce the Teacher Candidate to the classroom and the students. Encourage the Teacher Candidate to introduce themselves to the students as soon as possible.
2. Introduce the Teacher Candidates to other staff members in the school and give them an opportunity to regularly interact with others.
3. Help the candidate locate resource materials, equipment, and the key staff members on campus.
4. Accept the Teacher Candidate as a co-worker of equal status. Prepare the class to treat the Teacher Candidate like they treat you.
5. Provide opportunities for the Teacher Candidate to study children and how they learn.
6. Structure responsibilities that gradually induct the Teacher Candidate into full-time teaching. Help the Teacher Candidate plan at least a week ahead.
7. Encourage the Teacher Candidate to explore and take risks. Start with a lot of structure, and then allow this person to take flight independently. After a few weeks, encourage him/her to take the initiative and design materials to extend lessons.
8. The conference regularly with the Teacher Candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.
9. Work with the teacher candidate to develop lesson delivery skills.
10. Work with the Teacher Candidate to develop classroom management skills. Explain your system and devise a way to collaborate.
11. Demonstrate sensitivity to the Teacher Candidate's emotional needs during the stressful student teaching period.
12. Observe the Teacher Candidate and provide honest, specific, and constructive feedback on lessons. Encourage the Teacher Candidate to reflect on what went well in the lesson and devise strategies to improve its effectiveness. Try to get the Teacher Candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or, at most, two ideas for improving the next lesson.
13. Familiarize the Teacher Candidate to district and school programs (e.g., State Special Schools, Mainstreamed Programs, Special Education, etc.)
14. Provide curriculum frameworks, and district guidelines.
15. Inform the Teacher Candidate of district and school testing programs and their place in the curriculum.
16. Build and maintain trust.
17. Help parents understand the valuable role the Teacher Candidate plays in the classroom.
18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or free labor.

Mentor Teacher Responsibilities

Mentor Teacher responsibilities fall under three domains: 1) providing a practice space, 2) making teacher practice visible, and 3) engaging as a teacher educator.

Providing a practice space	***Making Practice Visible***	***Engaging as a Teacher Educator***

• Allow candidates to take instructional risks • Give opportunities for candidates to try out new methods they are learning in program • Support candidates as they learn and apply ideas about child development & how to work in diverse, high-needs schools • Support candidates in successfully completing their course requirements, as needed. • Retain the legal responsibility for the classroom at all times	• Model unit and lesson planning and share rationale for sequence, strategies, etc. • Model instruction and share rationale for teaching moves • Model fostering a positive classroom climate • Debrief lessons after teaching and describe how this informs subsequent lessons • Model how to work with an instructional team (other DHH teachers, SPED, General ED, Coaches, parents, etc.) • Model how to create appropriate teacher-student relationships with students in order to enhance student learning	• Plan weekly structured meetings with candidates • Build in opportunities to talk with candidates about planning and instruction • Observe candidates and provide formative feedback • Continuously provide feedback on planning and instruction once the candidate takes the lead • Participate actively in classroom (observing, modeling classroom management, and co-teaching) • Ensure that candidate demonstrates Professional Expectations • Engage in at least two (2) joint meetings with the candidate and University Supervisor • Provide mid-semester evaluation and input toward the final evaluation

Mentor Teacher Roles

1. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.
2. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences, as needed to fulfill coursework requirements.
3. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the

Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.

4. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
5. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
6. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
7. Gives continuous feedback to the Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.
8. Maintains communication with the University Supervisor regarding the student's progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.
9. Agrees to complete required Midterm Evaluation and Final Evaluation online forms by a designated date, as set by the University Supervisor.
    1. When evaluating, the Mentor Teacher considers the candidate's stage as a beginning teacher and gives input regarding course credit to the University Coach.
    2. A letter of reference is optional.
10. Participates in a Midterm Evaluation conference and Final Evaluation conference with the University Supervisor and Teacher Candidate.
11. Informs University Supervisor of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.

Mentor Teacher Evaluation

Each Mentor Teacher will be evaluated by their candidate at the end of the semester.

Mentor Teacher Professional Development Requirement

The Commission on Teacher Credentialing (CTC) requires that all Mentor Teachers participate in a minimum of ten (10) professional development hours in order to serve as a Mentor. Mentor Teachers need to keep track their district-sponsored training in Induction or Coaching skills. These trainings will count as part of the State's required hours.

Program Policies

General Placement Policies

Teacher Candidates are allowed to find their preferred placement with permission of the Deaf Education Program Coordinator.

No teacher candidate can be placed or assigned a coach without a clinical practice application, this includes employed students working as the teacher of record in their own classrooms. Applications have a section for employed students to provide their employment details including school site, district, and grade level.

We cannot consider any requests or changes to requests received after the priority deadline.

Attendance

Candidates are expected to attend and participate in all scheduled university classes and field assignments. The following general policies for program attendance are required of all candidates in the Education Specialist. Individual instructors will set the policy for your regular courses. These policies may be appealed when unusual circumstances warrant in individual cases.

- Candidates are expected to be at their school site from a half hour before the first bell on site until half an hour after the last bell on site for full-day placements.
- If an illness or other emergency situation arises that necessitates an absence, the relevant persons (typically your university supervisor and your mentor teacher) should be notified as soon as possible. They should be notified 24 hours in advance, or by 7:30 the morning of at the latest.
- It is your responsibility to make sure any lesson plans or other materials are delivered to the school site.
- Multiple absences may result in a performance contract or dismissal from your school site or even from the program.
- Candidates are automatically excused from their clinical practice placements for required seminars, orientations, workshops, and other events sponsored or supported by the Fresno State Deaf Education Program. However, if you fail to attend these required events AND do not go to your placement it will be counted as an unexcused absence.
- All unexcused absences, as well as excused absences over 2 days total in the semester, must be made up by the student.

Grading

Teacher candidates in the Deaf Education graduate program must maintain a grade point average (GPA) of 3.0 within the program. Candidates will receive a letter grade in all course work; and receive a grade of credit (CR) or no-credit (NC) in all clinical practice/field work as a result of their performance of the course requirements and evaluations.

Course-related assignments may be drawn from students in your clinical practice/practicum; however, additional time outside of required practicum and clinical practice hours will likely be necessary to complete some of these assignments. Failure to comply with any requirement for student teaching may result in a teacher candidate having to withdraw from student teaching and receiving a grade of F or No Credit (NC).

Professionalism

As a guest at the assigned school site or as a teacher of record, it is expected that teacher candidates model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and/or making cell phone calls or texting during class time. It is recommended that all forms of social media communication should be kept professional and account settings should be set to private.

Candidate Support

In certain situations, a candidate may need to be remediated, reassigned, or dismissed from a clinical practice/practicum placement or showing signs of struggling to meet their clinical practice/practicum requirements while working full time as the teacher of record. Difficulties may include (but are not limited to): personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge all candidates, coaches, and mentor teachers should follow the following procedures:

- **Step One**: At the first sign of a candidate experiencing a challenge in clinical placement, they university supervisor will explicitly address the challenge area with the candidate either during an observation debrief, regular check in meeting, or a specific meeting to address the issue.

- **Step Two**: If the candidate shows minimal improvement, the university coach will schedule a meeting with the candidate, their mentor teacher, and the university coach to address the challenge area with a specific plan of action.
- **Step Three**: If the candidate continues to show minimal improvement, the university supervisor will schedule a meeting for the candidate, university supervisor, and program coordinator to complete an Individual Plan of Assistance. This plan will outline the issue and the specific course of action the candidate must take to improve, and will include various resources to be used to support the candidate. The university coach, in consultation with the mentor teacher, will document the candidate's progress in line with the Plan of Assistance and regular conferences to review progress may be conducted.

Reassignment/Dismissal from Student Teaching Placement/Intern Placement

In some cases, a clinical practice/practicum placement may be a mismatch for the candidate. In such cases, the university supervisor will contact the Deaf Education Program Coordinator to discuss possible reassignment. The Communicative Sciences and Deaf Studies Department Chair and the Deaf Education Program Coordinator will make final decisions regarding reassignment and will notify the university supervisor, candidate, and mentor teacher and site administrator. The Candidate Reassignment/Dismissal Form will be completed if the candidate is reassigned.

In the rare case that a teacher candidate is asked by a mentor teacher not to return to their classroom, the university supervisor will inform the candidate and the candidate will cease contact with the mentor teacher. If the candidate is asked by the school site administrator not to return to the site, the university supervisor will inform the candidate and the candidate will not return. Any belongings left will be collected by arrangement with the school site.

Student Dispute Resolution Process

In the event that candidates experience problems with their program, they must first make a good faith effort to solve the matter informally by talking directly with the individual(s) concerned. If candidates feel that the issue has not been resolved, they may bring the matter to the program coordinator, and then to the department chair if the coordinator is unable to resolve the matter.

After completing this appeal process from their own program to department, candidates who feel the issue has not been resolved or who wish to appeal the department decision may, within 30 days, submit a written appeal to the special assistant to the Dean or Associate Dean. The special assistant will then convene a School Dispute Resolution Committee which includes at least two additional faculty not associated with the prior appeal process, including one department chair, one program coordinator, and others at the discretion of the convener. Candidates have the option of meeting with the School Dispute Resolution Committee in person or through electronic means. The School Dispute Resolution Committee will make a recommendation to the Dean, whose decision is final.

Dismissal from the Program

If a teacher candidate is approved to repeat a clinical practice/practicum course and fails it a second time, this may result in automatic dismissal from the program. Candidates can also be dismissed from the program for violating the Teacher Code of Ethics, or the Professionalism or other University policies. Dismissal from the program will result in an automatic grade of F or No Credit (NC) for the clinical practice/practicum course, and the Candidate Reassignment Dismissal Form will be completed to reflect the decision.

Teacher candidates who are dismissed after the date for refund of tuition are responsible for full tuition regardless of the circumstances leading to termination.

Teacher candidates may follow the Dispute Resolution Process above to appeal dismissal from the program.

Teacher Performance Assessments

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs) 1 – 7 and K-12 ASL Content Standards. The TPEs 1 – 7 and ASL Content Standards will be taught in your coursework and applied and practiced in your fieldwork.

Resources

DHH California Teacher Performance Expectations (TPEs)

CTC's Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (2019) pp. 47-50 and (April 2023) pp. 2 - 17

TPE 1: Engaging and Supporting All Students in Learning
1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a **heritage language**), **research-based bilingual education methodology**, **translanguaging** practices and current effective learning.
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.
4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on **language planning** that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of **Assistive Technology** and **Augmentative and Alternative Communicative** Devices as appropriate).
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.
7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.
TPE 2: Creating and Maintaining Effective Environments for Student Learning
1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.
2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using **translanguaging techniques** appropriate to each student to further ASL and/or English competency.
3. Establish, maintain, and monitor an inclusive environment which cultivates **language equity** by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and **intersectionality** among students.

5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.
6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or **mental health** and **medical** needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.
TPE 3: Understanding and Organizing Subject Matter for Student Learning
1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English).
4. Demonstrate knowledge of **translanguaging** and **transliterating techniques** (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.
5.Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.
6. Construct accessible learning experiences that incorporate use of **auditory**, **tactile**, and **visually** assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.
2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas,

critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.
5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.
7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.
TPE 5: Assessing Student Learning
1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining **assessments** for placement and progress monitoring.
2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.
3. Develop and administer linguistically and culturally appropriate **assessments** in the language understood by the students guide instruction and monitor progress.
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all **stakeholders.**
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on **assessments** of student growth to determine level of proficiency for each deaf student.
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.
TPE 6: Developing as a Professional Educator
1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.
2. Demonstrate the ability to present unbiased information to families on the differences in **perspectives on deafness**, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.
4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.

5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other **service providers** and community agencies to design assessment and instruction.
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.
TPE 7: Effective Literacy Instruction for Deaf Students
1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards.
2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
3. Incorporate asset-based pedagogies, inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
4. Provide literacy instruction for all deaf students that considers the use of AAC and other appropriate assistive technology, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
5. **Foundational Skills**. Develop students' skills in print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or through facial expressions and movement in ASL), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
6. **Meaning Making**. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7. **Language Development**. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
8. **Effective Expression**. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
9. **Content Knowledge**. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening/viewing, and signing/speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
10. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities. Understand how to appropriately assess and interpret results for English learner students. Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and ASL and as appropriate in ASL and any other the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.
11. Provide instruction in English language development (ELD) for deaf students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.
12. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.
13. Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional

literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
14. Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.

DHH TPEs Glossary Terms from CTC's Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (2019) pp. 47-50

1. **Assessments**: Includes functional behavior assessment, informal, formal, formative, summative, diagnostic, progress-monitoring, and evidence-based performance used for the purpose of screening, referral, placement, progress monitoring, etc.

2. **Assistive technology**: Assistive technology is used to refer to a broad category of technologies that assist individuals in accessing their environment for communication and/or learning. These include technologies that enhance auditory, visual, or tactile information. Assistive auditory technologies include hearing aids, BAHAs (Bone Anchored Hearing Aids), cochlear implants, auditory brainstem implants, hearing or induction loops, wireless Bluetooth/FM/infrared systems, and personal amplifiers. Other assistive technologies may include alerting devices, such as visual alarms, vibrators, and flashing lights, computer or electronic assistive devices, computer software and hardware, such as voice recognition programs, speech generating devices, screen readers, and screen enlargement applications, closed captioning, video communication systems (e.g. FM systems, RMT). Assistive technology also includes augmentative and alternative communication devices; see Augmentative and Alternative Communication (Clerc Center, 2014)

3. **Auditory**: Auditory pertains to the sense of hearing, or to the organs of hearing, specifically what is perceived through or resulting from the sense of hearing, as well as any auditory input, such as speech, music, or environmental sounds used to enhance communication or illustrate a concept being taught.

4. **Augmentative and Alternative Communication** (AAC): Communication methods that supplement or replace speech or writing, often using a tool, such as a communication board with visual/graphic symbols, or computer programs that use synthesized/digitized speech to communicate for the user (National Joint Committee/ASHA, 2018).

5. **Deaf**: The term deaf is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deafdisabled, hard of hearing, late-deafened and hearing impaired (NAD, 2018). We have chosen to use one term, deaf, with the goal of recognizing experiences that are shared by all members of this diverse population while also honoring all of their differences.

6. **Heritage language**: The term heritage language has been variously defined as 1) a minority language learned by its speakers at home as children, but never fully developed, because speakers grow up with a dominant language, in which they become more competent, 2) a continuum that ranges from fluent speakers to barely speaking individuals of the home language (Polinsky & Kagan, 2007), 3) the language of a person's family or community, which the person does not speak or understand but with which he/she culturally identifies (Ochs & Schieffelin, 2017). Heritage language learners (HLLs) more recently have been defined as "individuals with familial or ancestral ties to a language other than English who exert their agency in determining if they are HLLs of that language" (Hornberger & Wang, 2017).

7. **Intersectionality**: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage, e.g., Deaf+woman+Latina.

8. **Language equity**: Language equity includes the concept of power dynamics between dominant and marginalized groups, which is often based on groups marginalized due to their language, if it doesn't match the language of the dominant group (Komesaroff, 2013). Language equity is the quality of

being fair and impartial regarding students' language differences with the focus of all instruction leading to comprehension (Cervantes-Soon, et al 2017).

9. **Language planning**: is a strategy that specifies how each language will be taught in a dual language program.

10. **Mental health needs**: childhood trauma, post-traumatic stress disorder, socioemotional disorder, conduct disorder, disruptive behavior, oppositional defiant disorder, separation anxiety, generalized anxiety, depression, attention deficit hyperactivity disorder and autism spectrum, or other generalized mental health needs that may impact a student's academic success or failure.

11. **Medical**: Medical pertains to any needs that are overseen by medical professionals (physicians, nurses, psychiatrists, etc.), e.g., tracheotomies and Passy Valves, seizure disorders, cerebral palsy, etc.

12. **Perspectives on deafness**: Perspectives on deafness include a continuum of cultural identities. Cultural identity includes the traditions, customs, language, and worldview of the culture. Cultural identity for deaf children is quite divers, and may include Deaf culture, where ASL or another form of sign language (e.g., Mexican Sign Language) is the community language, or cultural identity may include the culture of the hearing family, which usually includes one or more spoken languages (English, Spanish, Mandarin, etc.). Cultural identity may include a range between these two options.

13. **Research-based bilingual education methodology:** Research-based bilingual education methods may be implemented in a variety of structures, which may include: 1) bilingualbicultural, where sign language is learned as the native, or first, language, which then serves as a foundation to access written language (Marschark, Tang, & Knoors, 2014); or 2) bilingual, where two or more spoken languages are learned, either concurrently or sequentially, e.g., ASL and a spoken language, English and Spanish, etc.

14. **Service providers**: Service providers are professional personnel who may have roles for serving the student through the IFSP, IEP, or Transition Plan, usually as related services. They include speech language pathologists, audiologists, occupational therapists, physical therapists, medical and health professionals, psychologists, interpreters, parent counseling and training personnel, orientation and mobility personnel, etc. (Parent Center Hub, 2017).

15. **Stakeholders**: anyone who is invested in the welfare and success of deaf students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, interpreters, elected officials such as school board members, city councilors or state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions.

16. **Tactile**: Tactile pertains to the sense of touch, or to the organs of touch, specifically what is perceived through or resulting from the sense of touch, and any tactile input, such as pressure, movement, temperature to enhance communication or illustrate a concept being taught.

17. **Translanguaging techniques**: the use of a variety of language strategies and practices that foster linguistic diversity within the classroom that values multiple languages by leveraging students' full language repertoire (not to be confused with code-switching), i.e., read thematically in multiple languages, process language in multiple languages, multilingual word walls, multilingual writing.

18. **Transliterating techniques**: code-switching; mapping from one system of language to another: i.e., reading an English text utilizing ASL signs or transliterating spoken language using Cued Speech.

19. **Visual**: Visual pertains to the sense of seeing, specifically what is perceived through the or resulting from the organs of vision, and any visual input, such as a symbol, picture, sign, video clip, or display used to enhance or accompany communication or illustrate or a concept being taught.

California Dyslexia Guidelines

K-12 ASL Content Standards

California Standards for the Teaching Profession (CSTPs)

Council on Education of the Deaf (CED) Standards Program Standards

Five program standards are evaluated for accreditation. Below are each of the standards and the components of each standard that will be addressed in the accreditation report.

Curriculum for Core Programs at Provisional Certification Level

Aligns with CAEP Standard 1 (Content and Pedagogical Knowledge) and CAEP Standard 2 (Clinical Partnerships and Practice) and Standard 5 (Provider Quality, Continuous Improvement and Capacity)

Curriculum for teacher education is designed to achieve explicitly stated objectives. These objectives are determined in relation to both the professional roles and educational settings for which preparation programs are designed and behavioral outcomes sought. It is assumed that the design of each curriculum for the preparation of teachers adopted by the institution reflects an awareness of research and development in teacher education and the location of deaf and hard of hearing children in a variety of settings for their formal educational programs.

Curriculum includes the knowledge, skills, and dispositions candidates should attain from courses, services, readings, practicum experiences, and other planned learning activities. A program of learning refers to the sequencing of those planned learning activities to be achieved by the candidates.

Standard 1.1 Design of Curriculum

Standard 1.1 *Each curriculum reflects the institution's philosophy regarding education of students who are D/deaf or hard of hearing and personnel preparation, its conception of the role of the teacher, and its program objectives.*

Standard 1.2 Curriculum Components

Standard: 1.2.1 *The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC Special Education Initial Special Educator Preparation Standards: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.*

Standard 1.2.2 *The specialized portion of curriculum prepares candidates to meet the unique language and communication needs of D/deaf and hard of hearing children. The curriculum should include, as appropriate to program objectives, experience, coursework and training in skills that optimize language development, learning and literacy.*

Standard 1.3 Practicum

Practicum, observation, participation, and student teaching are an essential and integral curriculum component for prospective teachers. While other curriculum components provide candidates with certain knowledge, skills, and principles of practice, their direct experiences with D/deaf and hard of hearing students, teachers, and other personnel in educational situations provide them with professional models, examples for the application of theories, knowledge, and principles of instruction, and opportunities to develop and demonstrate their own competencies.

Many settings are available for practicum, including regular education settings, residential and day programs, itinerant and resource programs. Candidates should be familiar with the full range of resources available to D/deaf and hard of hearing students. They should carry out practicum activities in these facilities as appropriate to the program philosophy and objectives and their own professional goals.

Practicum typically occurs over an extended period of time and is integrated with other planned learning activities within the curriculum. To insure this integration and to guide, monitor and evaluate candidates' learning experiences in all phases of practicum, qualified personnel from the teacher preparation program and the practicum facilities should provide close and continuous supervision. Furthermore, the respective roles of all personnel involved in practicum and practicum supervision should be defined clearly, and communication among all persons involved in practicum should be frequent and successful.

Standard 1.3.1 *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING.*

Standard 1.3.2: *A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/deaf and hard of hearing students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals.*

Standard 1.3.3: *Qualified personnel from the teacher preparation center and practicum settings and facilities conduct a well-coordinated, planned program of supervision for all phases of practicum.*

Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives.

Standard 1.4 Program Development Guidelines

Professional organizations, universities, programs for D/deaf and hard of hearing students, etc. have developed numerous guidelines and strategies that have been found to be effective in planning, developing, and evaluating a curriculum. Program faculty should review these

various guidelines to determine how they will establish the program's content, structure, and system of delivery.

Standard 1.4: *In planning and developing the curriculum, the institution should give due consideration to existing guidelines, both internal (institutional) and external (e.g. CED).*

Standard 1.5 Administrative Structure

Administrative structure exists primarily as a practical arrangement for formulating and achieving goals, fixing responsibility, utilizing resources, and facilitating continuous development and improvement. The standard assumes that this principle is applicable to administrative units responsible for teacher preparation. The unit within the institution officially designated as responsible for teacher education should be composed of experienced persons committed to preparing teachers for students who are D/deaf and hard of hearing. The standard does not prescribe any particular organizational structure. A unit, as referred to below, may take the form of a center, council, commission, committee, department, school, college or other recognizable organizational entity. While major responsibility for designing, approving, evaluating, and developing teacher education programs should be carried by an officially designated unit, teacher education faculty members in the area of students who are D/deaf and hard of hearing should be systematically involved in decision-making processes.

Standard 1.5: *The design, administration and continuous evaluation and development of teacher education programs are the primary responsibility of an administrative unit. Faculty of the teacher education program in the education of D/deaf and hard of hearing students have significant and meaningful involvement in the administrative unit responsible for the program in terms of program design, administration and continuous evaluation and development of the program*

Faculty for Core Programs at the Initial Level
Aligns with CAEP Standard 5 (Provider Quality, Continuous Improvement and Capacity)

Programs preparing teachers for students who are D/deaf and hard of hearing require a competent faculty who are a coherent body devoted to the preparation of effective teachers. This faculty is significantly involved in developing and evaluating teacher education in their area of specialization and other areas offered by the institution. They also systematically engage in efforts to improve the quality of instruction and practicum experiences. The faculty constantly scrutinizes curricula in relation to the characteristics and needs of the candidates and the resources required to support an acceptable program. The following standards deal with significant aspects of faculty competence related to development, execution, and review of teacher education programs and conditions for effective faculty performance. Faculty for Teacher Education as used in standards 2.1 through 2.4 designates faculty members who are responsible for instruction and supervision in all areas of the curriculum, including practicum, for candidates preparing to teach students who are D/deaf and hard of hearing.

Standard 2.1 Competence and Utilization of Faculty

Faculty competence is crucial in teacher education, not only for the quality of instruction but also for the total atmosphere of the program. The quality of the program and the degree to which such quality is maintained depend primarily on the faculty. Faculty members' expertise makes competent instruction possible in all aspects of the curriculum and competent supervision of all types of practicum experiences.

Faculty competence is based academic preparation, experience, teaching, and scholarly performance. The standard assumes that advanced graduate work and experience in education of students who are D/deaf and hard of hearing or a related field are minimal requirements for teaching in an institution of higher education. In certain cases, where the faculty member has not completed the requisite advanced graduate work, competence may be established on the basis of scholarly performance as reflected by publication, research, or recognition by professional peers in the faculty member's field of specialization.
An institution should capitalize on the academic and professional strength of its faculty by making assignments that maximize preparation and experience. An institution also should relate faculty selection and assignment to faculty performance. The standard does not preclude offering adequate programs of teacher education with a small faculty, but it does discourage over-extending faculty and using them in areas in which they are not competent.

Standard 2.1: *An institution engaged in preparing teachers has a minimum of two qualified CED-certified full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy), one of whom is officially designated as coordinator or head of the Program and who assumes accountability for program administration, direction and evaluation.*

Standard 2.2 Faculty Involvement with Schools and Programs

Faculty members who instruct prospective teachers need frequent contact with schools and programs so that their teaching and research remain current and relevant. In addition, teacher education faculty should be committed to the needs of the teaching profession as a whole and to institutional programs. School personnel and faculty members in colleges and universities should share a common purpose and interest in teacher education. The specialized talent of the teacher education faculty is viewed as a resource for providing in-service assistance to schools and programs in the area served by the institution.

Standard 2.2: *Members of the teacher education faculty have continuing association and involvement with educational programs for students who are D/deaf and hard of hearing.*

Standard 2.3 Conditions for Faculty Service

The institution, recognizing that the faculty is the major determinant of the quality of its teacher education programs, makes provision for the efficient use of faculty competence, time, and energy. Such provisions include policies that establish maximum limits for teaching loads, permit adjustments in teaching loads when non-teaching duties are

assigned and allow time for faculty members to do the planning involved in carrying out their assigned responsibilities.
To maintain and to improve the quality of its faculty, the institution has a plan for professional development that provides opportunities like in-service education, sabbatical leave, travel support, summer leaves, and intra- and inter-institutional visitation. In addition, time is allocated in the faculty members' loads so that they can continue their scholarly development.

The institution recognizes that the quality of its instructional programs can be compromised if faculty members do not focus on instruction. Therefore, provision is made for support services, such as technology support services, instructional and/or research assistants, and administrative professionals, which permit faculty members to fulfill their instructional and other professional responsibilities at a high level of performance.

Standard 2.3: The institution provides conditions essential to the effective performance by the teacher education faculty.

Standard 2.4 Part-Time Faculty

Two kinds of situations support employing part-time faculty. One is the institution's need for competence not represented on the regular staff or not requiring a full-time faculty member. The other is the need for additional service in areas already represented on the full-time staff. In the interests of operating acceptable programs, however, the institution avoids fragmenting instruction and eroding program quality, which can accompany excessive use of part-time faculty. The competence of part-time faculty, indicated by academic preparation, experience, teaching, and scholarly performance, should be comparable to that of full-time faculty.

Standard 2.4: *The requirements for part-time faculty in the institution are comparable to those for appointment to the full-time faculty and are employed only when part-time faculty can make special contributions to teacher education programs.*

3.0 Candidates in Core Programs at the Initial Level

Aligns with CAEP Standard 3 (Candidate Quality, Recruitment and Selectivity)

Standard 3.1 Admission to Programs

Teacher education programs require candidates who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession. Attention to the characteristics of candidates admitted to, retained in, and graduated from teacher education is essential to designing and maintaining acceptable programs.
The program or institution should select and retains qualified candidates and eliminate those who should not go into teaching. They also should provide counseling and advising services, opportunities for candidate participation in evaluating and developing programs, and evaluation of graduates. The following standard applies to the selection of candidates in the program for the preparation of teachers of students who are D/deaf and hard of hearing.

Standard 3.1: *The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/deaf and hard of hearing. These criteria require the use of both objective and subjective data.*

Standard 3.2 Retaining Candidates in Programs

The professional studies component in teacher education curricula requires high academic achievement and growth in technical competence. Grades in coursework provide the usual measures of achievement in theoretical work. Observations, reports, and other modes of appraisal provide evaluations of laboratory, clinical, and practicum experiences. The institution owes it to the candidates to determine as objectively and systematically as possible specific strengths and weaknesses as they affect their continuing in the program A teacher's academic competence is a major determinant of effectiveness but is not the only one. Prospective teachers should demonstrate those personal characteristics that will contribute to, rather than detract from, their classroom performance. Institutions have the right and obligation to consider personal factors as well as academic achievement as a basis for permitting candidates to continue in a teacher education program.

Standard 3.2: *The institution applies specific criteria for retaining candidates who possess academic competencies and personal characteristics appropriate to the requirements of teaching.*

Standard 3.3 Candidate Participation in Program Evaluation and Development

Standard 3.3: *The program preparing teachers for students who are D/deaf and hard of hearing has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates.*

Standard 3.4 Program Graduation Requirements

Standard 3.4: *Graduation from a program for the preparation of teachers of students who are D/deaf and hard of hearing implies more than the satisfactory completion of a series of academic credit hours and includes performance-based assessments for all CEC-CED Initial Preparation Standards.*

General Education Prerequisites:
Teachers of students who are D/deaf and hard of hearing increasing need to have both the broad general education background described above and expansive professional preparation for teaching. They should acquire knowledge, skills, and dispositions for teaching students without disabilities prerequisite to or concurrent with their preparation to teach students who are D/deaf and hard of hearing. They also must have knowledge of subject matter and the ability to present it to a variety of students using appropriate language and communication pedagogies. Consequently, prior to, or upon completion, of a program in education of students who are D/deaf and hard of hearing, candidates also should have completed the course work generally required for a regular state teaching credential in early childhood, elementary, or secondary education. This course work should

be in the candidate's area of specialization in education of students who are D/deaf and hard of hearing.
Teachers of students who are D/deaf and hard of hearing, face a wide variety of situations with which they must deal effectively. These situations demand teachers with strong backgrounds of general knowledge combined with understanding the issues of a multicultural and pluralistic society. Their preparation must be strong in the natural, cognitive and behavioral sciences and the humanities. These prerequisites may be more specifically translated into general knowledge in the areas of:

- child growth and development, learning theory, and general psychology;
- linguistics and language acquisition
- the development, structure, and function of social institutions, including the interaction and interrelationship of these groups in our society, including the history, role and characteristics of educational institutions
- instructional procedures in general education;
- general instructional procedures for educating children with disabilities, including multiple disabilities.

No less than one-third of a four-year curriculum should be devoted to the studies of a general nature. The particular needs and interest of an individual candidate provide direction for particular course configuration or depth of study in a specific area of general education. Prior to (for graduate students) or parallel with (for undergraduate students) completion of a preparation program, candidates should demonstrate general knowledge in the areas above.

Standard 3.4.1: *Programs seeking Council on Education of the Deaf approval must document how they meet the prerequisite requirements described above.*

4.0 Resources and Facilities for Core Programs at the Initial Level

Aligns with CAEP Standard 5 (Provider Quality, Continuous Improvement and Capacity)

The institution provides an environment that supports the teacher education programs it offers. The adequacy of this environment is systematically evaluated in relation to the demands of curricula, faculty, and candidates. In the standards, certain elements of this environment are selected for fuller explication without presuming to relegate other elements to insignificance and without assuming that those that are selected are of equal importance. The standards treat the importance of the library, the materials and instructional media center, physical facilities, and other resources.

Standard 4.1 Library and Virtual Resources

The online or print library should be the principal educational materials resource and information storage and retrieval center of an institution. As a principal resource for teaching and learning, the library holdings and electronic databases in teacher education should be sufficient for candidates and pertinent to the types and levels of programs offered. Recommendations of faculty members and national professional organizations should be seriously considered in maintaining and building the collection and maintaining access. Library services assure both candidates and faculty members access to the holdings.

Standard 4.1: *The online and/or print library access is adequate to support the instruction, research, and services of each teacher education program.*

Standard 4.2 Instructional Technology

A wide variety of instructional technologies are necessary for the effective instruction of D/deaf and hard of hearing students. For this reason, teachers need to understand and use current technologies, both auditory and visual. To assist candidates in developing these understandings and skills, the institution should provide candidates and faculty members with appropriate technology resources. In maintaining and developing the collection of such materials and media, the institution should seriously consider the recommendations of faculty members and appropriate national professional organizations. Teacher preparation programs should include the use of teaching-learning materials and instructional media in two important ways: candidates should learn to use modern technologies in their teaching, and faculty members should use modern technologies to teach candidates.

Standard 4.2: *Instructional technology and support for a variety of technologies is adequate to support the teacher education program.*

Standard 4.3 Physical and Online Facilities, Support, and Other Resources

Teacher education programs should draw on the full range of institutional resources to support instruction and research. Assuming that the other aspects of an institution's teacher education program are acceptable, the adequacy of the physical facilities, equipment, and special resources is judged in terms of the program's operational requirements. The resources should be readily accessible, so that faculty and candidates can pursue instructional objectives effectively.

Standard 4.3: *The institution provides sufficient physical facilities and/or online services and other resources essential to the instructional and training activities of the program.*

5.0 Evaluation Review and Planning of Core Program at Initial Level

Aligns with CAEP Standard 1 (Content and Pedagogical Knowledge) and Standard 4 (Program Impact)

In order to assure that a program is current, relevant, and organized to carry out its mission appropriately, a continuous program of evaluation should be in effect. Such a program should focus on:

- Candidate performance and effectiveness
- Annual follow-up and evaluation of graduates
- Improving existing programs
- Engaging in long-range planning at both program and institutional levels

Standard 5.1 Evaluating Candidates and Graduates

The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. An institution

committed to the preparation of teachers engages in systematic efforts to evaluate the quality of its graduates' performance. The institution should evaluate candidates and graduates at multiple points during their preparation and after.

Programs should use their stated objectives of their teacher education programs as a basis for evaluating performance outcomes in the teachers they prepare.

Standard 5.1: *The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.*

Standard 5.2 Use of Evaluation Results to Improve the Program

The institution evaluates the teachers and candidates it prepares not only to obtain assessments of their quality but also to identify areas in the programs that need strengthening and to suggest new directions for program development. The results of the evaluations should be reflected in modifications in the preparation programs.

Standard 5.2: *The institution analyzes reports and uses evaluation results to study, develop, and improve its teacher education programs.*

Standard 5.3 Long-Range Planning

Institutional plans for future development provide a basis for making decisions in matters such as strengthening or modifying existing programs or introducing new programs. The institutional community, including faculty of the program preparing teachers of D/deaf and hard of hearing students should participate in conducting such studies and developing long-range plans.

Standard 5.3: *The institution plans for the long-range development of teacher education, including the program for preparing teachers of D/deaf and hard of hearing students. These plans are part of a design for total institutional development.*

Revised: 2/3/2019 by Dr. Pamela Luft

Teacher Code of Ethics

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

- Shall not reasonably restrain the student from independent action in the pursuit of learning.

- Shall not unreasonably deny the student access to varying points of view.

- Shall not deliberately suppress or distort subject matter relevant to the student's progress.

- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

- Shall not intentionally expose the student to embarrassment or disparagement.

- Shall not on the basis of race, color, creed, sex, national original, marital status,

  political or religion beliefs, family, social, or cultural background, or sexual orientation unfairly –

  - Exclude any student from participation in any program
  - Deny benefits to any student

- Grant any advantage to any student

· Shall not use professional relationships with students for private advantage.

· Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgement, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

· Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

· Shall not misrepresent their professional qualifications.

· Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

· Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

· Shall not assist a noneducator in the unauthorized practice of teaching.

· Shall not disclose information about colleagues obtained in the course of

professional service unless disclosure serves a compelling professional purpose or is required by law.

· Shall not knowingly make false or malicious statements about a colleague.

· Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

—Adopted by the NEA 1975 Representative Assembly

Adapted from the California Teachers Association Website (https://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx), Accessed 23 July 2019.

Conflict Resolution Guide

Conflict is a natural part of life…in the workplace, too! Take ownership for the interpersonal challenges you encounter by taking responsibility for doing something about it, if you feel it's advisable. Develop the personal confidence (through practice) to ask the individual to address the issue WITH you. Try this recommended procedure when issues arise with colleagues, faculty, students, parents, and mentor teachers (allowing for developmental and cultural differences, of course).

On Your Own:

1. Identify the specific issue(s) troubling you.
2. Specifically identify your associated feelings (formulate “I” statements in your mind).
3. Decide if this is an issue worth addressing (pick your battles). Think about the relationship. If it is to continue, your sensitive handling of the puzzle-solving process can have the effect of making the relationship work more easily in the future.
4. Think about appropriate time and place for discussion.
5. Take a minute to relax. Envision yourself communicating effectively and listening well. Envision the issue being successfully resolved.

Taking Action:

1. Contact the individual you wish to speak to. “Are you in the middle of something? I'd like to arrange a time to visit with you about a concern I have. When would be the best time for you?"
2. Once the appointment is made, distract yourself with other things.
3. As the day approaches, go back to A, B, C, and E.
4. Come to the appointment on time, appropriately dressed. Wait to begin your issue- related conversation until sitting with the individual in a private place. If the individual is not sensitive to your need for privacy, ask for what you need. "Is there somewhere we can find to talk privately?"

5. Present your perspective with an “I” statement. ATTACK THE PROBLEM, NOT THE PERSON. "I felt _____ when _____. I'd like to _____. I'm willing to _____."
6. Ask for his/her perspective. "How do you feel?" or "What do you think?"

7. As he/she presents his/her point of view, breathe, listen actively, then paraphrase. "So it sounds like you feel _____ about _____ and you’d prefer _____ and you'd like me to _____. Is that right? "
8. Be aware of your emotions as well as the other person’s.

After the Interaction:

9. On a later occasion, thank the individual for his/her time and willingness and let him/her know about the positive shift in your feelings resulting from the communication. "I just wanted to say thanks for our conversation the other day. I'm feeling so much better about _____.”
10. In a productive puzzle-solving process, "homework" often emerges ...especially if each person is willing to do something. Do your homework and show the individual that you have done so.
11. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. NEVER seek a third party as a first step.