

Student Teaching for Deaf & Hard of Hearing Students Syllabus (CSDS 258/268)

Spring 2025

Instructor Information

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Course Information

Course Modality: Face-to-Face

Course ID: 31920 Section: 01

Units: 3

Class Meeting Location & Time: School Site placements (vary)

Canvas: fresnostate.instructure.com

Prerequisites: CSDS 206, CSDS 255, CSDS 262, CSDS 263, CSDS 264, 2-12 units of CSDS 248, permission of instruction; CSET must be taken and passed.

Teaching under supervision in a class for deaf or hard-of-hearing children and youth. Directed observation, participation, and weekly conference with university supervisor. CR/NC grading only. (Formerly C D 164B; CSD 164B) (CSU liability insurance fee, \$8)

Course Description: This 6-unit course provides the student with the opportunity to plan and implement instructional programs for Deaf/Hard of Hearing learners over an eight-week period. The internship is offered in public school or non-public school classroom settings for Deaf/Hard of Hearing students.

Land Acknowledgement

A Land Acknowledgement is a formal statement that recognizes and respects Native peoples as traditional stewards of lands. The statement highlights the enduring relationship between Native peoples and their traditional territories.

"The Fresno State campus sits in the midst of the San Joaquin Valley, a valley rich in the traditions and representation of Native American peoples and cultures. We are grateful to be in the traditional homelands of the Yokuts and Mono peoples, whose diverse tribal communities share stewardship over this land."

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Native people who have been living and working on the land from time

immemorial. It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Native protocol.

DIVERSITY, EQUITY, AND INCLUSION STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so we can set-up a plan for you.

Course Specifics

Course goals: The Deaf and Hard of Hearing Credential Program requires over 400 hours of student teaching in a classroom over the arc of the entire program from Early Childhood Education to High School level. The primary goal is to practice important foundational concepts that are present within the Teacher Performance Expectations (TPEs), in a student teaching setting. Clinical practice experiences are the cornerstone of effective teacher preparation and will include the support of a University Supervisor. Participation in student teaching placement allows candidates to apply their learning from coursework and receive coaching in order to improve implementation. The student teacher will learn and assign as one of these roles and responsibilities: Early Intervention Deaf Education teacher, Deaf Education Teacher, Itinerant Teacher, and/or SDC Teacher at the clinical practice setting.

Course overview: Teacher candidates in their final semester will work in classrooms for approximately 40 hours per week, beginning the first day of the school site calendar until the last day of the school site calendar. For example, if CSDS 258/268 is taken in the Fall semester, teacher candidates will begin when teachers report back to work in August and end on the last day of school prior to the December holiday. If CSDS 258/268 is taken in the Spring semester, teacher candidates will begin when teachers report back to work in January and end on the last day of school prior to summer break. CSDS 258/268 follows the school site calendar, not the university calendar.

Student Learning Outcomes: *PLO: Demonstrate understanding and application of knowledge within their selected discipline/option.*

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) (Preliminary Education Specialist Teaching Credential Program Standards 1-7) and DHH Teaching Performance Expectations (DHH TPE 1-7).

1. Teacher Candidates will engage and support all students in learning. This includes the monitoring of student learning during instruction and making subject-specific content accessible to all students (DHH TPE 1).
2. Teacher Candidates will create and maintain an effective learning environment for student learning (DHH TPE 2).
3. Teacher Candidates will understand and organize their subject matter for student learning. This includes the demonstration of 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/English) (DHH TPE 3).
4. Teacher Candidates will plan instruction and design learning experiences for all students. This includes the demonstration of the ability to design and implement effective individual, social, academic, cognitive, and language learning activities for diverse learners all ages (birth to 22) (DHH TPE 4).
5. Teacher Candidates will interpret and use specialized assessments for planning instruction and to make an informed judgement about what a student knows and is able to do (DHH TPE 5).
6. Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement and develop as a professional educator (DHH TPE 6).
7. Teacher Candidates will develop lesson plans following the California Comprehensive State Literacy Plan, ASL Content Standards, and MTSS. (DHH TPE 7).

In this course, the following Teaching Performance Expectations (TPEs) may be introduced, practiced, and assessed (as shown below):

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.	Practiced & Assessed
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.	Practiced & Assessed

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.	Practiced & Assessed
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.	Introduced & Practiced
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).	Practiced & Assessed
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.	Introduced & Practiced
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.	Introduced & Practiced
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed

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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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).	Practiced & Assessed
4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.	Introduced & Practiced
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.	Practiced & Assessed
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.	Practiced & Assessed
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.	Practiced & Assessed
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.	Practiced & Assessed
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.	Practiced & Assessed
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.	Practiced & Assessed
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Practiced & Assessed
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.	Practiced & Assessed
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	Practiced & Assessed
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.	Practiced & Assessed

<p>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).</p>	<p>Practiced & Assessed</p>
<p>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.</p>	<p>Practiced & Assessed</p>
<p>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.</p>	<p>Practiced & Assessed</p>
<p>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.</p>	<p>Practiced & Assessed</p>
<p>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.</p>	<p>Practiced & Assessed</p>
<p>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</p>	<p>Practiced & Assessed</p>

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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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.	Practiced & Assessed
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	Practiced & Assessed

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.	Practiced & Assessed
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.	Practiced & Assessed

Course Requirements:

1. Teacher Candidates are expected to have college-level skills in reading, writing, oral communication, and basic technology proficiency. Candidates are also expected to have access to a computer, laptop, or device that connects to the Internet and can record video.
2. Teacher Candidates are expected to be at their student teaching site for approximately 40 hours per week (Monday through Friday) The schedule is to be discussed with the Mentor Teacher and approved by the University Supervisor.
3. Teacher Candidates must be actively working toward *full teaching responsibility* in the class periods to which they are assigned (4 class periods), upon approval and recommendation of the Master Teacher and University Supervisor. As the semester progresses, teacher candidates will assume responsibility for teaching at least four periods or the equivalent per day. CSDS 258 culminates in a minimum solo or co-teaching field experience for four weeks to include: planning, implementing, assessing (informal/formal and formative/summative), and assuming all classroom duties/responsibilities. Most Teacher Candidates will assume full teaching responsibility right at the beginning of the semester. It is recommended that the Teacher Candidate is teaching the same group of students over the course of the semester.
4. In addition to teaching, teacher candidates are assigned to a floating period where they can use the time to conference with their Master Teacher, observe other teachers at the school, talk with staff, and/or prepare instructional materials for teaching.

5. Teacher Candidates must also participate in non-teaching activities that are typically part of a teacher's responsibilities, such as participating in a parent-teacher conference, attending extra-curricular school events, attending staff or department meetings, and supervising students outside of classrooms. These non-teaching activities are integrated as assignments throughout the credential coursework and clinical practice.
6. Teacher Candidates are required to read through syllabus and [CSDS Handbook for Education Specialist: DHH Credential and DHH Intern](#), in order to adequately prepare for CSDS 258.
7. Teacher Candidates are expected to implement the [California Teaching Performance Expectations \(TPE's\) 1-6](#), [CA Program Standards and Teaching Performance Expectation Standard 7](#), [the California Content Standards](#), and the [California English Language Development \(ELD\) Standards](#) at their student teaching placement site.
8. During the last week of final student teaching, Teacher Candidates must complete a final evaluation of the University Supervisor and Master Teacher. This feedback will only be used to help Deaf Education Program Coordinator to improve the credential program.
9. Teacher Candidates must complete an electronic portfolio and submit to the University Supervisor before the end of the semester.

e-Portfolio Contents:

Submit the following **electronic documents** to the university supervisor at the completion of your student teaching:

- Make a file name: CSDS 258 and your name
- Brief information about the placement, the school, the teacher, and your weekly schedule.
- Lesson Plans
- Weekly Reports
- Weekly and Cumulative time logs
- Weekly Observation from Master Teacher
- Midterm and Final Evaluations from Master Teacher
- Evaluations from University Supervisor

CSDS 258 Student Teaching Timeline

Date	Assignment
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Week 1 (Jan 22 – 26)	Meet with Mentor Teacher & University Coach; observing throughout the school; becoming familiar with the classes to be taught; observing, assisting the mentor teacher, and planning with the mentor teacher.
Weeks 2-3 (Jan 29 – Feb 9)	Assisting, planning, and solo teaching or co-teaching daily. At least 2 periods per day of solo teaching.
Weeks 4-5 (Feb 12 – 23)	Assisting, planning, and solo teaching or co-teaching daily. At least 3 periods per day of solo teaching.
Weeks 6-8 (Feb 26 – Mar 15)	Assisting, planning, and solo teaching or co-teaching daily. At least 4 periods per day of solo teaching.
Weeks 9-16 (Mar 18 – May 10)	If stay in the same student teaching placement, then continue assisting, planning, and solo teaching or co-teaching daily. Full day of solo teaching. Otherwise, follow Week 1-8 for different student teaching placement. The dates will be as follows: Week 1: March 18 – 22; Week 2 & 3: March 25 – April 5; Week 4 & 5: April 8 – 19; Week 6 to 8: April 22 – May 10.

CSDS 258/268 Candidate Observation Protocol

The observation rubric is aligned with the California Teacher Performance Expectations (TPEs) and is intended to be used as a formative assessment. During the semester, the university supervisor uses the observation rubric to provide a minimum of four formal observations and feedback necessary to improve practice. Candidates may also receive feedback from a master teacher and/or a school administrator, all of whom are invested in facilitating candidate success.

CSDS 258/268 Course Grading

Earning a “credit” in CSDS 258/268 means that all expectations outlined in student teaching or intern evaluations and electronic documents must be satisfactorily met. This includes attending “all” seminars and functions preempted by the program and the Academic Subject Matter Area Department as necessary to satisfy the credit/no credit requirements for CSDS 258/268. The grade breaks down as follows:

- Midterm Evaluation (35%)
- Final Evaluation (35%)
- Electronic Documents (30%)

CSDS 258/268 Course Evaluation and Evaluation Outcomes

Student teaching performance will be observed/evaluated on a consistent basis throughout the semester to ensure candidates are meeting the selected Teacher Performance Expectations (TPEs) of the Commission on Teacher Credentialing (CTC) as aligned to the California Standards for the Teaching Profession (CSTPs). The CSTP standards represent how educators in California are to be evaluated once they enter

the profession and the TPEs represent how credentialing programs evaluate their student teachers.

- [CSDS 258/268 Mid-term Evaluation of Student Teacher](#)
- [CSDS 258/268 Final Semester Evaluation of Student Teacher](#)

1. **Formal Observations**

The University Supervisor will complete a minimum of four formal lesson observations and provide documentation of contact for each Teacher Candidate under their supervision based on the TPE's. Observations will be conducted through video capture, or synchronous video observation, if applicable. The University Supervisor will also complete the two evaluations (mid-term and final) before the end of the semester.

2. **Mentor Teacher Feedback**

Mentor teachers will complete the two evaluations (mid-term and final) before the end of the semester. The feedback form will be an opportunity for the master teacher to describe the teacher candidate's strengths and areas of growth.

Course Policies & Safety Issues

Visitors, guests, and family members are welcome to come to class as long as they are in compliance with our safety/health measures and with advance notification to your instructor. This class is interactive in nature as well including class activities and group projects. Therefore, you are expected to work both cooperatively and collaboratively throughout the semester. All exams are to be done independently.

If you are absent from class, it is your responsibility to check on announcements made while you are away. Your grade is based on the quality of your work. Attendance will not be taken.

Please review [University Policies](#) to ensure coherence with any classroom policies and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

The use of audio/video recordings of course lectures and the general guidelines for usage of electronic devices are not allowed, except for student(s) with disability. If I allow you to use the recordings of course lectures, I want to make it clear that they are not to be shared with individuals who are not officially registered for the course and that they should be destroyed at the end of the semester.

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The [University Policy on Disruptive Classroom Behavior](#) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive

behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Classroom Conduct: Faculty and students come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. All members of the academic community should demonstrate respect for the classroom environment. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live.

Faculty have a responsibility in the classroom to respect student diversity and diversity of viewpoint, but they also have the primary responsibility to maintain the orderliness and integrity of the learning environment. Students have the right to express ideas unpopular with the class or contrary to those of the instructor. However, students also have a responsibility to respect the learning environment and the integrity of others in the classroom setting. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. Please review the [University Policy on Disruptive Classroom Behavior, which](#) can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Language Policy: In a classroom where there are multiple cultures and languages, I ask that all discussions be conducted in ASL and/or English. Because your instructor is Deaf, please adhere to Deaf cultural norms including, but not limited to:
Informing instructor if you will be late or need to leave early (or planned absence)

Eye contact at all times (no dark glasses or hats/caps that cover or cast a shadow over eyes) except for DeafBlind students who need light filtering. No talking during class (using your voice) except when given instructions to do so.

Late Work Policy: Late work is allowed and accepted for serious and compelling reasons that are documented. Late work is accepted up until May 9, our last day of instruction. Please get in touch with me with your reason for needing to submit late work and to make arrangements. *Keep in mind* that late work on vocabulary center assignments will impact you and your peers' ability to pass your exams successfully.

Please note that APM 232 requires that students be allowed to make up work missed during absences up to a single week for serious and compelling reasons that are

documented. Therefore, a policy of “no late work” is out of compliance with the policy. APM 241 requires that these make-up policies be described in the syllabus.

Address safety issues if relevant. (labs, hazardous materials, shops, field work, etc.).

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the [COVID website](#) for the most up-to-date information

Vaccination:

The California State University system strongly recommends the COVID-19 vaccination and booster for all students, faculty, and staff. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:

Fresno State no longer requires masks to be worn indoors, but based on updated guidance from public health experts, the University highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments.***

Testing:

The campus was fortunate to receive the Higher Education Emergency Relief (HEERF) Funds during the pandemic and through June 2023 but funds are no longer available. Students will still be able to obtain free kits from the Student Health and Counseling Center. Additionally, free [COVID-19 test](#) options are offered by the Fresno County Department of Public Health.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

The course policies that appear below are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee. Responding to those that apply in the course syllabus has generally been found to be helpful.

Dispute Resolution:

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name: Dr. Steven Skelton

Department: Communicative Sciences and Deaf Studies

Chair's email: sskelton@mail.fresnostate.edu

Department phone number: 559-278-2423

Intellectual Property:

All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction:

In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)

- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | titleix.fresnostate.edu | 559.278.5003

Fresno State Police Department | fresnostate.edu/police | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796

Counseling Services | fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the [Concern & Action Guide](#).

Emergency Information:

In the event of an emergency, everyone in the campus community becomes a partner in the response. To ensure you are prepared and remain calm you must make yourself familiar with campus protocols. To contact the Fresno State Police Department call 559.278.8400 from your cell phone or 911 from a campus phone. Prior to an emergency, assess your environment for options depending on the emergency. Identify all possible exit routes, in an emergency always use the closest most safe exit. Once you exit the building go to the predetermined evacuation assembly point, if that is unavailable then go to an open safe space away from the emergency. Identify where and how you can secure yourself inside if you need to shelter in place or hide from a threat. Be prepared to help guide those around you and assist individuals who may be in need. Additional information can be found at www.fresnostate.edu/emergency

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Academic Success Coaching](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCE

