

Department of Special Education
SPED 403D: EARLY FIELD EXPERIENCE/SEMINAR in DEAF EDUCATION

SPRING 2025

Professor

Colleen L. Smith, Ph.D.

Class meetings

Thursdays, 4:30-6:45pm
Maple Hall Room #318

100 hours of fieldwork is required this semester.

This course will be held in person, on-campus, in the field, and online.

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Catalog Description

Pre-requisite: Admittance to Credential Program

Pre/co requisite: SPED 400

SPED 403D should be taken prior to SPED 504D.

Course Description

This course is the first of two fieldwork practica in special education designed to provide Credential candidates field experiences in K-12 schools serving deaf and hard-of-hearing students. Students observe/participate in the instruction of deaf and hard-of-hearing students across the age ranges from preschool through high school and across the range of settings from itinerant to self-contained classes to special school and residential school placements. Accompanying seminars link terminology, issues and instructional perspectives with practice, with collegial support provided to participants. *At least 200 fieldwork hours that includes purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) is provided to candidates in general education and special education settings.* Available for graduate credit.

Course Objectives

After completing this course, candidates will demonstrate the ability to:

1. Use the DHH Teacher Performance Expectations in developing as a professional educator and reflective practitioner;
2. Describe educational issues related to parents and the community, including the identification of community resources, and the impact of cultural and linguistic difference on student learning;
3. Identify essential components of classroom organization and management and implications for creating a classroom climate conducive to learning;
4. Reflect on instructional practices in relation to state-adopted content standards, principles of human development and learning, and observed effects of different educational approaches in setting with DHH children birth through 22 years, including students who are DHH with additional disabilities;
5. Demonstrate understanding of federal and state legislation and policies related to the education of students with disabilities (e.g., IDEA, Title 5);
6. Analyze the implementation of various pedagogical practices with learners who are DHH, birth through 22 years, including students who are DHH with additional disabilities.
7. Observe, analyze, and implement lesson plans developed by experienced teachers;
8. Demonstrate the ability to build cooperative relationships with teachers, paraprofessionals, and other school staff;
9. Develop critical thinking skills by reflecting upon field experiences as related to professional development.

Text and Readings

Chamot, A.U. (2009). *The CALLA Handbook. Implementing the cognitive academic language learning approach*. Pearson Longman

Ladd, P. (2022). *Seeing through new eyes, deaf cultures, and deaf pedagogies: The unrecognized curriculum*. Dawn Sign Press.

K-12 ASL Content Standards

<https://aslstandards.org/>

California Standards for the Teaching Profession

<http://www.ctc.ca.gov/educator-prep/standards/cstp-prior.pdf>

CEC Code of Ethics and Standards of Practice for Educators of Persons with Exceptionalities

<http://ethics.iit.edu/ecodes/node/4880>

NAD Bill of Rights for DHH Children

[https://www.nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing- children/](https://www.nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children/)

Assembly Bill 1836: Deaf Children's Bill of Rights (CA, 1994)

<http://www.cde.ca.gov/sp/ss/dh/ab1836.asp>

Senate Bill 210 SPED: DHH Children: Language Developmental Milestones (2015-16

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB210

Presentation Method for the Course

This course will use both synchronous and asynchronous approaches to learning.

Attendance and participation at all scheduled class sessions is part of the expectations of this class. We will create a richer learning experience through ongoing discussion of class topics and by reading content posted on Canvas

Course Assignments:

- **Journal Reflections/Discussion Posts (6)-** Candidates will reflect on field experiences and share with classmates, making connections to the CSTPs. Purpose of journal reflections/discussions is to develop reflective and critical thinking skills. Journals provide an avenue to reflect on your day-to-day practice to identify successes as well as opportunities for further growth and development. Some journals will be completed via discussion forums on Canvas and will have specific topics. Topics will include: Learning autobiography, class/school profile, PBIS/Classroom management structures, collaborating with paraprofessionals, general successes, challenges, and action plans.
- **Lesson Plan** (explicit teaching lesson plan): Candidates will develop a lesson plan that they will teach in their field experience placement. Template and samples will be provided in Canvas.
- **Attend an IEP meeting plus reflective paper:** Candidates will attend an IEP meeting at a fieldwork site and write a reflection paper. (See Canvas for the details, template will be provided for reflection).
- **Chapter discussions and presentations**

Early Fieldwork Assignments

200 hours required.

Candidates will obtain 100 hours of early fieldwork during this course. The remaining 100 hours will be obtained across Deaf Education methods classes per the clinical fieldwork implementation plan (fieldwork table).

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs.

Fieldwork Observations: 2 sessions will be observed in-person or recorded.

Fieldwork Verification- Candidates will keep a log verifying their 100 fieldwork hours. This form must be signed-off by the On-site Mentor Teacher.

Evaluations- At the end of the semester, Candidates will be evaluated by both the University Supervisor and the On-site Support Teacher using the Early Fieldwork Evaluation Form.

Fieldwork hours: Students will engage in a total of 100 hours of classroom guided observation and initial student teaching (co-planning, co-teaching, and/ or guided teaching) over the course of the semester. **Fieldwork will focus on early intervention settings (birth-3 years) and transition settings (18-21 years).**

Course Schedule

	Topic	In class Activities
Week 1	<p>Introduction to the Course and Equity Mindful Teaching</p> <p>Provide and sustain a language rich environment in American Sign Language (ASL).</p> <p>Introduction to knowledge of the history of deaf education</p> <p>Examine research-based bilingual education method. Introduce translanguaging, UDL Principles and Practices. Situate discussion within the child's home culture.</p> <p>DHH 1.1 DHH 1.2 DHH 6.1</p>	<p>KWL</p> <p><i>Unrecognized Curriculum Ch. 5: Starting the Cognitive Engine.</i></p>
Week 2	Trauma Informed Education	State of California Modules on Trauma Informed Education
Week 3	<p>Understanding and Organizing Subject Matter for Student Learning-</p> <p>DHH 4.5 DHH 4.7</p>	<p>Read TPEs and present in own words. Specific attention to:</p> <p>Planning instruction and designing learning experiences for all deaf students.</p> <p>Accessing resources</p> <p>Collaborating with service providers and deaf community agencies</p>
Week 4	<p>Thematic Teaching and Lesson Development</p> <p>Making subject matter personal and meaningful.</p> <p>Inclusivity through Language Equity</p> <p>DHH 1.3 DHH 1.6 DHH 1.6 DHH 2.3</p>	<p>CALLA Handbook Lesson Design.</p> <p>Higher order thinking skills. Blooms Taxonomy.</p> <p><i>Unrecognized Curriculum Ch. 6: Developing and Using VGT Modalities</i></p>
Week 5	Writing classroom Observations	<p>Ethnographic observations</p> <p>Objective vs. Subjective writing.</p> <p>Observe and write lesson based on observation. Implement in pairs.</p>
Week 6	<p>Transition Planning</p> <p>DHH 1.8 DHH 5.6</p>	<p>Learn about transition plans from birth to age 22 through the IEP.</p> <p>Evaluate transition plans that include language and communication</p> <p>Practice writing SMART Goals.</p> <p><i>Unrecognized Curriculum Ch. 7: Creating Safe Deaf Spaces.</i></p>

Week 7	Translanguaging DHH 3.4	Lesson plan implementation. <i>Unrecognized Curriculum</i> Ch. 8: Language Acceleration
Week 8	Teaching and Testing Accommodations and Modifications Grading Assessments DHH 5.1 DHH 5.2	Observe IEP meeting. Discuss assessments used. <i>Unrecognized Curriculum</i> Ch. 10: Enabling Deaf Children to Live Well in Multiple Worlds.
Week 9	SPRING BREAK WEEK	
Week 10	SEL Curriculum. How to discuss gender and identity with students. DHH 2.1 DHH 2.8	Establish a caring, stimulating, and safe community for diverse deaf learners. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity. <i>Unrecognized Curriculum</i> Ch. 9: Explaining Deaf Children's Place in the World
Week 11	Types of Knowledge / Ways of knowing	Declarative knowledge, Procedural Knowledge Metacognitive knowledge <i>Unrecognized Curriculum</i> Ch. 11: Deaf Pedagogies- The Challenges
Week 12	Academic Language DHH 3.1	Master technical vocabulary and key concepts in content areas.
Week 13	Old Content, New Framework New Content, Old Framework	Lesson plan preparation and implementation. <i>Unrecognized Curriculum</i> Ch. 12: Achieving Deaf Pedagogies- External Challenges
Week 14	Develop Lesson Plans using culturally relevant language rich resources. DHH 2.5 DHH 3.8 DHH 6.8	Design and implement lessons for CSDR visitation. Select, adapt, create and use culturally relevant language-rich resources. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

Week 15	Presentations related to research-based deaf education. DHH 6.1	Developing as a Professional Educator
Week 16	Literacy Performance Assessment Introduction.	

Early Fieldwork Assignment at California School for the Deaf in Riverside

April 8, 2025 | 8:00 am to 6:00 pm

May 12, 2025 | 8:00 am to 6:00 pm

DHH Fieldwork Evaluation

Early Fieldwork SPED 403D, Methods courses (SPED 504D, 560, 561, 563, 565, 566, 567D)
 Student teaching SPED 580DHH
 Intern SPED 506 DHA-D

Candidate:	Student ID:
CSUN Supervisor:	Support Provider:
Year/ Semester:	Site (School/ District):
Grade level of students:	

UJ unable to judge/ insufficient evidence	1 practice not consistent with standard	2 developing practice	3 maturing practice	4 practice that exemplifies standard
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Average of 2 for SPED 403D and SPED 506A & B

Average of 3 for SPED 506 C & D and SPED 580

Early fieldwork	Student teaching/ Univ Intern		UJ	1	2	3	4
Semester & Course	TPE 1: Engaging and Supporting All Students in Learning						
		1.1 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.					
		<ul style="list-style-type: none"> Motivates students for learning effectively DHH 1.1 DHH 1.1 					
		<ul style="list-style-type: none"> Provides clear and concise directions/instructions to let students know what is expected 					
		1.2 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. DHH 1.2 DHH 1.2					
		<ul style="list-style-type: none"> Demonstrates flexibility with subject matter to address students' cognitive and linguistic abilities 					

		<ul style="list-style-type: none"> Communicates key concepts, skills and themes in an accurate and clear manner 					
		<ul style="list-style-type: none"> Uses American Sign Language Effectively 					
		<ul style="list-style-type: none"> Effectively uses facial expression/mime/gestures to engage and motivate students for learning 					
Observe/ assist with collaboration		<p>1.3 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.</p> <p>DHH 1.3 DHH 1.3</p>					
		<p>Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i>, and addresses individual IEP goals.</p>					
		<p>1.4 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.</p>					
		<p>1.5 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,</p>					

		taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communication Devices as appropriate). DHH 1.5					
		<ul style="list-style-type: none"> Ties activities to the IEP goals and curriculum 					
		<ul style="list-style-type: none"> Monitors student progress toward stated objectives 					
		<ul style="list-style-type: none"> Designs effective teacher-made assessment tools to evaluate student progress 					
		<ul style="list-style-type: none"> 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. 					
		1.6 Connect subject matter to deaf-related events and experiences to make learning personal, meaningful and culturally relevant to students.					
		<ul style="list-style-type: none"> Connects students' prior knowledge and experience to new learning 					
		<ul style="list-style-type: none"> Uses creativity in providing multiple and varied opportunities for students to access information 					
		1.7 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 of learning, and perspectives into curricular activities.					
		<ul style="list-style-type: none"> Paces lessons appropriately providing sufficient wait time and repetition 					
		<ul style="list-style-type: none"> Effectively teaches students representing a wide range of diverse abilities and needs 					
Observe/ assist in preparation		<p>1.8 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.</p> <p>DHH 1.8 DHH 1.8</p>					
TPE 2: Creating & Maintaining Effective Environments							
		2.1 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.					
		2.2 Design learning environments that maximize opportunities to progress from emerging to formal language to further language competency.					
		7.11 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.					

		<p>2.3 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.</p> <p>DHH 2.3 DHH 2.3</p>					
		<p>2.4 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.</p>					
		<p>2.5 Select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.</p>					
		<p>2.6 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.</p>					
		<p>2.7 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.</p>					
		<p>2.8 Provide ongoing opportunities for safe, meaningful social interactions between language model peers and adults who are deaf, as appropriate to each student's identity.</p> <p>DHH 2.8 DHH 2.8</p>					

		2.9 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. DHH 2.9 DHH 2.9					
TPE 3: Understanding & Organizing Subject Matter							
		3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language to enhance vocabulary knowledge. DHH 3.1					
		3.2 Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction utilizing strategies appropriate to deaf students.					
		3.3 Demonstrate knowledge of appropriate expressive and receptive language skills strategies and assessments.					
		3.4 Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.					
		3.5 Demonstrate knowledge of differentiation, and/or modification of instruction to meet the needs of each student.					
		<ul style="list-style-type: none"> Adapts and creates instructional materials to effectively organize and present content 					
		3.6 Construct accessible learning experiences to facilitate meaningful and authentic learning for all students.					

		3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge.					
		3.8 Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity. DHH 3.8 DHH 3.8					
TPE 4: Planning Instruction and Designing Learning Experiences							
		4.1 Demonstrate the ability to design and implement effective learning activities for diverse learners of all ages (birth to 22) using essential elements of instruction that are culturally relevant, and driven by progress monitoring and standards.					
		4.2 Understand and apply knowledge of typical and atypical language development to help inform instructional planning and learning experiences.					
		4.3 Design reasonable language and content objectives across content areas, using a variety of resources & techniques that are accessible to all learners.					
		4.4 Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.					
		4.5 Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues					

		4.6 Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.					
		<ul style="list-style-type: none"> • Uses developmentally appropriate questioning techniques with students 					
		<ul style="list-style-type: none"> • Provides positive and constructive feedback on student performance 					
		4.7 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							
		5.1 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.					
		5.2 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.					
		5.3 Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress.					

		5.4 Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.					
		5.5 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.					
		5.6 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							
		6.1 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.					
		6.2 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. DHH 6.2 DHH 6.2 DHH 6.2					
		6.3 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. DHH 6.3					
		6.4 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.					
		6.5 Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.					
		6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.					
		6.7 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.					
		6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education. DHH 6.8					

Areas of strength	Areas of development
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