D/HH Student Teaching/Internship Handbook

Goals for a Student Teacher’s/Intern’s Growth

The primary goal of the Department of Learning and Teaching at California Lutheran University is to develop professional educators with skills to succeed in their first year of teaching and to foster professional attitudes which will sustain a lifetime of continued growth and learning.

The purpose of the student teaching/intern portion of the teacher credential program is to develop effective teachers. For student teachers and interns at California Lutheran University in the D/HH program, this is defined as mastery of the Survival and Skills Stages of teacher development and beginning use of the more holistic stages of teaching represented by Strategy and Synergy thinking stages.

Developmental Approach

The Graduate School of Education has conceptualized a theoretical framework of teacher development comprised of four related stages. This four-stage approach is utilized in coursework leading to the basic and advanced credentials. It is the organizing feature to the growth of student teachers and interns. A simplified description of the four stages follows:

I. **Survival Stage Characteristics**
The development of instructional leadership earned by competence and acknowledged as such by the pupil. The development of management techniques by which the teacher handles smoothly the classroom organization for learning and the supportive, but necessary, routine functions for teaching the class as a whole.

II. **Skills Stage Characteristics**
Implementation of well written, effective plans. The development of facility with subject matter content and a competency in the use of whole group instruction methods which promote learning for all students.

III. **Strategy Stage Characteristics**
The development of facility, by the teacher, in the use of many and varied methods which will enhance group and individual learning. These would include, but not be limited to whole group, cooperative learning, and individualized instruction.
IV.  Synergy Stage Characteristics
The development of a functioning, truly holistic learning environment; where in all previously
developed competencies focus on the self-fulfillment of all pupils. The teacher becomes an empathic,
caring mentor as well as superior instructor exemplifying a true caring for all human beings.

In considering the time necessary for a teacher to grow, develop, and move through these states, the
theory suggests that the typical student teacher/interns would gain mastery of stages one and two
during their practice teaching and begin to use stages three and four. Normally, these later stages
require additional teaching experience and in-service development.

At the SURVIVAL LEVEL, the student will be able to perform the following:
1.  Be professional in appearance and attitude.
2.  Define and implement procedures for efficient classroom management (roll-taking, distribution
    of materials, collection of homework, study guides, etc.)
3.  Demonstrate constructive leadership procedures for dealing with classroom behavior and
discipline.
4.  Demonstrate a lesson plan approach best suited for the attainment of stated objectives.
5.  Demonstrate the ability to check and conduct basic troubleshooting of students’ hearing technology.
6.  Demonstrate the ability to use and elicit appropriate language structures and forms with the
students of differing levels of functioning during informal routines and transitions.

At the SKILLS LEVEL, the student will be able to perform the following:
1.  State clear behavioral objectives on an IEP or IFSP
2.  State clear behavioral objectives for listening, language and speech within formal instruction
3.  Demonstrate skills in creative and stimulating motivational techniques.
4.  State characteristics of good questions and formulate an effective technique at the three main
levels of questioning.
5.  Devise a valid, working evaluation system for student performance.
6.  Demonstrate the ability to use conversational interactions for growth in language, speech and
listening.
7.  Demonstrate the ability to modify appropriate language, speech and listening targets during
formal instruction as needed for individual students.

Student Teaching/Internship Policies

Attendance
The candidate is required to account for his/her daily attendance for the 15-week semester. The
student/intern must notify the school, the cooperating teacher/support provider and the CLU supervisor
if he/she is going to be absent. It is necessary to sign-in and out each day. A sign-in log will be
provided and kept in the office at the school site.
Role of the Student Teacher/Intern

Schedule
You are expected to arrive at school at the same time as your cooperating teacher/support provider starting of the school day. This time can be used to conference with the cooperating teacher/support provider or help prepare for the day.

Professional Conduct
You are expected to dress as professionals when on school campuses. Remember to be discreet in your conversations on campus and remember your students’ right to confidentiality. In addition to evaluating your performance in your teaching assignment, your overall disposition as a professional will be evaluated at least twice during each semester of teaching. All intern/student teachers must receive satisfactory ratings on their growth as a professional (see rubric) in order to receive a passing score in this part of the program.

Teaching Evaluation
You will be evaluated on your overall performance in the field via field notes based on the Teacher Performance Expectations (TPEs) at 2 times per month and more if needed and possible. Your cooperating teacher/support provider and CLU D/HH supervisor will provide you with feedback using the forms attached including Professional Dispositions (see forms attached). During the evaluation visits, field notes will be taken. The university supervisor and candidate will discuss the activities observed, the field notes, and recommend practices. The candidate will receive an electronic copy of the field notes within one week and keep this in their notebook.

Classroom Involvement
For student teachers, it is your responsibility to become actively involved in your classroom. Don’t be reluctant to ask the cooperating teacher to put you to work. It has been found that students who become actively involved in the classroom have more successful student teaching experiences. Enthusiasm and interest in the operation of the classroom gives us a clear indication of your commitment to the profession. Learn as much as you can about the history of each student in your class, their audiological equipment, and their IEP or IFSP.

For Interns, you are the teacher of record. You will organize your daily schedule, plan and carry out lessons, participate in IEPs and IFSPs, collaborate with others in the school settings, and conduct parent conferences.

Lesson Planning
It is the student’s responsibility to present his/her formal lesson plan to his/her cooperating teacher and university supervisor prior to each day’s lesson. The CLU D/HH lesson plan format is located in the Appendix. A complete lesson plan must be submitted via email to the CLU university supervisor 24 hours prior to visits that include observations of the student.

Reflective Journal/Notebook
The student will keep a notebook which contains lesson plans, unit plans, behavior plans, IEPs, audiograms, observation notes, university supervisor’s notes, daily schedule, evaluation forms, reflections, and self-assessments. Photos of your classroom and your contributions are encouraged.
Seminar
The student will participate in a scheduled seminar during the spring semester. This class is designed as a sharing session, enabling a student to learn from others’ placements as well as his/her own.

Grading
Student Teaching/Internship is a Pass/No Credit course. A passing score on the final evaluation is 18 points. Most of your grade will be based on your performance in the field. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or non-professional behavior and lack of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family). Prerequisite courses must be completed with a grade of B or better to qualify for student teaching/internship. Your final evaluation is a signature assignment for the program and must be uploaded to Taskstream at the end of the semester.

Role of the Cooperating Teacher/Support Provider

Student teaching supervision:

The candidate assigned to your school has had a variety of classroom observation experiences and field experiences as a required part of their preparatory course work. However, for some students, this is their first assignment in a classroom. For this reason, during the beginning of their semester, they primarily will be observing the class, working with small groups, individual students, and assisting you in daily classroom routines. This is also a good time to allow the student teacher time to make arrangements to observe both students and teachers in other classes.

By the middle of the semester the student is expected, in consultation with his/her cooperating teacher/support provider, to prepare and to present complete lesson plans. By the end of the semester, the student is required to present lessons over three consecutive days.

Student Teacher Activities
The following list of activities provides a guideline that will assist the student in gaining experience in your classroom.

-observation
-grading papers
-taking attendance
-duplicating materials
-setting up computers or sound field equipment
-joining you for supervisory duties
-observation in other classrooms
-conducting listening checks

-individual instruction/tutoring
-small group work
-teaching: can be mini-lesson activity,
-whole class instruction
**Internship** Required Supervision (INTERNS ONLY):

Interns are the teacher of record and he/she will begin all planning and teaching as soon as they have received their Intern credential and have obtained their teaching assignment.

All employees hired on intern contracts are required to be provided **144 hours** of mentor support from someone with a like credential and an additional **45 hours** of EL support from someone with a credential that has an English Learner Authorization. It can be the same provider if they meet both requirements. It's important to note that the support cannot be frontloaded or back loaded. It must take place weekly and be no less than 4 hours per week.

CLU will be providing 32 hours of the support (which can be counted towards the 144 hours) by sending a university supervisor during the year-long contract. This will be in the form of 16 visits during the year. The remaining hours required by CTC will need to be provided by the employer.

The intern will be required to submit a log to our credentials office at the end of the year in order to apply for a preliminary credential. Our university supervisor will check the log each time they visit to be sure it is being kept up to date.

Observation and Evaluation

We will ask you to fill out a student/intern formative evaluation form in the middle and at the end of the semester. (Forms are located in the Appendix.) Prior to mid-term and final evaluations, it is requested that you provide a written, formal observation of a lesson presented by the student teacher or intern. Your comments will give us an opportunity to assess a student’s ability to sustain a full-time student teaching or internship teaching experience. Your input will be an important part of that determination. Mid-term and final evaluations are sharing in a three-way conference with the student/intern, cooperating teacher/support provider, and university supervisor.

Role of the University Supervisor

A university supervisor will visit your classroom minimally every other week. We intend not to interrupt, but if the cooperating teacher/support provider would like to visit with him/her at that time, please do so. Our purpose in coming is to observe the student, take field notes, to collaborate with the candidate and to be available to the cooperating teacher/support provider for any reason.

The university supervisor is responsible for observing and evaluating the student teacher/intern in the classroom, conferencing with the student/intern, helping the student/intern reflect and establish goals for the improvement, and evaluating student/intern performance. The length of each visit will vary depending upon the needs of the student. Evaluation forms for these purposes are attached here. Feedback is provided electronically or in person as the needs dictate.

The university supervisor will also verify the intern log entries during each visit to monitor the **144 hours** of support and **45 hours** of English language support required annually the CCTC.

The university supervisor will complete the Dispositional Rubric during the mid and final evaluation on each candidate. The final rubric will be uploaded to Taskstream along with the Final Evaluation, signature assignments for EDDH 560.
<table>
<thead>
<tr>
<th>TPE’S:</th>
<th>Portfolio/NOTEBOOK SECTIONS</th>
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<tbody>
<tr>
<td>1c</td>
<td>Lesson Plans including classroom management (auditory, visual, technologies for access)</td>
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<td>2</td>
<td>University Supervisors’ Feedback and Evaluations</td>
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<tr>
<td>3</td>
<td>Student Assessment Data</td>
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<td>4</td>
<td>Student Audiograms &amp; device checks</td>
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<td>5</td>
<td>Unit Planning &amp; students’ participation</td>
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<td>6D</td>
<td>Student IEPs &amp; IFSPs</td>
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<td>7</td>
<td>ELL modifications on lesson plans</td>
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<td>8</td>
<td>Parent contacts and classes</td>
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<td>9</td>
<td>Unit Plans</td>
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<td>10</td>
<td>Collaborations with Gen Ed./DIS providers</td>
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<td>11</td>
<td>Behavior plans &amp; “Safe Schools”</td>
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<tr>
<td>12</td>
<td>Support Provider/Master Teacher Log and Evaluations</td>
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<tr>
<td>13</td>
<td>Professional Developments certificates</td>
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</table>
**Dispositional Rubric**

1 = Candidate demonstrates a **low level** of functioning with respect to this attribute

2 = Candidate demonstrates **inconsistent** levels of functioning with respond to this attribute

3 = Candidate demonstrates an **acceptable** level of functioning with respect to this attribute

4 = Candidate demonstrates an especially **high level** of functioning with respect to this attribute

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**The Candidate:** ____________________________________________________________

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Evaluator's Comments:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
# A Comparison between Student Teaching and an Internship Models

<table>
<thead>
<tr>
<th>Student Teaching</th>
<th>Internship</th>
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<tbody>
<tr>
<td>All coursework completed except EDDH 560</td>
<td>Four semesters of coursework completed (except EDDH 546, 544 and 560)</td>
</tr>
<tr>
<td>Cooperating Teacher – is the teacher of record and provides a model for a class already established</td>
<td>Support Provider – has a full-time teaching position in another setting; provides help as needed</td>
</tr>
<tr>
<td>Gradually assume teaching responsibilities in collaboration with cooperating teacher</td>
<td>Teacher of record immediately; responsible for full-time teaching</td>
</tr>
<tr>
<td>No compensation</td>
<td>Compensation and benefits as per union and district contracts for interns</td>
</tr>
<tr>
<td>Follows the schedule, activities and curriculum established by the cooperating teacher</td>
<td>Establishes classroom schedule, activities and curriculum to meet student needs</td>
</tr>
<tr>
<td>Placement choice primarily decided by the Field Placement Director, in cooperation with district and student</td>
<td>Placement choice decided by the district based on their needs; district contracts with the university</td>
</tr>
<tr>
<td>Limited in ability to purchase materials from district budget</td>
<td>Able to purchase materials depending upon funds available</td>
</tr>
<tr>
<td>Cooperating teacher writes IEP goals and is responsible for outcomes</td>
<td>Intern writes IEP goals and is responsible for outcomes</td>
</tr>
<tr>
<td>Cooperating teacher evaluates student teacher for CLU records</td>
<td>University supervisor evaluates student for CLU records; District personnel evaluate as per union rules</td>
</tr>
<tr>
<td>Limited access to district professional development unless permitted</td>
<td>Participates in district professional development unless otherwise stipulated</td>
</tr>
<tr>
<td>Participates in parent conferences with cooperating teacher</td>
<td>Conferences independently with parents and assess students for report cards</td>
</tr>
<tr>
<td>Directs classroom assistants (aides) under the direction and supervision of the cooperating teacher</td>
<td>Fully responsible for directing and supervising classroom assistants (aides)</td>
</tr>
</tbody>
</table>
**Student Teaching/Internship Supervision**

**Deaf and Hard of Hearing Program**

Visit #
Midterm
Final

Student Teacher/Intern: ____________________________ Date: ____________

Supervisor: ____________________________ Subject/Grade Level: ____________

Name of Evaluator: ____________________________

Role of Evaluator (Mark one): Cooperating Teacher _____ Supervisor _____ Other _____

**DIRECTIONS:** Place an “X” in the appropriate column by the TPE you are evaluating.

**CSTP A: Making Subject Matter Comprehensible to Students**

**TPE 1: Engaging and Supporting All Students in Learning**

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<td>IMPROVEMENT NEEDED</td>
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<td>DEVELOPING BEGINNING PRACTICE</td>
<td>CONSISTENT BEGINNING PRACTICE</td>
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1

Comments:

**CSTP B: Assessing Student Learning**

**TPE 2: Creating and Maintaining Effective Environments for Student Learning**

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2

Comments:
### CSTP C: Engaging & Supporting Students in Learning
#### TPE 3: Understanding and Organizing Subject Matter for Student Learning

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Comments:

### CSTP D: Planning Instruction & Designing Learning Experiences for Students
#### TPE 4: Planning Instruction and Designing Learning Experiences for All Students

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<th>TPE #</th>
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Comments:

### CSTP E: Creating & Maintaining Effective Environments for Student Learning
#### TPE 5: Assessing Student Learning

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Comments:

### CSTP F: Developing as a Professional Educator
#### TPE 6: Developing as a Professional Educator

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<td>DEVELOPING BEGINNING PRACTICE</td>
<td>CONSISTENT BEGINNING PRACTICE</td>
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Comments:

TOTAL SCORE
Please complete if full-time Midterm Evaluation:
Identify three specific TPEs for further development by the Student Teacher during the remainder of the semester:
1. 

2. 

3. 

Please complete if Final Evaluation:
Please write a summary of the Student Teacher’s development during this term. A letter of recommendation, when appropriate, should be written as the summary and attached.

Final Recommendation:
I recommend this student teacher receive a PASS _____ NO CREDIT _____ for this semester.

________________________________________________________
Evaluator’s Signature                                           Student Teacher’s Signature
Date
1. Class Description

<table>
<thead>
<tr>
<th>Class</th>
<th>Ethnicity</th>
<th>English Proficiency</th>
<th>Students with Exceptional Needs/Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students</td>
<td>Asian</td>
<td>EO</td>
<td>IEP/IFSP</td>
</tr>
<tr>
<td>Genders</td>
<td>M- Black/African Amer.</td>
<td>IFEP</td>
<td>504</td>
</tr>
<tr>
<td></td>
<td>F- Filipino</td>
<td>ELs-ELCAP levels: Emerging Expanding Bridging</td>
<td>GATE</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
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<td></td>
<td>White</td>
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</table>

*Special circumstances:

2. Universal Access

What do you need to consider in order to support your students while planning this lesson? What adaptations (accommodations or modifications) will be necessary for your students with exceptional needs/disabilities and English Language learners? Consider the factors that apply to
your class demographics for this particular lesson:
Academic - Behavioral - Cultural - Ethical - Language - Socioeconomic
Provide rationale for each adaptation (accommodations or modifications) listed.

3. Content Standards
A.) Content standard(s):

   *Rationale:*

   Language Arts Common Core Standards:

   *Rationale:*

B.) ELD standard(s):

   *Rationale:*

4. Learning Objectives

   *Rationale:*

   ELD Language Objectives

   *Rationale:*

5. Assessments

| Diagnostic (pre-assessment) | Formative | Summative |

   *Rationale:*

6. Vocabulary

   Include language considerations for students with exceptional needs/disabilities and English Language learners.

   | Tier I | Tier II | Tier III |

   *Rationale:*

7. Phonologic Speech Target(s):
8. Auditory Goal(s):

9. Materials and Resources

*Rationale:*

10. Technology
What technology will be utilized in lesson presentation? In student engagement and response?

*Rationale:*

11. Instructional Design
Background and connections:
What is the purpose of this lesson? Is this it linked to a unit of study? How and where in the unit is this occurring?
Why is this content important for your students? What connections are there to other subject areas, the students’ lives, or contemporary society?

<table>
<thead>
<tr>
<th>Plan</th>
<th>Universal Access/Differentiation</th>
<th>Feedback Strategies</th>
</tr>
</thead>
</table>
| Lesson Introduction (___ mins)  
  *How will you activate prior knowledge and prerequisite skills?*  
  *How will you engage students’ interest and motivation?*  
  *What activities will you use to introduce the lesson?* | | |
| Lesson Body (___ mins)  
  • Direct Instruction (___ mins)  
    *“I do...”*  
  • Guided Practice (___ mins)  
    *“We do...”*  
  • Independent Practice (___ mins)  
    *“You do...”* | | |
| Assessment  
  *How do you know students have prerequisite knowledge and skills* | | |
12. STRIVE and TPE Focus
Identify 1-2 aspects of the STRIVE statement and 1-2 TPEs that will be demonstrated in your lesson.

13. Positive Behavior Supports:

14. Reflection(s) After the Lesson
Did your students meet the learning goals you set? How do you know?
How will this lesson’s outcomes inform your future lessons? What do the data demonstrate about student learning?
Were your students engaged? How do you know?
Evaluate your behavior support strategies. What worked well for students? How did you know?
What can you improve for the next lesson?
Analyze your teaching—what would you do the same in repeating this lesson? Differently?