



**Master of Education  
(Language Intervention and Hearing Impairment)**

**PROFESSIONAL PRACTICE HANDBOOK**

**EDUC90509 Professional Practice 1  
EDUC90510 Professional Practice 2**

**2011**

## **1. Professional Practice 2011**

Staff involved in the delivery of the Master of Education (Language Intervention and Hearing Impairment) extend a warm welcome to trainee teachers undertaking the two Professional Practice subjects. We are strongly committed to co-operating closely with trainee teachers; schools, units, centres, and/or facilities; and practising professionals in the field of deaf education and language intervention. This co-operation will provide a sound, professional practice experience that nurtures trainee teachers' practice skills.

### **1.1 Rationale**

While each trainee teacher is a trained, and often highly experienced teacher, the diversity of abilities and needs of individual students\* with a hearing loss, language delay or disorder will present interesting challenges to the style of teaching used. These may include the style of programming and intensity of intervention planned for students; and the way in which trainee teachers interact and communicate with students and teachers/teachers' aides within different educational settings. It is therefore necessary for trainee teachers undertaking these Professional Practice subjects to recognise the differences that exist amongst students and demonstrate the ability to work with the individual characteristics of each student.

Due to the diversity and uniqueness of each student with a hearing loss, language delay and/or disorder the Practicum subjects have been designed to ensure a range of experiences that will promote the development of the trainee teachers' professional skills. There is also a strong relationship between the academic subjects covered in the course and the Practicum subjects. Trainee teachers, therefore, are able to make connections between the theories of, and current research in, deaf education and language disorders and /or delays and their Practicum experiences.

\*Please note, while it is acknowledged that trainee teachers may work with pre-school children as well as school-aged students, for ease of reading, from hence, the term students will be used to denote both children and students.

### **1.2 Aims**

One of the most important and valuable aspects of the training of teachers of the deaf and teachers working with students with language disorders and/or delays is the time spent in schools, units, centres, and/or facilities.

This time in schools, facilities, and/or Early Intervention programs provides an opportunity to:

- observe experienced professionals working with students with a hearing loss and/or with students with language disorders and/or delays to become familiar with the general and specialised curricula and classroom practices used in the education of these students
  - become familiar with specialised equipment such as hearing aids, FM aids, cochlear implants etc.
  - discuss issues concerning the education of students with a hearing loss and/or students with language disorders and/or delays with experienced teachers and other professionals such as speech pathologists, audiologists, interpreters, and notetakers
  - teach, under the supervision of an experienced teacher of the deaf and/or an experienced teacher who works with students with language disorders and/or delays, individuals and groups of students with a hearing loss or a language disorder and/or delay
  - develop those skills that have been focussed on in the academic units of the course.

Above all, the Practicum is an opportunity to develop the necessary practical skills required by competent teachers of students with a hearing loss, language disorder and/or delay.

### 1.3 Personnel Involved in Practicum

#### Professional Practice Coordinator

##### Mr Terry Roache

Telephone: (03) 8344 9576  
Fax: (03) 8344 8654  
Email: [troache@unimelb.edu.au](mailto:troache@unimelb.edu.au)

Postal Address Professional Practice Coordinator,  
Melbourne Graduate School of Education,  
The University of Melbourne,  
Victoria, 3010

#### Coordinators of Professional Practice subjects

##### EDUC90509: Professional Practice 1

##### Dr Dianne Toe

Telephone: (03) 8344 9627  
Room No: 215 (Second Floor)  
E-mail: [dtoe@unimelb.edu.au](mailto:dtoe@unimelb.edu.au)  
Fax: (03) 8344 0995  
Postal Address: Melbourne Graduate School of Education  
100 Leicester St  
The University of Melbourne  
Vic 3010

##### EDUC90510 Professional Practice 2

##### Dr Linda Byrnes

Telephone: (03) 8344 0981  
Room No: 214 (Second Floor)  
E-mail: [lbyrnes@unimelb.edu.au](mailto:lbyrnes@unimelb.edu.au)  
Facsimile: (03) 8344 0995  
Postal Address: Melbourne Graduate School of Education  
100 Leicester St  
The University of Melbourne Vic 3010

## 1.4 Practicum requirements

There are **two compulsory practicum subjects** that must be successfully completed in order to be awarded the Master of Education (Language Intervention and Hearing Impairment) by the University of Melbourne.

- **EDUC90509 Professional Practice (LI & HI) 1**
- **EDUC90510 Professional Practice (LI & HI) 2**

The practicum subjects include forty-five days of practical experiences, including thirty days of supervised practicum placement in a variety of settings. Each practicum subject requires students to complete a 15-day block placement.

**All Professional Practice requirements are outlined in Table 1.**

Table 1: Outline of the requirements for the two Professional Practice subjects

<b>EDUC90509 Professional Practice 1</b>	<b>EDUC90510 Professional Practice 2</b>
<p>All trainee teachers wishing to be registered as Teachers of the Deaf are required to successfully complete Module 1 of Auslan Certificate 2 (or equivalent)</p> <p>All trainee teachers are required to attend 2-days of lectures and practical clinical workshops on:  <b>Saturday 26<sup>th</sup> February (9am to 5pm)</b>  <b>Sunday 27<sup>th</sup> February (9am to 5pm)</b></p>	<p>All trainee teachers wishing to be registered as Teachers of the Deaf are encouraged to complete further modules of Auslan</p> <p>All trainee teachers are required to attend 2-days of lectures and practical clinical workshops on:  <b>Saturday 15 October (9am to 5pm)</b>  <b>Saturday 22 October (9am to 5pm)</b></p>
<p><b><u>Block Placement: 15 days</u></b></p> <p>Students may complete this placement in a setting/school/facility that uses either spoken or signed language. (Trainee teachers' level of sign skills will be considered before placements can be approved).</p> <p><b>Tasks:</b> trainee teachers are required to complete <b>3 tasks</b> as part of this subject:</p> <ul style="list-style-type: none"> <li>▪ Student guided-observation notes</li> <li>▪ Administration of a Ling 7 sound test (HI)</li> <li>▪ One written task: "Looking at Interaction"</li> </ul> <p>All these requirements are outlined on the PP1 website</p>	<p><b><u>Block Placement: 15 days</u></b></p> <p>Students may complete this placement in a setting/school/facility that uses either spoken or signed language. (Trainee teachers' level of sign skills will be considered before placements can be approved).</p> <p><b>Tasks:</b> trainee teachers are required to complete <b>5 tasks</b> as part of this subject:</p> <ul style="list-style-type: none"> <li>▪ Case study</li> <li>▪ Analysis of peer's teaching</li> <li>▪ Presentation of a Professional Development Seminar</li> <li>▪ Trainee Teacher's Guided-Observation Notes</li> <li>▪ Development of a Professional Portfolio</li> </ul> <p>These requirements are outlined on the PP2 website</p>

## 1.5 Organization of practicum placements

The **two** practicum subjects are both semester long subjects. This means that trainee teachers must complete their 15-day professional practice placement for each subject **well within** the semester. As with any academic course, it is important to plan your academic year carefully so that you are able to meet all requirements of the course in which you are enrolled. It is important to note that the University of Melbourne's semester dates are as follows:

- **Semester 1: Monday 28 Feb - Sunday 29 May, 2011**
- **Semester 2: Monday 25 July - Sunday 30 October, 2011**

However, to ensure that all requirements are met in a timely fashion, it is *strongly recommended* that placements be completed *at least* two weeks before the end of semester.

Practicum Placements are arranged through the Professional Practice unit of the Melbourne Graduate School of Education. Mr Terry Roache is the Professional Practice Coordinator for the Master of Education (Language Intervention & Hearing Impairment). If needed, trainee teachers may also consult with Dr Dianne Toe (Professional Practice 1) and Dr Linda Byrnes (Professional Practice 2) regarding their preferences for professional practice placements.

Students will indicate which settings/schools/facilities they wish to complete their placement in, and the preferred dates they wish to attend. The Professional Practice unit will then contact the schools/facilities to make the arrangements and will inform students of the outcomes. Every effort is made to accommodate students' suggested preferences but there may be times where this is not possible.

## 1.6 Practicum Reports

At the conclusion of each practicum placement, a report will be completed by the trainee teacher's supervising teacher. This report must be read and signed by the trainee teacher before being sent to Terry Roache at the Professional Practice unit..

An academic staff member involved in the Master of Education (Language Intervention and Hearing impairment) will visit each student during each practicum placement. During this time, this staff member will also complete a report on the trainee teacher. Trainee teachers may be asked to either demonstrate a number of skills or complete specific tasks. These tasks or skill requirements can be found on the subject website via the Learning Management System (LMS).

In the case of **interstate and country students**, it is unlikely that staff members will visit these trainee teachers during their practicum placements. Therefore these students are required to submit the specific requirements and the guided observation notes to the subject co-ordinator.

## 1.7 The Co-ordinator of Teacher Training

Most schools and facilities designate one member of staff to be responsible for practicum arrangements in that school or facility. It is this member of staff who, in conjunction with the University of Melbourne staff, assigns trainee teachers to particular supervising teachers, advises the trainee teacher on school or facility policies, arranges the trainee teachers' program within the school or facility, observes the trainee teacher working with students, and contributes to the final report and assessment on the practicum.

## 1.8 The Supervising Teacher

The supervising teacher is responsible for the 'day-to-day' supervision of the trainee teachers' program, and is the key professional who assists the development of the practical skills needed by a teacher of

the deaf and or by a teacher who works with students with language disorders and/or delays. This support and assistance is given in a number of ways

- by example and demonstration
- by directing observations
- by assisting in the preparation, planning, and evaluation of teaching sessions
- by observation and provision of constructive feedback
- through discussion and consultation

### **1.9 Academic Staff involved in the Master of Education (Language Intervention and Hearing Impairment)**

During practicum placement the academic staff will

- provide a link between the school or facility and the University
- visit the school or facility in which the trainee teachers are placed  
may observe the trainee teacher teaching students and discuss this work with them
- may observe the trainee teacher completing a number of specific assessment tasks and provide feedback on their performance.
- consult with the supervising teacher and, if necessary, the co-ordinator and/or principal, in regards to both the needs and the progress of the trainee teacher

### **1.10 Trainee Teachers**

The time spent on practicum placement will be most influential in shaping attitudes and skills in relation to teaching students with a hearing loss and/or students with language disorders and/or delays. There are several things a trainee teacher can do which will maximise the benefit received from a practicum placement.

- be observant - of both the teachers and the students, their communication, their interaction patterns - inside the classroom, in the playground, in specialist areas, on excursions etc.
- seek information and guidance regarding the students, the curricula, and any specific school or facility programs
- accept directions, suggestions and comments, and attempt to improve performance by making appropriate changes
- ask questions if unsure of the tasks set
- be active - volunteer assistance and become involved in all aspects of the class and school program
- plan and prepare thoroughly for teaching sessions including the materials and equipment that will be used.

### **1.11 Professional Conduct**

It is important that, as already-qualified teachers, you continue to show the standards of acceptable professional conduct and standards of professional dress throughout your Professional Practice placements as you have in your prior educational settings. You should be mindful that your personal and professional conduct during your Practicum placement reflects not only your own performance in this setting but also upon the good name of the University of Melbourne.

### **1.12 Confidentiality**

At *all times* throughout your practicum placements, it is important to remember the issue of confidentiality. Discussion between teachers, professionals, and parents are private and confidential and this confidentiality must be respected at all times. Students' files are also private and permission to access information from these sources requires parental consent. Any breach of confidentiality is considered a serious breach of your professional ethics.

Trainee teachers should discuss matters with the supervising teacher or the Professional Practice coordinator at the educational setting. In some task requirements, there is a need to access the students' file or videotape the student for use as a case study. In this instance, parental permission must be sought **before** commencing the task.

A standard consent form is included at the end of this handbook. This can be used as a *guide for developing an appropriate consent form*. All consent forms **must be checked** by the co-ordinator of the professional practice subject **before** sending to parents or students.

### 1.13 Injury

In the event of an injury while on placement, trainee teachers should ring the Administrative Assistant at the Sports Centre at the University of Melbourne. The number is: 8344-5402. The administrative assistant will send the necessary paperwork and information relating to an injury related incident while on placement.

It is important that all trainee teachers ensure that they are enrolled in the correct Professional Practice subject before commencing practicum so that should any injury occur, they are covered under the insurance of the University of Melbourne.

### 1.14 Working with Children Check

All trainee teachers who do practicum placements **are required** to apply for a Working with Children Check. **Trainee teachers cannot be placed for practicum unless they have a Working with Children check card.** Students will need to present their Working with Children check card to the Professional Practice Unit before commencement of the practicum placement. A criminal record check may take some time therefore it is important to organise it as soon as possible.

**Victorian Students** currently holding VIT registration do **not** have to complete another police check. Students should present their VIT cards to the School Experience Unit. A copy of this will be taken and filed. It is important that students carry their VIT card when on practicum placements.

At the commencement of your practicum placement you are required to present your WWCC or your VIT registration card to the principal of the school where you are placed.

### 1.15 Confidential Emergency Information Form

Prior to commencing your practicum placement you are required to complete a **Confidential Emergency Information Form**. This will be kept in an envelope by the school and will only be accessed in the case of an emergency. At the completion of the practicum placement the form will be returned to you. This form will be supplied to you by the Professional Practice Unit.

### 1.16 Professional Practice in your Workplace

Sometimes requests are made by trainee teachers to undertake their Professional Practice in their place of employment. This is not discouraged as the University recognises the difficulty some trainee teachers will have in being released from their normal work duties. The University will approve a small proportion of the Professional Practice to be undertaken in the trainee teacher's workplace, however, a member of staff in the workplace who is prepared to supervise the placement is required to hold qualifications in the area of deaf education or language intervention. The supervising teacher must complete a written report on the trainee teacher.

### 1.17 Task Requirements

A number of tasks for each practicum placement have been developed. Some tasks will be observed by either an academic staff member or by the supervising teacher. Written tasks need to be completed and

submitted to the subject co-ordinator (Dr Dianne Toe (PP1) or Dr Linda Byrnes (PP2)) **with an assignment cover sheet by the due date.** These tasks have been designed to provide links between core theory subjects and practical skills. Prompt submission of these tasks enables trainee teachers to receive immediate feedback about their understanding of the way in which theory and research has been applied during their placement. These tasks can be found on Professional Practice subjects website accessed via the Learning Management System (LMS). The final mark for practicum subjects will result from the completion of the set tasks and from the reports from the practicum supervisor and the academic staff.

### **1.18 Professional Practice Folder**

Trainee teachers are required to maintain a Professional Practice Folder throughout Practicum 1 which will form the beginning of the Professional Portfolio required in Placement 2. The contents of the folder/portfolio should provide a base of information that will be of assistance when the trainee teacher has graduated and becomes responsible for teaching students with a hearing loss and/or students with a language disorder and/or delay. Although the contents will vary, the folder should contain copies of lesson plans, observation notes from lessons, diary entries (see note below), information regarding timetabling, programs and resources used by teachers, particular teaching approaches in various topics or study areas, professional reference material, etc.

Note: In instances in which the trainee teacher has had opportunity for substantial unplanned input (either with an individual or with a group of students), or for observation of others, a diary entry should be made

### **1.19 Lesson Plans**

The number of pre-planned sessions trainee teachers take, and the nature of these tasks, will vary enormously from setting to setting, and will be influenced by the age and ability of the students in the group, and the amount of prior teaching experience the trainee teacher has had. However, the nature and degree of the trainee teachers' involvement will increase in complexity with each practicum placement. For example, it is realistic to assume that during each placement there will be a small amount of orientation and observation time before the trainee teachers will be expected to plan and manage two to three lessons each day, leading to full day programs.

***What is important is that trainee teachers take advantage of as many of the formal and informal opportunities as is practical to interact with the students and to be involved in their education program.***

Lesson plans are required for each pre-planned teaching session or activity. How these are presented, the amount of detail included, and the format used will be dependent on many variables, including the topic to be covered, the type and number of materials to be used, the age of the students, the amount of previous teaching experience of the trainee teacher etc. However, **as a minimum requirement**, these notes should clearly show the *aims* of the session, the *steps* that are to be taken to meet these aims, and the amount of *time* allocated for the session.

### **1.20 Self Evaluation of Lessons**

After each pre-planned session, and any session for which a diary entry is prepared, trainee teachers are expected to write a self-evaluation.

**All Professional Practice folders/Professional Portfolios, lesson plans, self-evaluations, and diary entries must be presented to the visiting academic staff member during each practicum placement.**

## **1.21 Trainee Teacher Illness during practicum placements**

If trainee teachers are ill or are absent from the setting during placement, they must contact the setting before 8:30am. Trainee teachers must also inform the subject co-ordinator either directly or by leaving a message on the answering machine, or by email. Trainee teachers **will need to make up the time** that they are absent from a setting to ensure that they complete the required number of practicum days.

## **1.22 For Trainee Teachers studying to become Teachers of the Deaf**

### **Auslan Workshops**

As part of the Professional Practice component of the Master of Education (Language Intervention and Hearing Impairment), students are required to successfully complete Module One of Auslan Certificate 2 (or equivalent). Students who have already obtained this level of Auslan certification will need to provide evidence of their successful completion to Dr Dianne Toe.

Completion of the Auslan 1 module will enable the learner to identify and demonstrate basic communication in Auslan. Content of Module 1 of Auslan Certificate 2 includes: visual communication and body movement, language development, language functions, and cultural information. On completion of this module the learner will be able to: introduce self and others, use basic expressions for meeting, greeting and parting, use basic expressions for thanking and apologising, use an Auslan Dictionary to review signs and access information, sign basic information about oneself and ask basic information of others, describe and follow a description of one's surrounding and the location of people and things, hold a short conversation with one person on a familiar topic.

Melbourne Graduate School of Education  
The University of Melbourne

## CONSENT LETTER

Date:

Dear Parent/Guardian,

I am a student from the University of Melbourne and I am enrolled in the Master of Education (Language Intervention and Hearing Impairment) course. As a requirement of this course I am undertaking a practicum placement at your child's setting.

As part of my practicum placement program, I will be required to do **one or all** of the following:

Look at your child's audiological and educational history and current Individual Education Program (IEP), and obtain copies of your child's aided and unaided audiograms. **Your child's file will not be removed from the setting.**

Videotape your child for the purpose of teaching your child and analysing my teaching skills in relationship to your child's language and communication skills. This videotape will only be viewed by me, my lecturer and my student peers who will assess the task.

**At the completion of the task, the videotape will be erased.**

If you are willing for your child to participate in these tasks, please sign the consent form below and return it to your child's teacher. If you have any concerns or questions regarding the tasks to be completed, please telephone Dr Dianne Toe (8344 9627), or Dr Linda Byrnes (8344 0981), Co-ordinators of Professional Practice (Language Intervention and Hearing Impairment),

Yours sincerely,

CONSENT FORM

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**Child's Name:** .....

1. I give/do not give permission for the student from the University of Melbourne to access my child's file and make copies of their aided and unaided audiograms.

Parent/Caregiver's signature: .....

Date:.....

2. I give/do not give permission for the student from the University of Melbourne to videotape my child.

Parent/Caregiver's signature: .....

Date:.....

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## EDUC90509 PROFESSIONAL PRACTICE 1

### Objectives of the Placement 15-day Placement Requirements 2011

#### *Expectations of this placement*

- to provide an opportunity to experience this specialised aspect of the education of students with hearing loss and/or language disorders/delays
- to begin to develop the range of skills required in this teaching role
- to commence one-to-one and small group teaching across a broad age range
- to discuss teaching strategies with the supervising teacher

#### *Student requirements*

- Attend 15 days of supervised practicum placement
- Complete **Three** tasks
- Prepare lesson plans for any pre-planned sessions, diary entries for any substantial incidental input, and self-evaluations of both. These items should be kept in a Professional Practice Folder along with any school documentation such as school information booklets and policy documents.
- Prepare a detailed lesson plan for **at least** one lesson, and then teach and evaluate that lesson prior to the visit from the staff member from the University of Melbourne. This lesson will be observed by your supervising teacher. Please provide a copy of the lesson plan and evaluation notes to the visiting member of staff. Your teaching may also be observed by the U of M staff member on request by your supervising teacher.
- Where appropriate, students will be involved in all professional activities such as, in service work, meetings with regular teachers, Integration Support Groups etc.

#### *Supervisor requirements*

- Supervise the student during the 15-day practicum placement
- Complete a Professional Practice Assessment Report Form regarding the student

#### 15-day Practicum Placement Tasks

During your 15 day practicum placement you will need to successfully complete 3 tasks. These tasks are as follows:

- **Task 1:** Trainee Teacher's guided-observation notes
- **Task 2:** Administration of the Ling-7-sound test (HI)
- **Task 3:** One written task: "Observing Communication"

<i>Task number</i>	<i>Name of task</i>	<i>Date due</i>	<i>Weighting</i>
Task 1	Guided Observation Notes	Two weeks following completion of practicum	Satisfactory/Unsatisfactory
Task 2	Ling 7 sound test	Two weeks following completion of practicum	20%
Task 3	Observing Communication	Two weeks following completion of practicum	40%
		Total	60%

In addition, the grade allocated by your supervising teacher will account for 40% of your final grade.

**Due date for all tasks: 2-weeks after the completion of your last day of the 15-day PP1 practicum placement.** Please also note the University penalties that apply for all assignments submitted after the due date without either an extension or a special consideration being granted. Tasks must be submitted with a subject cover sheet through the **Melbourne Graduate School of Education Student Centre**

## Task 1: Guided Observation Notes

### This task will be graded as satisfactory or unsatisfactory

Make brief notes on the following areas. It is important to discuss these areas with your supervising teacher and/or other professionals working in your setting.

#### A. TECHNOLOGY

- I. Briefly describe hearing aids, cochlear implants and FM systems
- II. The procedures for checking and troubleshooting HA, CI, & FM systems to ensure that they are in working order:

#### B. ENVIRONMENT

- I. Some of the environmental needs that enhance learning for students with hearing loss.
- II. Some of the acoustic materials and modifications used in teaching/learning areas, which improve the listening conditions for students
- III. Some of the visual aspects in teaching/learning areas that may either enhance learning or distract students

#### C. AUDIOGRAMS

- I. The degree, shape and type of hearing loss of **two** students based on their unaided audiograms:

#### D. COMMUNICATION

**Trainee teachers should write notes on some of the issues in learning spoken or signed communication, after discussion with their supervising teacher.**

#### E. INSTRUCTIONAL STRATEGIES

**Trainee teachers should write notes on either Spoken or Signed language:**

- I. Some of the strategies used by the teacher to assist students access the school curriculum
- II. Some of the strategies used by the teacher to adapt their language to cater to students with different communication abilities
- III. Some of the strategies used to promote listening skills in students:
- IV. Some of the strategies used to attain and maintain students' visual attention:

## **Task 2: Administration of the Ling 7-sound test (HI)**

Trainee teachers are required to administer the Ling 7-sound test to a student with a hearing loss. If students are working in a setting with students with language disorders/delay or with students, an alternative task will be provided

The trainee teacher is to record the results on the 7-sound test record form provided below.

The trainee teacher is then required to write up the findings from the test.

The following guidelines are provided to assist students in their interpretation of results.

- What were the differences in results across distances?
- What were the differences in results between both ears?
- What were the differences in results between detection and identification?
- If the student made identification errors, what does this tell you about their listening skills?
- What may be some of the reasons why a student may confuse certain sounds in the 7 sound test?
- What are some of the implications of these results on the student's ability to learn spoken language?
- How may these results differ when another person administers this test with the student?

**Task Length:** This practicum task should be written up in one page and submitted with the 7 sound test record form.

**Task Due Date:** Fortnight following final practicum day.

# LING 7-SOUND TEST RECORD FORM

CHILD'S INITIALS: \_\_\_\_\_

Check each aid separately, i.e., right aid is turned off while left aid is checked.

Place a tick or cross in the appropriate box when testing the child's **detection** skills.

If the child did not respond with the correct stimulus sound in the **identification** task, write in the sound the child identified. Place a tick in the appropriate box if the child identified the correct stimulus sound.

		DETECTION							IDENTIFICATION						
		m	a (ar)	l (ee)	U (oo)	ɔ (aw)	ʃ (sh)	s	m	a (ar)	l (ee)	U (oo)	ɔ (aw)	ʃ (sh)	s
LEFT	15 cm														
	0.5 m														
	1 m														
	3 m														
RIGHT	15 cm														
	0.5 m														
	1 m														
	3 m														

### **Task 3: Written task: “Observing Communication”**

Trainee teachers are required to complete a short investigation of an aspect of the communicative competence of one of the students at the setting in which you are working.

Choose a student who either has a significant (moderate-to-profound) hearing loss or a language disorder and/or delay and whom you will be able to observe across at least two different contexts. The student may use spoken language, signed language or a combination of both for communication. You may wish to observe the student communicating in the classroom and in the playground or across two different contexts which are relevant to the student’s educational program.

Other contexts may include;

- withdrawal sessions with other students
- mainstream classroom situations
- non-academic subjects such as sport, drama or art, etc.

During the tutorial “**Observing Communication skills**” (delivered during the PP1 weekend) you will discuss different aspects of communication and interaction.

Your final submission will be in the form of a short research style paper and should include the following sections:

- An introduction to the area of communication that you have observed
- A short literature review about that aspect of communication
- A description of the student’s background and the methodology you have used to collect data and information
- An analysis of the results of your observation and a discussion of the implications
- Conclusion
- An appendix including your detailed observation notes/analysis

**Task Length:** Approx 1500 words

**Task Due Date:** Two weeks following the final day of your practicum.  
Please also note the University penalties that apply for all assignments submitted after the due date without either an extension or a special consideration being granted.

Marking sheet

1. Guided Observation Notes

Marking Criteria

	VERY HIGH	HIGH	MEDIUM	LOW	VERY LOW	NOT SHOWN
<b>Technology</b>						
<b>Environment</b>						
<b>Audiograms</b>						
<b>Communication</b>						
<b>Instructional strategies</b>						

Mark: *Satisfactory/unsatisfactory* \_\_\_\_\_

Comments:

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2. Ling Seven Sound Test (20% of final mark)

Marking Criteria

	WEIGHTING	VERY HIGH	High	MEDIUM	LOW	VERY LOW	NOT SHOWN
Ling Test completed							
Demonstrates understanding of Ling test strengths and limitations							

H1 (80-100)	H2A (75-79)	H2B (70-74)	H3 (65-69)	Pass (50-64)	Fail (0-49)

**Comments**

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3. Observing Communication (40% of final mark)

Marking Criteria

	<b>WEIGHTING</b>	<b>VERY HIGH</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>VERY LOW</b>	<b>NOT SHOWN</b>
<b>Introduction</b>	<b>40%</b>						
<b>Method</b>	<b>10%</b>						
<b>Results and Discussion</b>	<b>40%</b>						
<b>Conclusion and Appendices</b>	<b>10%</b>						

<b>H1 (80-100)</b>	<b>H2A (75-79)</b>	<b>H2B (70-74)</b>	<b>H3 (65-69)</b>	<b>Pass (50-64)</b>	<b>Fail (0-49)</b>

**Comments**

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## EDUC90510 PROFESSIONAL PRACTICE 2

### Objectives of the Placement 15 day Placement Requirements 2011

#### *Expectations of this placement*

- To provide an opportunity to experience this specialised aspect of the education of students\* with a hearing loss or those with a language impairment and/or disorder.
- To continue developing expertise in the range of skills required to teach these students
- After an initial orientation, to continue teaching both individual, and small groups of students, two to three times each day, leading up to full days of teaching
- To discuss teaching strategies with the supervising teacher

#### *Trainee teacher requirements*

- Attend **15 days** of supervised practicum placement
- Complete **five** tasks
- Prepare lesson plans for all pre-planned sessions, diary entries for any substantial incidental input, and self-evaluations of both.
- Where appropriate, trainee teachers will be involved in all professional activities such as staff meetings with AH personnel, attendance at Integration Support Group meetings etc.

#### *Supervisor requirements*

- Supervise the trainee teacher during the 15 day block placement
- Complete a Professional Practice Evaluation Form regarding the trainee teacher

\*Please note, while it is acknowledged that trainee teachers may work with pre-school children as well as school-aged students, for ease of reading, from hence, the term students will be used to denote both children and students.

#### **15- Day Practicum Placement Tasks**

During (and subsequent to) your 15-day Practicum Placement, trainee teachers will be required to successfully complete **FIVE** tasks. Each task is compulsory.

Three tasks (Case Study, Analysis of Peer's Teaching and Presentation of a Professional Development seminar), along with the mark given by the supervising teacher, will each attract a proportion of the final grade for this subject.

Two tasks (Trainee Teacher's Guided Observation Notes and Professional Portfolio) will be graded as satisfactory or unsatisfactory. These tasks support your professional development and unsatisfactory progress in any one of these tasks will result in an unsatisfactory grade for your Practicum. These tasks, and their due dates, are summarised in Table 1.

Table 1: Practicum 2 Tasks

<i>Task number</i>	<i>Name of task</i>	<i>Date due</i>	<i>Weighting</i>
Task 1	Case Study	To be submitted with a subject cover sheet through the Melbourne Graduate School of Education Student Centre prior to the <b>15<sup>th</sup> October, 2011</b>	40%
Task 2	Analysis of Peer's Teaching	1. Task to be completed during the Practicum day of the <b>15<sup>th</sup> October, 2011</b> photocopied and then submitted with a subject cover sheet to Linda Byrnes on that day. 2. Please note the comments in the relevant section below describing the need for reading prior to the <b>15<sup>th</sup> October, 2011</b>	10%
Task 3	Presentation of a Professional Development seminar	1. Linda Byrnes to be notified of presentation topic by <b>Friday 9<sup>th</sup> September 2011</b> 2. A paper copy of the PowerPoint to be submitted with a subject cover sheet through the Melbourne Graduate School of Education Student Centre by <b>Monday 17<sup>th</sup> October, 2011</b> . An <b>electronic copy</b> to be emailed to Linda Byrnes by the same day. 3. Presentation to be made during the Practicum day of the <b>22<sup>nd</sup> October, 2011</b>	10%
Task 4	Trainee Teacher's Guided Observation Notes	To be submitted with a subject cover sheet to Linda Byrnes on <b>22<sup>nd</sup> October, 2011</b>	Satisfactory/unsatisfactory
Task 5	Professional Portfolio		

In addition, the grade allocated by your supervising teacher will account for 40% of your final grade.

Please also note the University penalties that apply for all assignments submitted after the due date without either an extension or a special consideration being granted.

## Task 1: Case study

This task will constitute 40% of your final grade and therefore should be approximately 2000 words in length

### ***Parental Permission***

Before any trainee teacher begins to collect any data for this task, they **must** obtain parental permission to videotape the student, share the videos with their fellow students and lecturer, and access any audiological files. A sample consent form is included at the end of this document and in the Handbook. Please adapt to fit your individual school/centre and ensure that it is approved by the coordinator of the practicum before sending to the parents.

### ***The task***

Trainee teachers will undertake a number of teaching sessions during their Practicum. The focus of this Task will be on *just two* of those sessions. In essence, you will need to plan, implement, and analyse two teaching sessions with one student in the area of language and/or literacy. As part of the analysis, you *will develop a coding scheme* which analyses your teaching practice in relation to scaffolding the child/student's learning in the area of language and/or literacy. In addition, you will *also analyse* the student's level of engagement during the teaching sessions. This analysis will then be formalised by writing up in a report.

### ***Further detail:***

#### ***Teaching Session 1***

Trainee teachers are required to plan and implement a teaching session in the area of language and/or literacy. Trainee teachers may need to discuss the specific goal/s with their supervising teacher, or may have observed a specific skill which may require specific intervention.

The **session plan** should include the following:

- Area of intervention
- Rationale for selecting the specific goal
  - Including the assessment/s undertaken and any prior teaching that either you or the teacher may have undertaken
- Aims of the session
- Activities
- Method for evaluating the session

#### ***Teaching Session 2***

After careful analysis of Session 1, trainee teachers are required to reflect on the effectiveness of their teaching practice and the student's level of engagement. Trainee teachers are then required to use this information to plan for Session 2. In the second teaching session trainee teachers will modify the strategies used to improve child engagement and learning. This session will follow the same *session plan format* as for Session 1.

### **Written report**

Trainee teachers are then required to write a **2000 word** written report. The report should include the following:

- 1. Introduction**
- 2. Method**

The method should include:

- brief details of the student including age, gender, mode of communication, type and degree of hearing loss, etc.
- rationale for choosing the specific intervention goal
- brief discussion of the method used for coding the strategies used to scaffolding the student's learning in the area of language and/or literacy.
- brief discussion of the method used for analysing the student's level of engagement during the teaching sessions.

### 3. Results and Discussion

Trainee teachers will be required to present and discuss the findings from the two teaching sessions.

- Discuss your findings from session 1.
- Discuss the rationale for choosing specific teaching strategies for implementation in session 2 in relation to scaffolding the student's learning in the area of language and/or literacy.
- Discuss the rationale for choosing specific teaching strategies for implementation in session 2 in relation to improving the student's level of engagement in the area of language and/or literacy.
- Discuss your findings from session 2.
- Compare and contrast the two teaching sessions. This will include a discussion of the modifications you made from one session to the next, and the effects of these changes on achieving the goals.

### 4. Conclusion

- Summarise your findings and discuss the implications of these findings in relation to your future teaching practice.

#### Due Date:

1. The written report must be submitted with a subject cover sheet through the Melbourne Graduate School of Education Student Centre by **Saturday 15<sup>th</sup> October, 2011**
2. The two sessions must be videorecorded and, along with the signed parental consent form, **brought to the Professional Practice 2 day on Saturday 15<sup>th</sup> October, 2011** where they as they will be viewed by your lecturer and peer/s and used for analysis by peer/s. To ensure ease of viewing please copy the videotaped lessons to a disc, or an external drive. **Before bringing the copy to the session, please play-back on at least two machines to ensure they are readable.** If you have a personal laptop, please bring it with you to this session.

***For marking rubric, please see below***

## **Task 2: Analysis of Peer's teaching**

### **This task will constitute 10% of your final grade**

The aim of this task is for trainee teachers to gain, and give, professional support to their peers during the Professional Practice day of **15<sup>th</sup> October, 2011**. At any one time throughout the day, each trainee teacher will work with one or two peers to provide feedback on their teaching. Essentially, each trainee teacher's teaching sessions will be viewed and analysed and written supportive feedback given by at least two peers. To do this:

For every Trainee teacher, each pair, or small group will, in turn:

1. Review and then negotiate ways of analysing each teaching segment. To provide informed support to this negotiation, trainee teachers are encouraged to review the literature to do with reflective teaching **prior to Saturday 15<sup>th</sup> October, 2011**. These notes can then form part of the discussion.
2. Once the codes or analysis methods have been established (including whether the analysis will begin during the watching of the video or when it has been fully viewed), these are to be documented. As codes and methods will possibly differ between the sessions, please note each set of analyses.
3. Analyse each session. Record the analyses.

***For marking rubric, please see below***

### **Task 3: Professional Development Seminar**

#### **This task will constitute 10% of your final grade**

During the Professional Practice 2 Saturday of **22<sup>nd</sup> October, 2011**, trainee teachers will be required to present a professional development seminar on one aspect of deaf education and/or language disorders/delays. The presentation is to be no more than **20 minutes** in duration.

The aim is for the trainee teachers to present on a topic that they believe they may be asked to deliver in the future. For example, many teachers of the deaf are asked to present during Deafness Awareness Week, or to a group of classroom teachers, on topics such as: hearing loss, hearing aids, cochlear implants, working with interpreters etc.

The Professional Development seminar is to be presented using PowerPoint. Videos, DVDs, or other “hands-on” materials may also be used as part of the presentation. A written rationale describing the target audience, validating the choice of topic for this audience, and when such a presentation could be made, must also be submitted before the presentation on Saturday 22 October, 2011.

All trainee teachers are required to notify Linda Byrnes by email of the topic they will present by **Friday 9<sup>th</sup> September 2011**. A paper and electronic copy of the PowerPoint is to be submitted to Linda Byrnes by **Monday 17<sup>th</sup> October, 2011**. This will allow for the presentations to be placed on the PP2 LMS site and, if they so desire, for trainee teachers to download copies of the PowerPoints for note taking purposes during the Saturday 22 October, 2011 presentations. It will also enable all trainee teachers to then have a collection of prepared PDs for the future.

***For marking rubric, please see below***

## Task 4: Trainee Teacher's Guided Observation Notes

This task will be graded as satisfactory or unsatisfactory

Please make notes on the following areas after discussing them with your supervising teacher and considering other sources

### A. TECHNOLOGY (where appropriate)

- i. Discuss the different levels of independence observed in students regarding maintenance of listening devices. Describe ways in which further increases in independence could be gained.
- ii. Discuss the role of the regular classroom teacher and the teacher of the deaf (or the teacher aide) in ensuring listening devices are in optimal working order
- iii. List and explain the different types of visual devices used to assist trainee teachers with communication.
- iv. Discuss three different ways in which visual communication systems assist students

### B. ENVIRONMENT

- i. Explain the major environmental needs of students who are deaf or hearing impaired and/or who have a language disorder/delay
- ii. Discuss ways which visual distractions may affect the students' learning

### C. AUDIOGRAMS (where appropriate)

Choose one student with a hearing loss who uses hearing aids. *In your own words* describe this student's aided and unaided audiograms as if you were explaining them to the child's parents for the first time. (Please **attach a copy** of these audiograms to your Task **before** submitting).

### D. COMMUNICATION

Trainee teachers will be required to:

Choose one student who they are working with and identify one major goal in each of the following areas of language development. For each area, give a rationale for the goal and outline the strategies planned to assist the student attain the goal.

- ❖ Pragmatics
- ❖ Semantics
- ❖ Syntax / Morphology
- ❖ Auslan/Signing in English (where appropriate)
- ❖ Social Competence

### E. INSTRUCTIONAL STRATEGIES

Discuss strategies used by teachers of the deaf or of students with language disorders and/or delays to develop the student's

- i. Vocabulary skills
- ii. Literacy skills (reading and writing)

- iii. Social skills

## **F. INCORPORATION OF GOALS**

Make comment as to how the teacher of students with a hearing loss or those with a language impairment and/or disorder incorporates all goals across all areas of the student's development in the one session.

***Date due: Saturday 22<sup>nd</sup> October, 2011***

***For marking rubric, please see below***

## **Task 5: Professional Portfolio**

**This task will be graded as satisfactory or unsatisfactory**

Trainee teachers are required to maintain a Professional Portfolio throughout the Practicum Placements. It is likely that parts of the Resource Folder that the Trainee Teacher collected in Practicum 1 will form a basic start to the Portfolio. The contents should provide information that will be of assistance when the trainee teacher has graduated and becomes responsible for teaching students with a hearing loss and/or students with a language disorder and/or delay. Although the contents will vary, the folder should at least contain information regarding timetabling, programs and resources used by teachers, particular teaching approaches in various topics or study areas, professional reference material, etc.

It is appropriate to file your lesson plans, self-evaluations, and Diary entries\* in your Professional Portfolio.

\* Trainee teachers will have opportunity to be involved in incidental, unplanned work with students. There will also be opportunities for observations of other professionals' working with students. Example professionals could be the classroom teacher, a Speech Pathologist, an Audiologist and so on. These opportunities should be diarised.

***Date due: Saturday 22<sup>nd</sup> October, 2011***

***For marking rubric, please see below***

Marking Criteria for Task 1: Case Study  
This Task will constitute 40% of your final grade

	<b>WEIGHTING</b>	<b>VERY HIGH</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>VERY LOW</b>
<b>Introduction</b>	<b>10%</b>					
<b>Method</b> Including: . student details . rationale for goal . discussion of the method used for coding the strategies used to scaffold learning . discussion of method used for analysing level of engagement	<b>30%</b>					
<b>Results and Discussion</b> Including: . discussion of: - findings from sessions 1&2 - the rationale for choosing specific teaching strategies . comparison and contrast of two teaching sessions	<b>40%</b>					
<b>Conclusion</b> Including: . summary of findings . implications of findings in relation to future teaching practice	<b>20%</b>					

Mark out of 40: \_\_\_\_\_

Comments

**Marking Criteria for Task 2: Analysis of Peer's teaching**  
This task will constitute 10% of your final grade

Coding scheme/s; Method of analysis	<b>40%</b>						
Analysis of session 1	<b>30%</b>						
Analysis of session 2	<b>30%</b>						

Mark out of 10: \_\_\_\_\_

Comments

**Marking Criteria for Task 3: - Professional Development Seminar**  
This task will constitute 10% of your final grade

	<b>WEIGHTI NG</b>	<b>VERY HIGH</b>	<b>High</b>	<b>MEDI UM</b>	<b>LOW</b>	<b>VERY LOW</b>	<b>NOT SHO WN</b>
Three submission deadlines met	<b>5%</b>						
Rationale	<b>15%</b>						
. Quality of the presentation . Appropriateness for the target audience . Adherence to time allocation . Engagement of audience	<b>80%</b>						

Mark out of 10: \_\_\_\_\_

Comments

Marking Criteria for Task 4: Trainee Teacher's Guided Observation Notes  
 This task will be graded as satisfactory or unsatisfactory

	<b>WEIGHTI NG</b>	<b>VERY HIGH</b>	<b>High</b>	<b>MEDI UM</b>	<b>LOW</b>	<b>VERY LOW</b>	<b>NOT SHO WN</b>
<b>Technology</b>	<b>10%</b>						
<b>Environment</b>	<b>20%</b>						
<b>Audiograms</b>	<b>20%</b>						
<b>Communication</b>	<b>20%</b>						
<b>Instructional strategies</b>	<b>20%</b>						
<b>Incorporation of goals</b>	<b>10%</b>						

Mark: *Satisfactory/unsatisfactory* \_\_\_\_\_

Comments:

Marking Criteria Task 5: Professional Portfolio  
 This task will be graded as satisfactory or unsatisfactory

	<b>VERY HIGH</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>VERY LOW</b>	<b>NOT SHOWN</b>
<b>Timetabling information</b>						
<b>Teacher programs</b>						
<b>Teacher resources</b>						
<b>Teaching approaches</b>						
<b>Professional reference material</b>						
<b>Lesson Plans</b>						
<b>Self-evaluations</b>						
<b>Diary entries</b>						
<b>Other*</b>						
<b>Other*</b>						

\* Other materials as appropriate to the setting/situation. Please indicate. Please feel free to add more categories as needed.

Mark: *Satisfactory/unsatisfactory* \_\_\_\_\_

Comments:

Marking Criteria for Professional Practice 2

	<b>WEIGHTING</b>	<b>VERY HIGH</b>	<b>High</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>VERY LOW</b>	<b>NOT SHOWN</b>
<b>Case study</b>	<b>40%</b>						
<b>Analysis of peer's teaching</b>	<b>10%</b>						
<b>Professional Development Presentation</b>	<b>10%</b>						
<b>Practicum supervisor's grade</b>	<b>40%</b>						
<b>Trainee Teacher's Guided Observation Notes</b>	<b>Satisfactory/ Unsatisfactory</b>						
<b>Professional Portfolio</b>	<b>Satisfactory/ Unsatisfactory</b>						

<b>H1 (80-100)</b>	<b>H2A (75-79)</b>	<b>H2B (70-74)</b>	<b>H3 (65-69)</b>	<b>Pass (50-64)</b>	<b>Fail (0-49)</b>

**Comments**



Melbourne Graduate School of Education  
The University of Melbourne

## CONSENT LETTER

Date:

Dear Parent/Guardian,

I am a student from the University of Melbourne and I am enrolled in the Master of Education (Language Intervention and Hearing Impairment) course. As a requirement of this course I am undertaking a practicum placement at your child's setting.

As part of my practicum placement program, I will be required to do **one or all** of the following:

Look at your child's audiological and educational history and current Individual Education Program (IEP), and obtain copies of your child's aided and unaided audiograms. **Your child's file will not be removed from the setting.**

Videotape your child for the purpose of teaching your child and analysing my teaching skills in relationship to your child's language and communication skills. This videotape will only be viewed by me, my lecturer and my student peers who will assess the task.

**At the completion of the task, the videotape will be erased.**

If you are willing for your child to participate in these tasks, please sign the consent form below and return it to your child's teacher. If you have any concerns or questions regarding the tasks to be completed, please telephone Dr Dianne Toe (8344 9627), or Dr Linda Byrnes (8344 0981), Co-ordinators of Professional Practice (Language Intervention and Hearing Impairment),

Yours sincerely,

CONSENT FORM

---

**Child's Name:** .....

3. I give/do not give permission for the student from the University of Melbourne to access my child's file and make copies of their aided and unaided audiograms.

Parent/Caregiver's signature: .....

Date:.....

4. I give/do not give permission for the student from the University of Melbourne to videotape my child and to share that videotape with their lecturer and student peers.

Parent/Caregiver's signature: .....

Date:.....



Master of Education  
(Language Intervention and Hearing Impairment)

### Supervising Teacher Assessment Report Practicum Placement - 15 days

After completion this report is to be posted to:  
Mr Terry Roache, Professional Practice Coordinator, Melbourne Graduate School of Education,  
The University of Melbourne, Victoria, 3010  
☎ 8344 9576 ✉ [troache@unimelb.edu.au](mailto:troache@unimelb.edu.au)

Name of Trainee Teacher.....
Name of Setting .....
Name of Supervising Teacher.....
Dates of Practicum Placement.....
Absence Dates & Reasons.....
Total Days Completed.....

Please comment on, and rate, the trainee teachers' work in each of the following categories. Where specific competencies do not have relevance for your setting please show them as not applicable.

COMPETENCIES	Satisfactory	Unsatisfactory	Not Demonstrated
<p><b>A. PROFESSIONALISM</b> Trainee Teachers should be able to:</p> <ul style="list-style-type: none"> <li>I. Demonstrate a high level of ethical and professional behaviour with students, teaching staff, parents and other professionals working in the area of deafness.</li> <li>II. Establish a rapport with students.</li> <li>III. Work collaboratively with staff/parents.</li> <li>IV. Attend and/or participate in meetings as appropriate e.g., Integration Support Group (ISG), Case conferences, curriculum development, Australian Hearing, In-service, Staff/Faculty/Departmental Meetings.</li> <li>V. Accept and act upon the advice given by the supervising teacher.</li> <li>VI. Accept and act upon the advice given by the University of Melbourne staff member.</li> </ul>			
<p><b>Comments</b></p>			

COMPETENCIES	Satisfactory	Unsatisfactory	Not Demonstrated
<p><b>B. TECHNOLOGY</b>            Trainee Teachers' early understanding of:</p> <ul style="list-style-type: none"> <li>III. The differences between hearing aids, cochlear implants, and FM systems.</li> <li>IV. The use of hearing aids, cochlear implants, and FM systems in this particular setting.</li> <li>V. The procedures for testing and changing batteries in hearing aids, cochlear implants, and FM systems.</li> <li>VI. The procedures for checking HA, CI, &amp; FM systems to ensure that they are in working order.</li> <li>VII. The strategies used to trouble shoot HA, CI, FM systems.</li> <li>VIII. The Ling 7-sound listening check.</li> <li>IX. The different types of HA, CI, and FM systems.</li> </ul>			
Comments			
<p><b>C. ENVIRONMENT</b>            Trainee Teachers should show increased understanding of</p> <ul style="list-style-type: none"> <li>IV. The environmental needs of students with a hearing loss and/or children with a language delay/disorder.</li> <li>V. Some of the acoustic materials used in teaching/learning areas, which maximize the listening conditions of students.</li> <li>VI. The factors that affect the signal to noise ratio in the teaching/learning areas.</li> <li>VII. The factors that can cause visual distractions in teaching/learning areas.</li> </ul>			
Comments			
<p><b>D. AUDIOGRAMS</b>            Trainee Teachers should be able to demonstrate an increasing understanding of:</p> <ul style="list-style-type: none"> <li>II. All symbols and axes used on an audiogram.</li> <li>III. The purpose of an audiogram.</li> <li>IV. The differences between aided and unaided audiograms.</li> <li>V. The degrees, shapes, and types of hearing losses based on unaided audiograms.</li> <li>VI. Impedance tests and results.</li> <li>VII. Predicted speech perception abilities based on aided audiograms.</li> <li>VIII. Predicted speech production abilities based on aided audiograms.</li> <li>IX. The results of the Ling 7 sound test based on aided thresholds.</li> </ul>			
Comments			

COMPETENCIES	Satisfactory	Unsatisfactory	Not Demonstrated
<p><b>E. COMMUNICATION</b>  <b>(Comment on one of the following, either spoken language or signed language.)</b></p> <p><b>SPOKEN LANGUAGE</b>  Please discuss and give Trainee Teachers practice in articulating their understanding of:</p> <ol style="list-style-type: none"> <li>I. The factors affecting the intelligibility of spoken language.</li> <li>II. Some of the issues in learning spoken language for students with a hearing loss and/or language delay/disorder.</li> <li>III. Some of the formal and informal tools used to assess the spoken language skills of students with a hearing loss and/or language delay/disorder.</li> <li>IV. The goals and objectives of individualised spoken language programs for students with a hearing loss and/or language delay/disorder.</li> </ol>			
<p>Comments</p>			
<p><b>AUSLAN/SIGNING IN ENGLISH</b></p> <p>Please discuss and give Trainee teachers practice in articulating their developing understanding of:</p> <ol style="list-style-type: none"> <li>I. The factors affecting fluency and clarity in signed language</li> <li>II. Some of the issues involved in learning signed language for students with a hearing loss.</li> <li>III. Some of the formal and informal tools used to assess the signed language skills of students with a hearing loss.</li> <li>IV. The goals and objectives of individualised signed language programs for students with a hearing loss.</li> </ol>			
<p><b>Comments</b></p>			

COMPETENCIES	Satisfactory	Unsatisfactory	Not Demonstrated
<p><b>F. INSTRUCTIONAL STRATEGIES ( Please comment on one of the following, either spoken language or signed language.)</b></p> <p><b>SPOKEN LANGUAGE</b></p> <p>Please discuss and give Trainee Teachers practice in articulating their understanding of:</p> <ol style="list-style-type: none"> <li>I. Some of the strategies used to promote listening skills in students with a hearing loss and/or language delay/disorder.</li> <li>II. Some of the strategies used by the teacher to facilitate oral communication with students with a hearing loss and/or language delay or disorder.</li> <li>III. Individualised goals for some areas of spoken language development with students with a hearing loss and/or language delay or disorder.</li> </ol> <p>Over the 15 days, Trainee Teachers should demonstrate an increasing ability to:</p> <ol style="list-style-type: none"> <li>I. Communicate appropriately with students with a hearing loss and/or language delay or disorder.</li> <li>II. Implement strategies which promote listening skills in students with a hearing loss and/or language delay or disorder.</li> <li>III. Implement strategies that facilitate oral communication with students with a hearing loss and/or language delay or disorder.</li> <li>IV. Adapt their spoken language input to cater for students with different communication abilities and/or language delay or disorder.</li> </ol>			
Comments			
<p><b>AUSLAN/SIGNING IN ENGLISH</b></p> <p>Please discuss and give Trainee Teachers practice in articulating their understanding of:</p> <ol style="list-style-type: none"> <li>I. The strategies used to attain and maintain students' visual attention</li> <li>II. The major manual communication approach used by teachers at the setting.</li> <li>III. Individualised goals for some areas of signed language development.</li> </ol> <p>Over the 15 days, Trainee Teachers should demonstrate an increasing ability to:</p> <ol style="list-style-type: none"> <li>I. Communicate appropriately with students with a hearing loss.</li> <li>II. Implement strategies which attain and maintain students' visual attention.</li> <li>V. Implement strategies that facilitate sign language, or signing in English communication with students with a hearing loss.</li> <li>III. Adapt their signing to cater for students with different communication abilities.</li> </ol>			



## GUIDELINES FOR COMPLETING THIS PRACTICUM ASSESSMENT REPORT FORM

1. The purpose of this form is to provide an assessment of the trainee teacher under your supervision.
2. This information will be used to provide feedback to the trainee teacher and to evaluate the trainee teacher's progress.
3. It is recommended that this form be completed in conjunction with the trainee teacher.
4. The supervising teacher is asked to discuss your assessment with the trainee teacher, particularly in those areas judged to require further work.
5. The trainee teacher is required to sign this form on completion of the placement. The trainee teacher's signature denotes that the trainee teacher has read the Assessment Form and discussed it with you, the supervisor. It does not denote that the student agrees with it.
6. If the trainee teacher is not available to discuss and sign the form it should be promptly forwarded to Dr Dianne Toe or Dr Linda Byrnes where the trainee teacher may arrange a time to read and sign it.
7. This completed form is confidential and no outside agency will have access to it.

### OVERALL ASSESSMENT LEVEL DESCRIPTORS

This overall assessment level must be determined from the descriptors below. The descriptors relate to the competencies of trainee teachers at this stage of their course. They do not relate to the competencies of an experienced, qualified teacher of the deaf.

<b>H1</b>	<b>16 - 20</b>	<b>OUTSTANDING</b> To be assessed as outstanding the trainee teacher will demonstrate a high standard of achievement in all categories. An outstanding trainee teacher should differ from the other trainee teachers by an increased ability to demonstrate initiative and independence.
<b>H2A</b>	<b>15 – 15.5</b>	<b>EXCELLENT</b> To be assessed as excellent, the trainee teacher will demonstrate a high standard of achievement in most categories and proficiency in all
<b>H2B</b>	<b>14 – 14.5</b>	<b>VERY GOOD</b> To be assessed as very good, the trainee teacher will demonstrate at least proficiency in most categories and meet the requirements in all.
<b>H3</b>	<b>13 – 13.5</b>	<b>GOOD</b> To be assessed as good, the trainee teacher will demonstrate proficiency in most categories and meet the requirements in all.
<b>P</b>	<b>10 – 12.5</b>	<b>SATISFACTORY</b> To be assessed as satisfactory, the trainee teacher will meet the requirements in at least four of the six categories. The trainee teacher must show progress in the areas of lesser achievement.
<b>N1</b>	<b>8 – 9.5</b>	<b>LESS THAN SATISFACTORY</b> To be assessed as less than satisfactory, the trainee teacher will meet the requirements in some categories, but will need further development overall. The student must demonstrate commitment to overcoming his/her difficulties and will require a repeat placement.
<b>N2</b>	<b>Less than 8</b>	<b>UNSATISFACTORY</b> To be assessed as unsatisfactory, the trainee teacher will not meet the requirements in the majority of categories. No purpose would be achieved in repeating the placement at this stage.



**University of Melbourne Staff Assessment Report (draft)  
Practicum Placement - 15 days**

Name of Trainee Teacher..... Name of Setting ..... Name of Supervising Teacher..... Name of University of Melbourne Staff who Visited..... Date of University of Melbourne Staff Visit.....
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Please comment on and rate the trainee teacher's work in the following categories.

COMPETENCIES	Satisfactory	Unsatisfactory	Not Demonstrated
<p><b>C. PROFESSIONALISM</b></p> <p>Trainee Teachers should:</p> <p>VII. Demonstrate a high level of ethical and professional behaviour with students, teaching staff, parents and other professionals working in the area of deafness.</p> <p><b>Comments</b></p>			

COMPETENCIES	Satisfactory	Unsatisfactory	Not Demonstrated
<p data-bbox="199 181 837 241"><b>F. INSTRUCTIONAL STRATEGIES (Comment on one of the following)</b></p> <p data-bbox="153 304 456 333"><b>SPOKEN LANGUAGE</b></p> <p data-bbox="153 344 592 374">Trainee Teachers will be required to:</p> <p data-bbox="153 378 874 439">IV. Teach an individual student or a small group of students in the area of spoken language development.</p> <p data-bbox="153 472 847 533">Trainee Teachers will be expected to demonstrate/discuss the following skills during their teaching session:</p> <ul data-bbox="153 535 874 842" style="list-style-type: none"> <li data-bbox="153 535 874 595">• An ability to communicate appropriately with students with a hearing loss and/or language delay/disorder</li> <li data-bbox="153 598 874 685">• The implementation of strategies which promote listening skills in students with a hearing loss and/or language delay/disorder</li> <li data-bbox="153 687 874 775">• The implementation of strategies that facilitate oral communication with students with a hearing loss and/or language delay/disorder.</li> <li data-bbox="153 777 874 842">• An ability to adapt their spoken language input to cater for students with different communication abilities.</li> </ul> <p data-bbox="153 875 858 963">Trainee teachers will be required to articulate the strategies that they implemented to promote listening and to facilitate spoken communication</p> <p data-bbox="153 1028 668 1061"><b>AUSLAN/SIGNING IN ENGLISH</b></p> <p data-bbox="153 1075 592 1104">Trainee Teachers will be required to:</p> <p data-bbox="153 1108 786 1169">IV. Teach an individual student or a small group of students using signed language.</p> <p data-bbox="153 1202 847 1263">Trainee Teachers will be expected to demonstrate/discuss the following skills during their teaching session:</p> <ul data-bbox="153 1265 863 1384" style="list-style-type: none"> <li data-bbox="153 1265 863 1326">• An ability to communicate appropriately with students with a hearing loss</li> <li data-bbox="153 1328 863 1384">• The implementation of strategies that attain and maintain the students' visual attention.</li> </ul> <p data-bbox="153 1449 868 1509">Trainee teachers will be required to articulate the strategies that they implemented to attain and maintain visual attention</p> <p data-bbox="153 1574 336 1608"><b>Comments</b></p>			



8. The purpose of this form is to provide an assessment of the trainee teacher under your supervision.
9. This information will be used to provide feedback to the trainee teacher and to evaluate the trainee teacher's progress.
10. It is recommended that this form be completed in conjunction with the trainee teacher.
11. The University of Melbourne staff member will discuss their assessment with the trainee teacher, particularly in those areas judged to require further work.
12. The trainee teacher is required to sign this form on completion of the placement. The trainee teacher's signature denotes that the trainee teacher has read the Assessment Form and discussed it with you, the University of Melbourne staff member. It does not denote that the student agrees with it.
13. This completed form is confidential and no outside agency will have access to it.

**PROFESSIONAL PRACTICE**

**STUDENT INFORMATION FORM - 2011**

**MASTER OF EDUCATION**

- **LANGUAGE INTERVENTION AND HEARING IMPAIRMENT**



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Please indicate the Professional Practice subject/s you have enrolled in for this year.

- EDUC 90509 (LI/HI PLACEMENT 1)       EDUC 90510 (LI/HI PLACEMENT 2)
- 

Family Name ..... Given Names .....

Enrolment Number ..... Full time  Part-time

Address .....

.....

Telephone..... Mobile.....

Email .....

Transport Private  Public

Emergency Name and Contact Number.....

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**Present Employment**

Name of School/Employer .....

Address ..... Telephone. ....

- Full Time     Part Time (indicate time fraction and days worked) .....

.....

**Teaching Qualifications**

- Early Childhood     Primary     Secondary     Other .....

**Previous Teaching Experience**

.....

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.....

**VIT registration**

OR

(Please provide a photocopy of your registration card)

**Working with Children Check**

**IMPORTANT: You cannot be placed in a school without one of these documents**

*Please turn the page*

Prior to placement please ensure that you have read and understand the current Professional Practice Manual for your course. **Please provide details of the dates you will be available for practicum and your preferences for the schools/units/facilities/centre for your PP1 and PP2 placements (including interstate locations).**

Practicum in Semester 1	Dates and Days	Placement school/unit/facility/centre
PP1 (15 days)		Preference 1:  Preference 2:
PP2 (15 days)		Preference 1:  Preference 2:

**Additional Information** (e.g. personal reasons which may affect your Professional Practice program; family and work commitments etc.)

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Office Use Only	
PLACEMENT 1	PLACEMENT 2

**Please return this form to:**

Mr. Terry Roache  
 Professional Practice  
 Melbourne Graduate School of Education  
 The University of Melbourne, Victoria 3010.

 8344 8654

 8344 9576

 [troache@unimelb.edu.au](mailto:troache@unimelb.edu.au)

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