

A FIELD-BASED DEAF EDUCATION TEACHER TRAINING MODEL: DOES IT MAKE A DIFFERENCE?

Azar Hadadian
Kourtland Koch
John Merbler
Ball State University

This article provides professional perspective of a teacher-training model which relies heavily on an intensive, culturally immersive field experience for the teacher of the Deaf and hard of hearing. Survey results were based upon 21 past participants concerning their perceptions during their one-year internship experience at Indiana School for the Deaf (ISD). Formal and informal periodic evaluations of past ISD/BSU participants reinforced the author's perspectives that an intensive yearlong residential experience is critical for developing the linguistic, fluency, and cultural awareness that are not only vital but also indispensable for teachers of D/hh students. (This study does not intend to endorse any philosophy of the education of the Deaf. This study adopts an eclectic approach to teaching different philosophies for D/hh students.)

*Hear and you forget, see and you remember, do and you understand. As my year at Indiana School for the Deaf (ISD) came to a close, I truly understood teaching, friendships, and above all...life (Current teacher and past participant, 1992-1993). The importance of field-based instruction for teacher education candidates has been recognized for several years as indicated by former students and available research. Field experience enriches the content of course-based instruction and provides an opportunity for students to apply the concepts and methods presented in texts and lectures to real life settings. Boe, Shin and Cook (2007) reported national data related to general education and special education teacher preparation. They concluded that extensive preparation in pedagogy and supervised teaching had a major contribution in preparing qualified special education teachers. They further highlighted the critical role of *in-field teaching* for special education teachers. In addition, early practice and internships at the freshmen and sophomore levels help students build professional confidence and gain valuable interpersonal skills. Finally, early field experiences permit pre-service teachers a close-up examination of their chosen profession and an opportunity to change careers in the event teaching does not fulfill their expectations and their achievements (Roberson, Woolsey, Seabrooks, & Williams, 2004).*

Given the importance of early field experience in any area of teaching, intensive practice would seem to be critical for pre-service teachers of the Deaf and hard of hearing (D/hh) students, not merely for the purpose of mastering instructional methodology, but also for the opportunity to develop an appreciation of the uniqueness of the Deaf experience. The emergence of Deaf culture as a significant factor in educational programming for Deaf individuals suggests that to be successful, a hearing teacher must recognize and respect the traits of the Deaf social group. Obviously, this level of acculturation cannot be achieved through lectures or textbooks but only through extended, direct interaction with individuals who are D/hh. In addition to socio-cultural considerations, students who wish to teach Deaf individuals should develop proficiency in American Sign Language (ASL). Once again, college classroom experience is not sufficient to develop the level of fluency necessary for the efficient transmission of information. Only through *total immersion* with native language users can one hope to master the finer nuances of a language system that enrich the communication process. A number of publications have provided the field of deaf education with suggestions related to knowledge, skills, and experiences of teachers of the Deaf that can lead to quality instruction for D/hh students (e.g. Lytle, 1992, Lytle & Rovin, 1997). However, there is not a viable body of research on deaf education teacher preparation programs that connects student achievement and teacher competencies (Roberson, Woolsey, Seabrooks, & Williams, 2004).

The purpose of this paper is to provide an overview of a teacher-training model for D/hh students that relies heavily on an intensive, culturally immersive field experience component. It also presents survey results from 21 past participants regarding their perceptions of their yearlong internship experience at the Indiana School for the Deaf (ISD). Given the controversial history of deaf education, it is important to note that the focus of this article is not on the endorsement of any particular philosophy of educating D/hh students. It merely provides detailed information on a unique model for the preparation of teachers of the Deaf.

Historical Perspective

Teacher education for the Deaf is perhaps a misnomer. Presently, relatively few Deaf individuals become teachers of the Deaf. This paradox has not always existed. Historically, teachers who were Deaf themselves had been part of the fabric of deaf education in America; as a matter of fact, the first teacher of the Deaf in America was Deaf himself. Over the years, teachers for Deaf children were prepared in residential schools for the Deaf (Quigley & Kretschmer, 1982). The actual training occurred in classrooms where teachers worked with D/hh students. Teacher candidates interested in becoming teachers of the D/hh worked in these classrooms to learn communication systems and methods of interacting with D/hh students.

Although excellent, well-trained teachers were produced by this system, the relative number of teachers for the D/hh remained low. In the 1960's, federal support for training teachers for individuals with disabilities emerged and programs began to affiliate with colleges and universities. By the 1980's, there were over 70 training facilities throughout the United States. At the present time, the number of training programs remains between 70-80 programs. Unfortunately, although the opportunities for training proliferated, the number of teachers who were themselves Deaf decreased. As a result, D/hh students were faced with few Deaf role models and, to some extent, a non-intentional insensitivity to the finer nuances of Deaf culture and ASL.

Program Overview and Content

The Indiana School for the Deaf and Ball State University (ISD/BSU) Participant Program is a residential deaf education teacher-training program operated jointly by ISD and BSU. The program has been in operation since 1978. During this period, the program has undergone continuous evaluation and modification including in-depth exit interviews by the BSU program coordinator. At the same time, the ISD/BSU advisory board has continued to oversee the process and make recommendations as seen appropriate. In addition, the ISD/BSU faculty liaison conducts weekly, on-going dialogue in an attempt to trouble shoot and to increase the quality of the participants' experiences in their daily program.

The course requirements for the deaf education program are extensive and structured. Consequently, students have very few options for electives. The sophomore year is completed at ISD and students enroll in ASL classes, practicum, professional education, and D/hh specialization courses. During the ISD experience, students work closely with ISD teachers and provide evening tutoring for ISD students. While residing at ISD and in conjunction with other assigned courses, students visit and observe other programs with different philosophies. These include an auditory oral program serving a large number of children with cochlear implants (CI) and other public schools, which use total communication. Through these types of observations/experiences, students develop an appreciation of the diverse needs of D/hh students and realize that *one size does not fit all*. Following are some of the reflections from ISD/BSU 2010 participants after their visit to programs with a focus on either auditory/oral or total communications:

I liked that Signed Exact English helped with the children learning to read and led to better reading and writing skills.

I thought it was a bit confusing to use two languages at the same time, especially when SEE is not commonly used. The teachers mentioned how the students will switch to ASL in middle school. That's a lot for a young mind to absorb. Nevertheless, I thought the kids were happy and enjoying school.

My immediate reaction was shocked and surprised that they were using total communication after being taught it was taboo. Some of the students understood completely what their teacher was saying while others were lost and only mocked the others.

I thought it was cool that they could talk and by the time they are mainstreamed they would be able to talk just like all the other children. It was kind a nice to see a different view

As evidenced in the above statements, ISD/BSU students receive individual experiences related to the diverse needs of d/hh students. In addition to the visits to other schools, mandatory weekly meetings are held with the ISD/BSU student participant and the Ball State Deaf Education faculty member. During the weekly meetings, the faculty member reflects on the teacher candidate's written daily journal entries. This is in line with Guteng, Tracy, & Chappell's (2000) summary of research results which indicated that without self-reflection, teacher candidates' personal beliefs, images of good teachers and images of themselves as teachers remain unchanged and follow them into their practica and student teaching. The university supervisor monitors the progress of each participant through the student's daily reflection journals and an activity checklist that is submitted every week. This checklist includes three different levels of participation. For example, participation at level one includes activities such as observing the class, correcting homework, and making bulletin boards. Level two activities include working one-on-one with a child, circulating around the room interacting with students, and supervising a project. Finally, level three includes areas such as preparing a spelling or math remediation test for a child, administering a spelling test to the class, and planning and implementing a mini-lesson.

The faculty member also provides participants with formal/informal feedback of their teaching performance. Students prepare lesson plans and receive immediate feedback from the university faculty and their supervising teachers. Generally, activities at this advanced level are not expected until student teaching and certainly not in the sophomore year of preparation. This gradual induction allows the teacher candidates to further reflect upon and grow into their teaching profession.

During the course of their yearlong residential internship, students rotate through the school's academic departments including preschool, elementary, middle school, high school, and vocational education. In addition to academic settings, the teacher candidates actively engage in extracurricular activities including sports, parties, dances and field trips. The involvement is total, intensive and fulfilling.

During the junior year, ISD/BSU program participants return to the BSU main campus to complete general studies, professional education, and specialization courses. Based on our observations over the years, students returning to campus after the ISD/BSU program demonstrate a level of sophistication that enables truly constructive debate with their professors regarding the advantages and disadvantages of various teaching methods. The senior year emphasizes a semester-long student teaching assignment. Student teaching is normally scheduled in a public school classroom to ensure breadth of practical experience. Students demonstrate teaching proficiency through a variety of rubric-based assignments including a portfolio-based assessment.

ISD/BSU Program Rationale

Since the ISD/BSU teacher-training program is housed within a school for the Deaf with a specific philosophy of teaching, one could argue that not all D/hh students use ASL or are at the residential school, and that, consequently, the model being presented is not viable. However, it can be counter-argued that although philosophy might differ, there is no better teaching method than direct experience with D/hh students. It is this aspect of the ISD/BSU program that transcends philosophy and maximizes the many benefits of field experience in the teacher training process.

Program Partners

Indiana school for the Deaf. ISD is located in Indianapolis, Indiana, approximately 60 miles from Ball State University. The ISD was established in 1844 by William Willard who was a Deaf professional interested in the education of D/hh children. At the time, no one had given much thought to the education of the Deaf in the state of Indiana. The school is one of the largest in the country, with an enrollment of over 300 students from across the state. In addition, there are outreach services for parent/infant programs that provide services to families of D/hh children across the state of Indiana. The Indiana School for the Deaf follows a bilingual/bicultural philosophy of educating D/hh students. As a matter of fact, ISD was the first school in North America that adopted this philosophy and it continues to be a national advocate for this philosophical approach.

Ball State University. BSU is located in the mid-western city of Muncie, Indiana. The University has an enrollment of approximately 20,000 students. The Teacher's College offers undergraduate and graduate programs in Elementary Education, Secondary Education, Special Education, Educational Psychology and School Psychology, Counseling Psychology, and Educational Leadership and Adult Education. The Department of Special Education is one of the largest in the state and includes concentration in the areas

of mild disabilities, severe disabilities, learning disabilities, early childhood special education, visual impairment, special education administration, and deaf education studies.

Unique Program Features

The ISD/BSU Participant Program provides students with a variety of unique, diverse and intensive experiences with Deaf children and adults. The program features include:

Hands-on experience. BSU/ISD participant candidates take their pillar courses such as reading and language methods after almost 600 hours of hands-on experience with D/hh students in their sophomore year. Overall, BSU Deaf Education graduates earn over 1200 contact hours from which over 860 hours include direct contact with D/hh students. Certainly this level of prior experience facilitates their understanding of the issues related to teaching of D/hh students. This level of field experience is in line with an earlier report by Boe et al (2007).

Veteran teachers. Through the one-year-long internship, pre-service teachers get an opportunity to observe, interact and work side by side with veteran teachers of D/hh students. Johnson (2004) reported issues related to the limited number of deaf education specific placements available for the preparation of teachers of the D/hh. He reported that during the past decade student teaching placements had declined further due to the increase of general education placements for D/hh students. Therefore, a number of teacher candidates engage in student teaching in a placement not necessarily adequate or appropriate for their pre-service training. Adding to the dilemma is that the majority of D/hh students are in an inclusive setting where the licensed teacher of the Deaf serves in the role of itinerate teacher with little, if any, classroom teaching of D/hh students. So, the question arises of how a teacher candidate is to observe, learn, and participate in direct teaching of D/hh students under these conditions. ISD/BSU participant programs serve to fill these gaps.

ASL fluency. Pre-service teachers develop ASL fluency and develop an appreciation for sign language and an ability to interact with Deaf adults. However, ASL fluency should be viewed as a tool that a teacher of the Deaf needs in order to address the diverse needs of their D/hh students. In addition, due to the diverse communication needs of D/hh students, prospective employers search for teacher candidates who can provide a range of communication services for D/hh students. To further exasperate this concern, Johnson, (2004) reported ASL as the highest-ranking skill identified from a semantic analysis of job postings for 297 deaf education-teaching positions.

Deaf culture. Teacher candidates need to be cognizant of the Deaf culture and develop an appreciation for said culture. This may not be possible to achieve through an on-campus Deaf culture college class. A yearlong residential living experience on the campus of a school for Deaf provides a better understanding of the role and the importance of Deaf culture. During the yearlong internship, participants have multiple opportunities to formally and informally interact with D/hh students and adults. Past program participants repeatedly noted the importance of Deaf role models in their daily journal writing and also their progressive acculturation into the Deaf community.

Multiple /secondary disabilities. Bruce, DiNatale, & Ford (2008) reported *according to even the most conservative estimates, at least a quarter of deaf students have additional disabilities. Most teacher preparation programs do not sufficiently prepare teacher candidates for the challenges posed by these children.* A year-long immersive ISD/BSU experience allows the teacher candidates to gain experience with a number of D/hh students with secondary disabilities. These secondary disabilities may include autism, ADHD, visual impairments, cognitive delays and specific learning disabilities. Given the results of the Bruce et al (2008) data, it is critical for teachers of the D/hh to have adequate field experience with a wide range of D/hh students. Furthermore, if field experiences are limited to only student teaching, the teacher candidate might at best attain limited experiences with just a very few D/hh students.

Deaf teachers and role models. Teacher candidate's observation and interaction with Deaf teachers as role models is critical in developing respect and a better understanding of Deaf/hh individuals. A needs assessment conducted by the National Center on Low-Incidence Disabilities (NCLID) identified the importance of introducing successful adult role models to families of children with disabilities as one of the most important priorities (Luckner, Goodwin Muir, Johnson Howell, Sebald, & Young, 2005). Therefore, every effort needs to be made by teacher training programs to connect the local Deaf community with teacher candidates. This may be accomplished through student campus organizations such as sign language clubs and community guest speakers.

Deaf/hh students' developmental age. Because teacher candidates rotate from preschool to elementary, middle, high, and vocational schools, they acquire a better and more thorough understanding of the developmental age of D/hh students. In particular, given the specific linguistic needs of Deaf children, it is critical for teacher candidates to be able to observe very young Deaf children as they are acquiring language skills. Program participants have repeatedly alluded in their journal entries about their daily observation of individual children's language progression from one developmental age to the next. Given that the majority of public school programs have only one to five Deaf/hh students enrolled, such experiences would not be possible during the student teaching experience.

Student achievements. Johnson (2004) reported about a body of knowledge that supports the correlation among D/hh students' achievement and the instructional effectiveness of the teachers. He further concluded that teacher competencies as reflected by certification/licensure procedures should ensure that teacher candidates are adequately prepared to address the essential needs of their students. As matter of fact, Luft (2008) argues that under Individual with Disability Education Improvement Acts (IDEIA, 2004) and No Child Left Behind (NCLB, 2001), *the primary qualification of educators of the D/hh should be training and expertise in providing communication, learning, and assistive technology supports that allow access to academic content...* Therefore, the training and expertise in how to teach language needs to be a prerequisite for transfer of academic content to D/hh students. Further in response to NCLB *scientifically based* research requirement, the National Center on Low-Incidence Disabilities (NCLID) conducted a needs assessment to identify training needs in the field of Deaf education. The third most commonly identified need was teaching reading and written language (Luckner, Goodwin Muir, Johnson Howell, Sebald, & Young, 2005). To this end, *highly qualified teacher* needs to be defined not in terms of *content* but in terms of the knowledge and expertise of how to teach communication, which ultimately could lead to transfer of knowledge. As a result, a more comprehensive teacher-training program, rich with field experience, could provide a higher caliber of teachers ready to address the unique needs of this population.

Cooperative learning. Collaborative learning groups have long been viewed as a means for *students to share common goals, work together to learn, and are responsible for one another's learning as well as their own* (Goodlad & Lovitt, 1993, p. 179-180). The overall intent of cooperative learning is to actively involve students in their learning process through healthy social and cognitive development. Learning activities raise questions that reflect different perspectives, backgrounds, values, and student abilities (Sharan & Sharan, 1976). This process allows for the acquisition of learning when new knowledge is discovered by the student participant. This newly acquired knowledge is then transformed into concepts and ideas that the participants can relate to and ultimately reconstruct and expand upon in settings such as the BSU/ISD program. Within this model program, teacher candidates live and take their college classes together on ISD campus. As a result, the added export is the emergence of constructive peer relationships. These relationships ultimately promote purposeful contact between D/hh and BSU/ISD while fostering the student participants' development of information and understanding about each other.

Recreational/volunteering. In addition, some students take their meals with ISD students in the school cafeteria. Student participants are also required to provide the school with at least 15 hours per week of volunteer time which can include tutoring, athletic, working at the library, or helping with sporting or cultural events. Consequently, BSU students are immersed in not only the academic aspects of Deaf education but also in the linguistic, recreational, and cultural and psychosocial aspects of life at a residential school for the Deaf.

Survey Method

Subjects

As referenced earlier, the ISD/BSU program has been in existence since 1978. In those 30-plus years, the program has maintained an average of 15 students who have completed the program. The 21 subjects for this study were undergraduate Deaf education majors who successfully completed the program while attending BSU between the years of 2005 through 2009. Within the survey population, 28 % identified themselves as sophomores, 9 % as juniors, 42% as seniors, and 5% as fifth-year seniors.

Survey Instrument

Based on the available data and program experience, the lead author developed a questionnaire with a five point Likert scale to measure pre-service teachers of the D/hh perceptions of their yearlong internship at ISD. The following point values were used in the scale: 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree. The questionnaire was divided into three main sections.

The first section sought to collect demographic data while the second section collected information related to the pre-service teacher's perceptions of issues related to Deaf education and their experiences at ISD. The last section consisted of one open-ended question, in which the participants were asked to identify the most beneficial aspect of their experience at the Indiana School for the Deaf.

Procedure

A graduate assistant distributed questionnaires in classes for Deaf education majors. Those students who were absent during the period the data was collected were not included in the sample. No specific instructions were given, but an introductory paragraph, attached to the questions, related the purpose of the research project as well as assured the confidentiality of the information obtained. The questionnaire was designed such that the students had to respond to the final, open-ended question regarding their overall reflection of the program. The questionnaires were collected with no personal identifying information concerning the subjects.

Results

Within the survey sample, 28% identified themselves as sophomores, 9% as juniors, 42% as seniors, and 5% as fifth-year seniors. From those who responded to the question of whether the ISD/BSU program was the main reason as for their attending Ball State University, 47% indicated *yes*, 30% indicated *maybe*, and the remaining 23% indicated that the ISD/BSU program was not the only reason they attended Ball State University. Roughly 20% to 30% of the students each year come from various states across the nation.

In the second portion of the questionnaire, survey participants were asked to indicate their agreement/disagreement with fifteen statements on a 5-point Likert scale (1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree). These statements concerned their perceptions of the issues related to the education of the Deaf and their experiences during their internship.

As displayed in Table 1, participants indicated high levels of agreement in regard to their experiences during the yearlong internship. For example, the statement concerning hands-on experience with Deaf children from toddlers to high school/vocational school resulted in a 100% response rate of strongly agreeing. In addition, 95% of respondents highlighted that the program provided them with ample opportunity to participate in athletics and social events within the school for the Deaf, 95% indicated it gave them a better understanding of the Deaf culture, and 85% indicated that the program provided them the opportunity to observe and work with expert teachers of the Deaf. It was particularly noted that 52% of the respondents indicated that they had gained a better understanding of the auditory/oral philosophy of education, while 38% gave no opinion and only 9% disagreed with this statement regarding auditory/oral programs. Given that only 9% disagreed with the statement related to auditory/oral program, it appears that visits to different programs provided the participants with a broader view of teaching D/hh students. Experiences as such provide students with a better foundation for student teaching and later professional experiences.

The final section of the survey asked participants to identify the single most beneficial experience acquired during their internship. Table 2 illustrates the identified areas in rank order. Classroom experience was ranked as the most beneficial.

Administrative Issues

The ISD/BSU Participant Program has created a number of administrative challenges. First, since the program is not mandatory (at present time, the Department of Special Education is planning to mandate the program), some students, for a number of reasons, choose to stay on the BSU campus to complete their coursework. Consequently, we must maintain parallel sets of courses (one at ISD, and one at BSU) for a relatively low enrollment program area. Given University policies concerning minimal course enrollment numbers, maintaining acceptable numbers in courses can be problematic.

Another occasional problem area can arise when matching ISD adjunct faculty's normal teaching schedules with BSU course times. By necessity, most BSU courses taught at ISD must be scheduled late in the afternoon or in the evening. Although the window for scheduling classes is narrow, it does free up student time during the day to work in ISD classrooms.

Recruiting for the program also creates challenges. While many students choose BSU because of the ISD program, some change their minds during the freshman year because they have made new campus-

based friends, they decide not to change their residence arrangements, and/or they have concerns about missing the collegiate environment.

Finally, since both BSU and ISD are state-funded programs, both can simultaneously experience budget compression due to a declining economic environment. Budget issues can lead to increased fees and/or decreased services, which can make the ISD/BSU program less attractive to students. Although there are challenges associated with the program, both faculty and students agree that the benefits far outweigh the inconveniences or problems that might occur. Good communication between ISD and BSU administrators, faculty, and students contributes to a well-operating program, which minimizes the detractors noted above.

Evaluation and Future Directions

The ISD/BSU Participant program is continually evaluated to determine areas for improvement. Exit interviews are conducted for each student at the conclusion of each semester at ISD. Formal and informal periodical evaluation has been done with past ISD/BSU participants who are currently teaching in the field. Following are a few sample reflections from teachers in the field who have been past program participants.

I chose BSU because of its Deaf Education program and the ability to spend a full year at ISD. I loved my experience there! I am currently a high school math teacher at the ... School for the Deaf, and I know I wouldn't be there had it not been for my experience at ISD. The opportunity to study and learn in a Deaf environment really helped prepare me for my future. I strongly recommend each student who is interested in the field of Deaf Education to take advantage of this great opportunity! (ISD/BSU Participant 2003-2004)

ISD is an indescribable experience. Doing practicum in the classroom every day is an experience that can't be done anywhere else. There is no better way to become immersed in the language and culture and to gain amazing teaching experience. (ISD/BSU Participant, 2006-2007)

When I first heard about ISD, I was very hesitant to go because I am one that doesn't like change. It meant going from living on my own to living in a dorm with people I did not know and to learn a whole new language. It turned out to be one of the best experiences in my life. If anyone wants to become a teacher of the Deaf, they need to experience living at the Deaf school. They become immersed in the language, culture, meet Deaf people who have had their education and can discuss what they think of the kind of school they went to. It is very eye opening and will help any teacher of the Deaf be aware of how Deaf and hard of hearing students feel in a variety of placements. (Present teacher of Deaf & past participant, 1992-1993)

As noted above, programs as such should receive the full administrative support to ensure successful program outcomes.

Conclusions/Recommendations

Disagreements about the best philosophy of teaching D/hh students have been the subject of debate for well over 400 years. These authors could not agree more with Easterbrooks (2001) that deaf education is more controversial than successful. As a result we may be diverting the attention away from the most important aspect of teacher training. Therefore, in these authors' opinion, it is imperative that we make a quantum leap to move beyond the present battle, which has stretched over centuries.

Given 400 year of Deaf education the profession is confronted with a number of major challenges including: a) ensuring that hearing teachers possess the communication fluency and cultural awareness essential to be successful teachers of the D/hh; b) ensuring that teachers are knowledgeable in issues related to different modes of communication for D/hh students; and c) ensuring teachers are able to teach a wide range of D/hh students, including children with cochlear implants.

Based on participant reflections and the program's longevity of over 30 years, the authors are convinced that an intensive yearlong residential experience is critical for developing the linguistic, fluency, and cultural awareness that are not only important but also necessary for teachers of D/hh students.

References

- Boe, E., Shin, S., & Cook, L. (2007). Does teacher preparation matter for beginning teachers in either special or general education? *The Journal of Special Education, 41*(3), 158-170.
- Bruce, S., DiNatale, P., & Ford, J. (2008). Meeting the needs of deaf and hard of hearing students with additional disabilities through professional teacher development. *American Annals of the Deaf, 15* (4), 368-375.
- Easterbrooks, S. (2001). Veteran teachers of children who are deaf/hard of hearing describe language instructional practices: Implications for teacher preparation. *Teacher Education and Special Education, 24*, 116-127.
- Goodlad, J. I., & Lovitt, T. C. (1993). *Integrating general and special education*. New York: Merrill.
- Guteng, S., Tracy, T., & Chappell, B. (2000). Developmental practicum experiences of preservice teachers in deaf education: Implications for practicum placement and faculty-student collaborative research. *American Annals of the Deaf, 145*(5), 411- 420. Retrieved from <http://gupress.gallaudet.edu/annals/>
- Johnson, H. (2004). U.S. deaf education teacher preparation programs: A look at the present and a vision for the future. *American Annals of the Deaf, 149*(2), 75-91. Retrieved from <http://gupress.gallaudet.edu/annals/>
- Luckner, J., Goodwin Muir, S., Johnson Howell, J., Sebald, A., & Young, J., III. (2005). An examination of the research and training needs in the field of deaf education. *American Annals of the Deaf, 150*(4), 358-368. Retrieved from <http://gupress.gallaudet.edu/annals/>
- Luft, P. (2008). Examining educators of the deaf as highly qualified teachers: Roles and responsibilities under IDEA and NCLB. *American Annals of the Deaf, 152*(5), 429-440. Retrieved from <http://gupress.gallaudet.edu/annals/>
- Lytle, R.R. (1992). Educational reform: Are teachers competent in the subjects they teach? Paper presented at American College Educators of the Hearing Impaired, Denver, CO.
- Lytle, & Rovin. (1997). Reforming deaf education: A paradigm shift from how to teach to what to teach. *American Annals for the Deaf, 142*(1), 7-16.
- Quigley & Kretschmer. (1982). The education of deaf children: Issues, theory, and practice. Baltimore: University Park Press/London: Edward Arnold, 1982. Pp xii + 127.
- Roberson, L., Woolsey, M., Seabrooks, J., & Williams, G. (2004). Data-driven assessment of teacher candidates during their internships in deaf education. *American Annals of the Deaf, 148*(5), 403-412.
- Sharan, S., & Sharan, Y. (1976). *Small group teaching*. Englewood Cliffs, New Jersey: Educational technology publications.
- Van Cleve, J.V. (2007). *The Deaf History Reader*. Washington, D.C.: Gallaudet University Press.

Table 1. Immersive Pre-service Teacher Training Program (N=21)

The ISD/BSU program has provided me with:	Agree*	No Opinion	Disagree**
Extended and intensive opportunity to observe and work with expert teachers of the Deaf.	85%	14%	0%
Developing fluency in American Sign Language	90%	4%	4%
Hands-on experience with Deaf children from toddlers to high school/vocational school	100%	0%	0%
A variety of educational/social experiences with Deaf students	90%	4%	4%
After school opportunities to tutor Deaf students	85%	14%	0%
The opportunity to participate in athletics and social events within the Indiana School for the Deaf	95%	4%	0%
A better understanding of Deaf culture	95%	4%	0%
A better understanding of the bilingual-bicultural philosophy	85%	9%	4%
A better understanding of the oral/auditory philosophy of education through visits to St. Joseph's School for the Deaf.	52%	38%	9%
A better understanding of the needs of Deaf children with other disabilities	95%	0%	4%

* Strongly agree and agree are reported together.

** Strongly disagree and disagree are reported together.

Table 2. Immersive Pre-service Teacher Training Program (N=15)

Most Beneficial Experience in rank order	Percent
Teacher/Student Classroom Experience	53
American Sign Language	40
Deaf Culture	26
Ability to adapt to situations	13
Deaf Community	6

*Percents do not add up to 100%. Respondents included more than one area in their single response.