

**A. Individual conducting the phone interview:**

1. Harold Johnson

**B. Date of phone interview:**

1. 4/8/08

**C. Deaf Education Teacher Preparation Program:**

1. Michigan State University

**D. Program faculty interviewed:**

1. Harold Johnson & Claudia Pagliaro

**E. Questions:**

1. Programs:

1. Is your Program in an danger of closing?

1. No: xxx
2. Yes:
3. Maybe:
4. Comments:

2. How many faculty teach the core education of DHH courses in your program?

1. Full Time:
  1. Tenure Track: 2
  2. NonTenure Track: 2
2. Part Time:
3. Comments:
  1. two non tenure track are full time instructors, each teach 4 courses a semester

3. Deaf Education Program & Faculty Positions:

1. During the course of the last five years, has your college searched for a Deaf Education faculty member?

1. No:
2. Yes: xxx

2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?

1. Comments:
  1. we had 8 candidates
  2. two were qualified
  3. one, was exceptionally well qualified
  4. only one individual was interviewed
  5. were able to hire the most well qualified individual

3. Were you able to fill the position?

1. Yes: xxx
2. No:
3. Comments:
  1. we were exceptionally fortunate to secure an experienced, well qualified individual who brought particular, highly sought after expertise to the Program

4. Did you fill the position with an individual with a "new" doctorate or an individual who moved from another faculty position?
  1. Yes:
  2. No: xxx
  3. Comments:
    1. indi was from another well established, highly recognized program that unfortunately has chosen not to search for another deaf ed faculty member, as such admission into the program has been closed and the program will very likely be officially closed in the near future.
5. Do you expect your college will search for a an individual to fill a Deaf Education Faculty position in the next five years?
  1. Yes:
  2. No: xxx
  3. Maybe:
  4. Comments:
    1. we do expect to do a national search for a deaf ed faculty position in 6-8 years
6. Will this position be a tenure line position?
  1. Yes: xxx
  2. No:
  3. Maybe:
  4. Comments:
    1. very likely the position will be at the Assistant to Associate Profess level
7. Do you have any comments you would care to share regarding what you consider to be the "available pool" of Deaf Education faculty candidates?
  1. Yes: xxx
  2. No:
  3. Comments:
    1. very, very concerned with the limited pool of deaf ed faculty who are also researchers + have substantial grant experience + have proven national leadership or potential for such + teaching experience +++ ...there are too few such indi, if they do exist, they are already at established pro that will likely close if the indi leaves; individuals coming out of doc programs often seek positions that focus heavily on teacher preparation without a research agenda as well. This has great implications for our field including a disconnect between research/theory and practice, and a limit to what we know about deaf/hh students, their unique needs, and how they learn particularly in a variety of areas.

We will soon be preparing teachers based on what we think, instead of what we know.

8. What would you identify to be the critical characteristics, knowledge, skills and experiences that are needed by a Deaf Education faculty member at your college?
  1. Critical Characteristics:
    1. researchers + have substantial grant experience + have proven national leadership + teaching experience + collaborative skills + a focus upon learning/sharing information re. the changing nature of stu who are d/hh
    2. willingness/openness to learn
    3. ability to synthesize information
  2. Critical Knowledge: 2-4> really all of the above areas
  3. Critical Skills:
  4. Critical Experiences:
9. How has your Deaf Education teacher preparation program changed during the course of the last five years and what changes do you expect to make in your program during the next five years?
  1. Changes that have occurred:
    1. previously the program...under the direction of another deaf ed faculty member...had been known as strictly a total communication program
    2. additional full-time tenure stream faculty position
    3. additional full-time staff members
  2. Changes that are expected to occur:
    1. We are working to:
      1. establish focus areas, i.e., auditory/oral – bilingual – consulting teacher options for teacher preparation stu to be selected upon completion of a strong foundation in deaf education topics and practices...all with a focus upon in depth course work and optimum field placements
      2. HAROLD, IS 2-3 BELOW PART OF THE FOCUS FOR THESE QUESTIONS? I THOUGHT IT WAS TEACHER PREP ONLY???
      3. establish a parent/infant & math/science doctoral program (PhD).... via distance technologies and/or on campus coursework/practica
      4. establish a collaborative model of doc prep...a model that links our pro with other deaf ed doc pro throughout the nation
      4. increase the selectivity and diversity of stu admitted into the program

5. establishing practica placements for students in and out of state with master teachers
6. increase students' knowledge of and proficiency in ASL; establishing criteria for signing before student teaching
7. re-organization of coursework and practica in content and scheduling
8. establishing a teacher preparation + master's degree program

2. Faculty:

1. What are your areas of research interests?
  1. child abuse and neglect
  2. observation skills of preservice vs. experienced teachers
  3. student recognition and repair of learning breakdowns
  4. distributed, longitudinal model of research
  5. parents as reliable and effective documenters of their children's development
2. What are the areas of research of the other Deaf Education faculty in your program?
  1. Mathematics instruction and learning
  2. impact of a visual language on learning
  3. ASL and instruction
  4. questioning
3. What are the topical areas that you consider your program to be particularly strong, e.g., parent/infant, working with d/hh students with additional disabilities, math education, etc.?
  1. parent/infant
  2. math/math science
  3. use of technologies to enhance/support teaching and learning
4. How many years do you project before you will retire from your Deaf Education teaching position?
  1. 6-8 yrs
5. How many years do you project before the other Deaf Education faculty in your program retire?
  1. asap ☺ (20 yrs – ugh)
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
  1. full time, tenure track faculty: one male, one female – both hearing, both Caucasian
  2. full time, instructor faculty: both female, one hearing, one Deaf, both Caucasian

3. Students:

1. During the course of this academic year, how many students were enrolled in:
  1. Introduction to Deaf Education course?

1. Undergraduates: 14 (I had 15 in my class in the fall; one dropped the program)
2. Graduates: 0
2. Student Teaching?
  1. Undergraduates: 14
  2. Graduates: 0
2. What changes, if any have you noted in the number and ethnic diversity of students enrolling in your program during the course of the last five years?
  1. Noted Changes:
    1. uncertain
    2. no formal data to base answer on
    3. have only been in this position for 2 years
3. How many doctoral students do you have enrolled in your program at this time? When do you anticipate that they will graduate? how many are full-time? How many are part-time?
  1. Number of current doctoral students:
    1. Course Phase: 0
    2. Dissertation Phase: 0
      1. two doc students graduated in 2007
  2. Expected graduation of current doctoral students:
    1. 2008: 0
    2. 2009: 0...no one currently in the 'pipe'
    3. 2010:
    4. 2011:
    5. 2012:
    6. 2013
    7. 2014
4. What kind of financial support are your present doctoral students getting?
  1. Description of current level of financial support:
    1. ~~We don't have any doc students so there is no current level of financial support. However, the College does support doctoral students financially. I don't know specifics though. Sharon never returned my contact.~~
5. How many deaf education emphasis doctoral applicants do you have this year? last year? how qualified are the applicants to enter your doctoral program? ~~We are still waiting for complete applications. I have talked with several people – one of which is in the process of applying – about application to the doc program. Most are waiting for the leadership grant.]~~
  1. # of doctoral applicants - 2006-2007 AY:
    1. how well qualified:
      1. # of Excellent:
      2. # of Very Good:
      3. # of Good:
      4. # of Satisfactory:
      5. # of Unsatisfactory
      6. # of Comments:

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2. # of doctoral applicants - 2007-2008 AY:
  1. how well qualified:
    1. # of Excellent:
    2. # of Very Good:
    3. # of Good:
    4. # of Satisfactory:
    5. # of Unsatisfactory
    6. # of Comments:
6. On the average, how many students do you graduate from your program each year?
  1. UG students: 12-15
  2. M.Ed. students: 2-5
  3. Ph.D./Ed.D. students:
    1. first two doc stu gradated in 2007
7. Do you have any information concerning where your students go and what your students do following graduation from your program? How do you collect this information?
  1. Yes:
  2. No: xxx
  3. Kinda:
  4. Comments:
    1. Graduate follow-up data:
    2. Graduate follow-up procedures:
8. If you have graduated a doctoral student in the past five years please answer the following
  1. How many doctoral graduates have taken deaf education faculty positions?
    1. Number: 2 out of 2
  2. If they have not taken faculty positions, can you describe the positions that they have taken?
    1. Description: 0
9. What do you now consider to be the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing?
  1. Critical knowledge:
    1. how to effectively communicate with their students
    2. how to enhance the learning skills of their students
    3. how to enhance learning, language and literacy via instruction of the content areas, in particular math and science
    4. how to enhance content area instruction and learning particularly in math and science (content and pedagogy)
    5. how to design effective lessons for multi-level grouping and multi-level students (reading at 4<sup>th</sup> gr/ science at 8<sup>th</sup> gr)
    6. how to work with increasingly ethnically and linguistically diverse students
    7. how to make data based decisions

8. how to be part of a larger community of learners that is systematically gathering and using information to enhance teaching and learning
  9. how to work with parents
  10. how to enhance the language and literacy skills of their students
  11. how to work with students who are gifted, MH, have CIs
  12. how to recognize and effectively respond to instances of child abuse and neglect how to raise the identity and self-esteem of students; deal with students who are emotionally fragile
  13. how to work with infants and toddlers
  14. how to help stu transition from school to work
  15. how to link learning with living
2. Critical Skills:
  3. Critical Experiences:
10. How, if at all, has your perspective of the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing changed during the course of the last five years?
    1. Has not changed:
    2. Has changed: xxx
      1. Description:
        1. see items provided in response to question "9"  
...most of these items have emerged in the last few years
  11. Do you have any comments or suggestions that you would like to share concerning the design and implementation of a collaborative model of doctoral preparation for the field of deaf education?
    1. No:
    2. Yes: xxx
      1. Comments & Suggestions:
        1. if we do not do this...and/or do not do it very, very well, the long term viability of our field is in serious question!!!