



*Classroom and Itinerant*

# STUDENT TEACHING MANUAL

**DEAFHH 491 & 492 Student Teaching:**  
**DUAL DEAF EDUCATION/ECE: 2019**

Department of Exceptionality Programs  
College of Education



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Adapted from Special Education Manual (2017) and Deaf Education (2016) for Spring 2019

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## The Student Teacher Contract

The **Student Teacher Contract** is divided into first and second placements. This contract lists your assignments. The college supervisor (CS) will discuss this contract with the cooperating teacher (CT). Alternative assignments may be substituted for some assignments. This is dependent upon the nature of the classroom, student needs, and cooperating teacher recommendations.

### Notebook

Each ST should purchase two 3-ring **binders** for the purpose of holding the material needed for each student teaching. These notebooks are to be organized into sections, as outlined in this manual. Each section will have an introductory paragraph page, stating/outlining what that section includes. The notebooks are to be made available to the CT and CS at all times. It should be remembered that for the CT and CS to lend support, they need to know how the ST organizes and retrieves materials, develops concepts, teaches, and evaluates the lessons. Little help can be provided if only the finished product is seen.

### Resume

The **Resume** is to be completed with a copy provided to the CS and one copy to each CT. You will do your Resume twice, once at the beginning, week 1 and the second will be due week 15 when you submit your final notebook.

### Class Schedule/School Calendar

The **Class Schedule/School Calendar** should include the following: class periods, time subjects taught, and grouping. Appendix D is a model of a daily schedule for a learning support classroom. The Class Schedule and a School Calendar should be given to the CS the first week of each placement.

### Classroom Overview

The classroom overview provides the ST with a general description of the type of classroom/educational setting where their student teaching placement will occur. Information included in the classroom overview will also assist the CS in completing the ST's final letter of recommendation.

### Induction Information

Included in Appendix J is an **Induction Information Form**. The ST is to inventory all applicable components at each assignment. This form is to assist the ST in becoming aware of a school's environment/policies as well as facilitate communication between the CT and ST.

### The IEP

The **Individualized Education Program (IEP)** is a requirement for all student teachers. A minimum of one IEP is required. A student should be chosen by the third week of their deaf education placement. If possible, students should be selected on the basis of IEP revision due date, or the arrival of a new student. The ST is responsible for testing the student, formal and/or informal measures used by the CT or selected by the ST. Follow the detailed IEP Assessment Rubric. You will be graded on this assignment using the Deaf Education IEP Rubric.

The IEP format, as required by IDEIA-P.L. 108-466, is found online at the PaTTAN website. Specific attention should be given to "Present Levels of Educational Performance". Annual goals and objectives (when required) should be based on the student's strengths and needs as required by Pennsylvania regulations. For students with a hearing loss it is also necessary to complete the Communication Plan. It is also suggested that the ST consult curricular material. It is not advisable for the ST to attempt to write a sequence of goals and objectives without reviewing PA academic standards and/or assessment anchors as well as the Expanded Common Core.

## Unit

An **instructional unit** must be developed, taught and evaluated for both 8-week placements. It should be kept in mind that a student teaching placement lasts only eight weeks, requiring a short or mini unit. The ST should choose a unit topic based on the academic and/or social needs of the students in their classroom. Because of the short length of time, the unit topic should be chosen early. It is suggested that the ST not choose a general topic, but a specific one. An example of a general topic would be "measurements". A specific unit would be "linear measurements". A unit format is outlined in Appendix F. The grading rubric is essential to follow.

## Teaching Devices/Adaptations

During both placements of student teaching several **teaching devices/adaptations** (Appendix G) are constructed and implemented during student teaching. You must include Appendix G in your binder, for each teaching device you construct, and evaluate your device and the use of your device. The objective is for the ST to make a device to support a concept being taught. It should be kept in mind that this device may be very simple, requiring little time to prepare, or it may be complex. You will need to show that you can do both simple and complex. The device will be evaluated on its impact in the teaching process. These teaching devices and lesson adaptations must be maintained in your 3-ring binder to show your CT and your CS. If necessary, include color photographs of your devices. You must include at least 3 in each binder, so for each placement you will do 3.

## Bulletin Boards or Learning Stations/Centers

**Bulletin board or learning station/center** development will vary according to the ST's placement. Bulletin boards should be viewed from a broad perspective in that they may be decorative, seasonal, informative or educational. A learning station is usually devised to support some instructional format requiring student participation without continuous teacher assistance. The bulletin board may be constructed by the ST or students. The learning station must be designed, implemented, and evaluated by the ST. The CS's first preference in evaluating bulletin boards is to see it on site. The ST must do a write-up for all bulletin boards or learning stations (Appendix H). The format for the bulletin board can also be modified to be used for a learning station. The ST must include a photograph of bulletin board, and learning station/center if it is larger than what can be included in your portfolio.

## Observations

You will have 1 full-day of observation, the very last day of your first placement. You need experience in a different teaching environment, other than the deaf education environment. Those placed in a state school for the deaf will need to find an itinerant teacher of the deaf for your day of observation, and visa versa (itinerant student teaching experiences will

need to have a full day at a school for the deaf – arrangements are being made for the Clarke School for Hearing and Speech and DePaul School for Hearing and Speech.

## **Anecdotal Records**

**Anecdotal Records/ABC Analysis** (Appendix I) must be maintained for a student and housed in your student teaching notebook. Anecdotal records maintained for a given pupil require the ST to directly observe the pupil several times (minimum 10). Entries should be made daily. Please remember that anecdotal records should not include subjective interpretation, just objective documentation of the student's behavior.

## **Lesson Plans**

The structure of the **daily lesson plan** format to be utilized by the ST will be dictated by a variety of factors. These factors include the type of classroom, student needs, CT preferences/expectations, district/building policy, and the ST's level of advanced planning, preparation, and instructional effectiveness. **Regardless of the style of lesson plans created by your CT, it is a ST's responsibility to plan and thus create a complete lesson plan for each lesson he/she teaches for a CT, CS, and videotaped lesson. You must update and maintain these in your notebook.**

Appendix N includes the Lesson Plan Format and a helpful rubric your CS will use for grading purposes. Appendices O, P, Q and R provide information and examples to assist with the process of writing lesson plan objectives.

## **Student Teacher Self-Evaluation through Videotape Critique and Reflection**

During Student Teaching you are required to video yourself teaching lessons or providing instruction. These videotapes allow you to self-evaluate your instructional strategies and effectiveness and provide YOURSELF your own feedback, which your CS will review/grade your ability to effectively provide yourself feedback. You can also have your CT view your videos and provide you feedback, this is optional. To evaluate yourself/video you will use both the Classroom Observation **Form T, U and the DE Lesson Plan Grading Rubric**. You must critically exam your teaching and show this on the forms required to be submitted with your video link. Your lesson plan and materials are also due with this assignment. Although it can be intimidating to be videotaped, the information obtained from this exercise will be invaluable in your development as a teacher. These 4 video sessions must be planned in advance. Equipment failure or student absence will not be an acceptable late excuse, hence the planning well in advance of the due dates to assure your student is not absent and that your equipment works! You will do one for your ECE placement and 3 for your DHH placement.

## **Assistive Listening Devices (ALDs)**

During student teaching you have the opportunity to learn about many different types of listening/hearing devices that students who are Deaf/HH utilize. In this section of your notebook you will describe the different types of hearing aids, CIs, FM / DM devices/systems and ALDs you had the opportunity to become familiar. Include a picture of each and description.

## Evaluation Criteria

### Guidelines for Student Teacher Evaluation

This is a criterion-referenced format used to identify strengths and weaknesses of STs as they develop. This form consists of competencies which are generic to all education majors. Each time the student teacher is evaluated and given feedback by the CT, she/he should be able to formulate a profile of strengths and weaknesses. Timelines are suggested for evaluation on its cover sheet. Appendix T contains this evaluation form.

The first two evaluations are done for the purpose of identifying specific strengths and areas that need improvement. The third and final evaluations are transferred onto a final form with identical content, but it also lists the first and second assignments. This form becomes part of the ST's credentials. The final evaluation is converted into a letter grade.

The letter grade is computed as follows:

**Final Score-** \_\_\_\_\_ / 60

**Grading Scale:**

55-60=A	30-34=C+
50-54=A-	25-29=C
46-50=B+	20-24=C-
40-45=B	15-19=D
35-39=B-	Below 15=F

### Classroom Observation Form for College Supervisors

There are a few different observation/feedback forms that your CS will use to evaluate you during each observation. One instrument is included in Appendix T. Feedback will be shared with the CT.

## General Information

### Elements of Performance Objectives

STs are required to formulate specific objectives that will then be incorporated into the planning process. Appendix O – Elements of a Performance Objective and Appendix R – Classification of Educational Objectives and Illustrative Behavioral Terms assist the ST in this task. The ST should eventually be able to assess students' needs and identify their present levels of educational performance. Annual goals and specific objectives should be formulated which reflect the school's course of study, student's present educational levels, PA academic common core standards.

### General Guidelines for Student Teachers and Supervising Classroom Teachers

The General Guidelines for Weekly Activities is found in Appendix W. This has been included since ST's progress at different rates and need a reference that will act as a personal timeline. It is impossible to construct a single prototype that will apply to the diversity of classroom instruction found in special education. The General Guide for Weekly Activities is to serve as a basic reference for STs and CTs. The progression of any ST is determined by the type of placement, the strengths of the ST, the CT, and often the CS.

### Additional Information

#### Absences/Tardiness

The ST is to follow the guidelines established by the local education agency for absences or tardiness. If sickness or an emergency occurs that requires an absence, the ST is to notify the CS and CT. In cases of absence, the ST is held responsible for getting lesson plans to the CT. There are NO EXCEPTIONS to this expectation and failure to do so may result in a lowered grade for student teaching.

Neither tardiness nor early departure from school is permissible. If car pooling, it should be understood that arrival and departure times may differ, but the ST is responsible for a *full* day. In some cases the CT may wish to consult with the ST immediately after school if the daily schedule does not allow appropriate time. This will be left to the discretion of the CT. Daily sharing of ideas is critical and if this needs to be communicated after school, the ST must accommodate.

### Emergency Substitute Teaching

It is highly recommended that student teachers NOT BE utilized as substitute teachers for the following reasons:

1. Student teachers are not district, intermediate unit or agency employees.
2. Student teachers may not receive compensation in any form for substitute teaching service.
3. Student teachers have not obtained a valid Pennsylvania certificate in their field of study.

Additionally, student teachers serving in such a capacity increases the potential liability issue for all parties involved.



## **Appendices**

## **Appendix A**

### **Code of Ethics for Student Teachers**

*The assumption that student teachers desire to do the right thing in their student teaching relationships, that student teaching is a privilege which should be denied to those who do not adhere to a high ethical standard, and that a statement of a code of ethics will help those whose judgments might be faulty has resulted in the following proposed code of ethics:*

1. Schools are an agent of society for promoting the welfare of children and youth. I shall, therefore, never divulge information about children except in those professional relationships designed for the welfare of children, and I shall act only after having received the approval of my Cooperating Teacher (CT).
2. Since I am directly responsible to the CT, I shall discuss with him/her any problem before presenting it to another.
3. I shall be loyal to the school in which I am privileged to do my student teaching, reserving criticism until I am fully aware of all factors. I shall present my ideas and questions only to those responsible for the school.
4. My loyalty to the school shall continue after my student teaching is completed.
5. Since I am jointly responsible with the CT and the school for what happens to the children during my student teaching assignment, I shall exert myself to the fullest.
6. I shall receive constructive criticism and suggestions in a professional manner, making every effort to implement these suggestions.
7. I shall abide by the rules and regulations governing the faculty and the staff during my placement in a school.
8. I shall be friendly and sympathetic with the children, but I shall in no way "curry favor" with the children or interfere between the teacher and pupils.
9. I shall go the extra mile to make myself a useful, contributing member of the school staff.
10. I shall discharge to the fullest every responsibility which I accept and shall honestly evaluate the effectiveness of my performance.
11. I shall strive for a fuller mastery of subject matter, a clearer concept of successful teaching, and a keener understanding of children.
12. I enter the teaching profession with a determination to continue to grow and to make it a finer profession because of my part in it. Only those who love children and enjoy teaching can hope to become real teachers.
13. I will inform myself about the correct professional and ethical procedures to follow in securing a position or in changing from one position to another. I shall adhere to these procedures. I shall regard any contract I sign as binding until it is dissolved by mutual consent of my employer and myself.

***Acknowledgement is made to the College of Education, University of Kentucky, for this Code of Ethics.***

## **Appendix B**

### **Student Teacher Regulations in Special Education**

#### **The Student Teacher Must:**

1. Have evidence of a current Act 34 (Criminal), Act 151 (Child Abuse) and Act 114 (FBI) clearances to present to the appropriate school district/intermediate unit representative on or before the first day of each assignment.
2. Have evidence of a TB test to present to the school nurse or building principal on or before the first day of each assignment.
3. Have evidence of membership in a professional organization which assures liability, or be covered under liability.
4. Attend all in-service and teacher meetings unless specified otherwise by the cooperating teacher (CT) and college supervisor (CS).
5. Report to school on time and remain until the school day is terminated, or after the CT gives permission if a conference is scheduled.
6. Follow school regulations and policy handbook. If illness or an emergency occurs contact the CT and CS immediately.
7. Present resume to CT during first week of each assignment.
8. Present copies of lesson plans, IEP's, units, or special projects to the CT prior to instruction. With permission from the CT, materials may be entered in the student teaching notebook and made available to the CT and CS.
9. Attend all scheduled meetings for Student Teaching Seminar.
10. Assume responsibilities of pupils outside of classroom, i.e., hallway, cafeteria, playground, especially if danger exists.
11. Follow all regulations regarding confidentiality of pupils' records as specified in Pennsylvania Special Education Regulations, P.L. 108-446, and school district policy.
12. Dress appropriately for school environment.
13. Gradually assume teaching responsibilities as outlined in Weekly Recommended Activities (Appendix X).
14. Attempt to first resolve any classroom problems with the CT; if not successful, discuss them with the CS.
15. Return all materials borrowed from the CT, CS, school district or I.U., college library, etc. prior to the last week of class.

## Appendix C

### The Student Teacher Contract

In your two **3-ring binders, one for each placement**, each of the sections below should be a tab and you need to provide documentation of completion. This contract and the notebooks are critical to your success in these two student teaching placements. Each section of your notebook, as outlined below, will begin with a short paragraph description of what this section includes and, when applicable, what you did to complete this section.

#### Second Assignment

Required Activity	Information	Due Date Via email for first 3 listed	Required Activity	Information	Due Date Via email for first 3
Resume		Fri Wk 1	Class Schedule		Fri Wk 1
Class Schedule		Fri Wk 1	Class Overview		Fri Wk 2
Class Overview		Fri Wk 2	Induction Information		Fri Wk 2
Induction Information		Fri Wk 2	UNIT Plan		
Unit Plan			Lesson Plans		
Lesson Plans			Teaching Devices (3)		
Teaching Devices (3)			Learning Strategy/BB		
Learning Strategy/BB			ALDs		
ALDs					
NOTEBOOK DUE		Fri Week 9/8	NOTEBOOK DUE		Fri Week 7/15

\*IEP

\*Observation Day

\*ALDs

\*Video Self-Evaluations

(4 total self-evaluations: 1 Video Self-Eval for ECE Due wk 4. 3 Video Self-Eval for DHH Due wk 4, 6, 7)

## Appendix D

### Daily Schedule Model

(Name & Address of School)

20 \_\_ \_\_ - 20 \_\_ \_\_ School Term

Type/Level of Class Secondary Learning Support Rm # 000 Teacher Ms. Pick

REGULAR DAILY SCHEDULE			
EXAMPLE A		EXAMPLE B	
Time		Time	
Period 1: 8:38-9:23	Physical Science 11 <sup>th</sup> Grade	Period 1: 8:13-8:55	Study Skills Room 6
Period 2: 9:26-10:08	Applied Science 12 <sup>th</sup> Grade	Period 2: 8:58-9:40	Algebra I Room 8
Period 3: 10:11-10:53	Physical Science 11 <sup>th</sup> Grade	Period 3: 9:43-10:25	Algebra I Room 3
LUNCH 10:56-11:23		Period 4: 10:28-11:10	Algebra I Room 3
Period 4: 11:26-12:08	Applied Science 12 <sup>th</sup> Grade	Period 5: 11:13-12:40	PREP
Period 5: 12:11-12:53	PLANNING	Period 6: 12:43-1:25	Biology Room 30
Period 6: 12:56-1:38	Biology 10 <sup>th</sup> Grade	Period 7: 1:28-2:10	21 <sup>st</sup> Skills/Algebra I Day 1/Day 2
Period 7: 1:41-2:23	Environmental Science 9 <sup>th</sup> Grade	Period 8: 2:13-2:55	Algebra I Room 6
Period 8: 2:26-3:11	Biology 10 <sup>th</sup> Grade		

The above schedules are for two different types of secondary learning support service delivery models. Example A is a content area resource room. Example B is a co-teaching inclusionary model.

## **Appendix E**

**See Appendix E Pages.docx for blank pages to insert – no inserts, the official IEP document is found on the PaTTAN website as well as the Communication Plan.**

## **Appendix F**

### **Unit Plan Format**

#### **1. Introduction/General Information**

- Unit title/theme
- Areas of interdisciplinary integration
- Grade level(s)
- Introduction/unit summary and rationale

#### **2. Academic Standards/Assessment Anchors/Expanded Common Core**

#### **3. Unit Goals**

#### **4. Pre-Assessment - Provides data for evaluating degree of student learning after unit is taught.**

#### **5. Motivational Device for the Unit**

#### **6. Content - Daily lesson plans (Use the prescribed lesson plan format.)**

#### **7. Differentiated Learning Activities**

Include context of the learners as a rationale for differentiation:

- Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency.
- Explain the strategies utilized to maximize success for diverse learners.

#### **8. Instructional Resources and Technology (i.e., multimedia, technology, lab equipment, outside expert) - If technology is excluded, provide an instructionally sound rationale for its absence.**

#### **9. Summative Assessment/Post-Assessment - Relates directly to pre-assessment to evaluate degree of student learning after unit is taught.**

\*\*\*\*\*

#### **10. Reflection - Completed after implementation of unit plan**

- Analyze assessment data and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
- Describe modifications for redesigning your unit plan that would improve student learning outcomes.

*Deaf Education Unit Plan with Reflection on Effect on Learner Assessment Rubric*

<b>Components</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidates demonstrate knowledge of learner development, individual differences, and environment in the planning of the unit.</b> CEC 1.1, 1.2 DHH.2.S1, 2.S2, 2.S5, 3.S1, 5S.10	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing academic and social learning experiences for students who are D/HH that are developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate <u>differentiates</u> active and effective learning experiences based on the students' interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing academic and social learning experiences for students who are D/HH that are developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate <u>individualizes</u> active and effective learning experiences based on the students' interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students who are D/HH that may or may not be developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate may or may not tailor active and effective learning experiences to the students' interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students who are D/HH that are not developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate does not tailor active and effective learning experiences to the students' interests, learning preferences, and communication and safety needs.</p>
<b>Candidates write unit goals and learning objectives that are aligned with academic and CEC/CED Standards.</b> CEC 3.1, 3.2, 6.1 DHH.3.S2, 5.S6, 5S7, 6.S1	<p>The candidate designs unit goals and learning objectives that are developmentally appropriate, measurable, and meaningfully aligned to the CEC/CED, PA Common Core Standards and the Expanded Core Curriculum in Deaf Education and address individual student learning outcomes. In addition, the candidate supports the unit goals with learning objectives that are measurable, accurately sequenced, and requires the students who are D/HH to utilize the unit content across curricular areas.</p>	<p>The candidate designs unit goals and learning objectives that are developmentally appropriate, measurable, and meaningfully aligned to the CEC/CED, PA Common Core Standards and the Expanded Core Curriculum in Deaf Education and address individual student learning outcomes. In addition, the candidate supports the unit goals with learning objectives that are measurable, accurately sequenced, and tailored to the needs of the students who are D/HH in the specific curricular area.</p>	<p>The candidate designs unit goals and learning objectives that may or may not be developmentally appropriate, measurable, and aligned to the PA Common Core Standards and the Expanded Core Curriculum in Deaf Education. Candidate does not establish a connection between the unit goals and learning objectives and student learning outcomes.</p> <p>OR</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>	<p>The candidate designs unit goals and learning objectives that may or may not be developmentally appropriate, measurable, and aligned to the PA Common Core Standards and the Expanded Core Curriculum in Deaf Education. Candidate does not establish a connection between the unit goals and learning objectives and student learning outcomes.</p> <p>AND</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>



Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations(1)
<b>Candidates select pre-and post-assessments that are aligned with learning objectives and CEC/CED Standards to monitor student progress.</b> CEC 4.1, 4.2	<p>The candidate selects multiple types of informal and formal technically sound assessments that minimize bias and data sources that are aligned to monitoring student progress toward unit goals, and lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate includes developmentally appropriate pre-assessments to provide baseline on the knowledge of students who are D/HH, and post-assessments that are aligned with the pre-assessments, and uses technologies to support their selected data sources.</p>	<p>The candidate selects multiple types of informal and formal technically sound assessments that minimize bias, and data sources that are aligned to monitoring student progress toward unit goals, and lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate includes developmentally appropriate pre-assessments to provide baseline on the knowledge of students who are D/HH, and post-assessments that are aligned with the pre-assessments; however, the candidate does not use technology to support or manage data.</p>	<p>Candidate may or may not select multiple types of informal and formal assessments and data sources; however, the assessments are not aligned to monitoring student progress toward unit goals, or lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate may or may not include developmentally appropriate pre-assessments to provide baseline on the knowledge of students who are D/HH, and post- assessments that are aligned with the pre-assessments. Candidate does not use technology to support or manage data.</p>	<p>The candidate does not select multiple types of informal and formal assessments and data sources that are aligned to monitoring student progress toward unit goals, or lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate does not include developmentally appropriate pre-assessments to provide baseline on the knowledge of students who are D/HH, and post- assessments that are aligned with the pre-assessments. Candidate does not use technology to support or manage data.</p>
<b>Candidates develop lesson plans within the unit plan that incorporate evidence-based explicit and implicit strategies.</b> CEC 5.1, 5.6, 5.7 <i>DHH.3.S2, 5.S1, 5.S8</i>	<p>The candidate incorporates the students' interests, abilities, and cultural/linguistic factors when selecting and using explicit and implicit evidence-based instructional strategies, which promote print literacy, within the unit lessons.</p> <p>Candidate designs instruction and activities that encourage students to think critically to master and generalize the unit content.</p>	<p>The candidate incorporates the students' interests, abilities, and cultural/linguistic factors when selecting and using explicit and implicit evidence-based instructional strategies, which promote print literacy, within the unit lessons.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content and think critically to apply the unit content.</p>	<p>The candidate incorporates evidence-based instructional strategies within the unit lessons. However, it is not evident that the candidate considered the students' interests, abilities, and cultural/linguistic factors when selecting the explicit and implicit instructional strategies.</p> <p>Candidate designs and implements instruction and activities that encourage students to master the unit content, but did not require students to use critical thinking to apply unit the content.</p>	<p>The candidate incorporates evidence-based instructional strategies within the unit lessons. However, it is not evident that the candidate considered the students' interests, abilities, and cultural/linguistic factors when selecting the explicit and implicit instructional strategies.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content, but during implementation, the candidate did not provide instruction as designed in the lesson plans. Consequently, it is not evident that the students mastered the unit content.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates develop lessons within the unit plan that address access to general and specialized curricula.</b> CEC 3.3, 5.3 <i>DHH.5.S2, 5.S4, 5.S5, 5.S9</i>	The candidate integrates explicit instructional techniques, modifications, and accommodations (inclusive of ALDs, AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to general and specialized curricular content and activities.	The candidate integrates explicit instructional techniques, modifications, and accommodations (inclusive of ALDs, AAC systems and AT to support the language and communication needs of the learner) to improve student access to general and specialized curricular content and activities.	The candidate attempts to integrate techniques, modifications, and accommodations (inclusive of ALDs, AAC systems and AT to support the language and communication needs of the learner) to improve student access to general and specialized curricular content and activities; however, it is not clear how students who are D/HH will access the content and activities.	The candidate does not use explicit instructional techniques, modifications, or accommodations (inclusive of ALDs, AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to general and specialized curricular content and activities.
<b>Candidates use evidence/data to evaluate impact on student learning.</b> CEC 4.2	The candidate meaningfully evaluates instructional data by describing and comparing quantitative and qualitative pre/post data which includes supporting tables or graphs. Candidate discusses the results including an error analysis and provides supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Candidate uses the analysis to guide decisions for future instructional planning.	The candidate meaningfully evaluates instructional data by describing and comparing quantitative pre/post data which includes supporting tables or graphs. Candidate discusses the results and provides supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals; however, the candidate does not include an error analysis. Candidate uses the analysis to guide decisions for future instructional planning.	The candidate evaluates instructional data by describing and comparing quantitative pre/post data which includes supporting tables or graphs. Candidate discusses the results, but does not provide supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Additionally, the candidate does not include an error analysis. Candidate creates a data analysis that has limited utility in guiding decisions for future instructional planning.	The candidate evaluates instructional data by describing and/or comparing quantitative pre/post data; however, the candidate does not include supporting tables or graphs. Candidate discusses the results, but does not provide supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Additionally, the candidate does not include an error analysis. Candidate creates a data analysis that has limited utility in guiding decisions for future instructional planning.

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates view themselves as lifelong students and reflect and adjust the practices.</b> CEC 6.1, 6.2, 6.4 DHH 5.S3, 6.S2, 6.S3, 6.S4	<p>Based on student output data and learning, the candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment.</p> <p>Candidate upholds high standards of competence and integrity and exercises sound judgement in their professional practice.</p> <p>Candidate substantiates the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective, the candidate utilizes professional literature and feedback from meetings with professionals (e.g., cooperating teacher, paraeducators, educational interpreters, behavior support personnel, university supervisor) to support the changes needed for improvement on the impact of student learning and professional growth.</p>	<p>Based on student output data and learning, the candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment.</p> <p>Candidate upholds high standards of competence and integrity and exercises sound judgement in their professional practice.</p> <p>Candidate substantiates the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective, the candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth.</p>	<p>The candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment, but does not link the effective and ineffective instructional choices to the impact on student learning.</p> <p>OR</p> <p>Candidate does not substantiate the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective.</p> <p>Candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth; however, the candidate selects professional sources that do not lend support to the needed change.</p>	<p>The candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment, but does not link the effective and ineffective instructional choices to the impact on student learning.</p> <p>AND</p> <p>Candidate does not substantiate the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective.</p> <p>Candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth; however, the candidate selects professional sources that do not lend support to the needed change.</p>

<p><b>Candidates collaborate with the learning community to address the needs of students who are D/HH in the planning and delivery of the unit.</b>  CEC 7.2, 7.3  DHH6.S4, 7.S1</p>	<p>The candidate demonstrates collaboration with professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) and families during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments across a wide range of settings that meaningfully involve students who are D/HH in inclusive unit learning activities and positive social interactions, and promote the well-being of students who are D/HH</p>	<p>The candidate demonstrates a collaboration with professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments that meaningfully involve students who are D/HH in inclusive unit learning activities and positive social interactions, and promote the well-being of students who are D/HH.</p>	<p>The candidate consults with colleagues; however, the candidate does not appear to incorporate ideas of professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) during unit planning and implementation to create culturally responsive learning environments that meaningfully include students who are D/HH in inclusive unit learning activities and positive social interactions, and may or may not promote the well-being of students who are D/HH.</p>	<p>The candidate consults with colleagues when prompted by the cooperating teacher; however, the candidate does not incorporate ideas of the professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) during unit planning and implementation to create culturally responsive learning environments that meaningfully involve students who are D/HH in inclusive unit learning activities and positive social interactions, and promote the well-being of students who are D/HH.</p>
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## **Appendix G**

### **TEACHING DEVICE/ADAPTATION**

- I. Title
- II. Explanation/Rationale – (target group, subject, students' needs, etc.)
- III. Evaluation – (effectiveness, students' reaction, future changes, etc.)

## **Appendix H**

### **BULLETIN BOARD/LEARNING STATION**

- I. Title
- II. Picture
- III. Explanation/Rationale – (target group, subject students' needs, etc.)
- IV. Evaluation – (effectiveness, students' reaction, future changes, etc.)

**APPENDIX I (1)**

**ANECDOTAL RECORD FORM**

Date	Time	Student Behavior	Teacher Reaction	Student Reaction

## Appendix I (2)

### ABC Analysis Format

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequences</b>
(if observable)	1. (list separately)	A. B. C.
	2. (etc.)	



## Appendix J

### Induction Information

**(This should be completed no later than the 2<sup>nd</sup> week of each assignment.)**

One of the first problems encountered by the student teacher or a teacher who is new to a particular school is that of becoming acquainted with school policy. Once situations involving policy are mastered and become automatic, the teacher can put efforts where they belong – his/her students and teaching.

#### **Are you familiar with/responsible for:**

First      Second  
Assign   Assign

___	___	morning arrival time?
___	___	departure time?
___	___	responsibility on the playground?
___	___	hall duty?
___	___	schedules of specialists?
___	___	lunch orders and schedules?
___	___	fire drill procedure?
___	___	civil defense procedure?
___	___	procedure for purchasing and serving milk?
___	___	method of checking daily attendance?
___	___	handling of attendance reports?
___	___	procedures for excusing children to leave building?
___	___	schedule of subjects and activities?
___	___	staff meeting procedures?
___	___	responsibility in the lunch room?
___	___	accident reports?
___	___	ventilation, lighting and clean-up practices?
___	___	rules governing discipline?
___	___	bus regulations?
___	___	general care of classroom?

#### **Can you locate:**

First      Second  
Assign   Assign

___	___	the central office?
___	___	the supply rooms?
___	___	the library?
___	___	the cafeteria?
___	___	the playground areas?
___	___	the duplicating facilities?
___	___	the technology aids?
___	___	the professional library?

**Do you have:**

First	Second
Assign	Assign

- |     |     |   |
|-----|-----|---|
| ___ | ___ | a desk of your own?                             |
| ___ | ___ | a definite conference time with your CT?        |
| ___ | ___ | a teacher's copy of texts?                      |
| ___ | ___ | a copy of the teacher's school policy handbook? |
| ___ | ___ | a procedure for requisitioning supplies?        |
| ___ | ___ | a school calendar of activities?                |
| ___ | ___ | a copy of planned courses (if accessible)       |

**Do you know about:**

First	Second
Assign	Assign

- |     |     |  |
|-----|-----|--|
| ___ | ___ | nurse's program?                           |
| ___ | ___ | guidance services?                         |
| ___ | ___ | speech therapist?                          |
| ___ | ___ | psychologist?                              |
| ___ | ___ | social worker?                             |
| ___ | ___ | field trip procedures?                     |
| ___ | ___ | reading specialist?                        |
| ___ | ___ | testing program?                           |
| ___ | ___ | use of library facilities by the children? |
| ___ | ___ | instructional materials available?         |
| ___ | ___ | philosophy of the school system            |

**Have you met or conferred with:**

First	Second
Assign	Assign

- |     |     |  |
|-----|-----|--|
| ___ | ___ | the principal/local education authority? |
| ___ | ___ | other classroom teachers?                |
| ___ | ___ | the custodians?                          |
| ___ | ___ | the secretaries?                         |
| ___ | ___ | any parents?                             |
| ___ | ___ | support staff?                           |

Name: \_\_\_\_\_  
(Student Teacher)

## Appendix K OLD but still including

Bloomsburg University School of Education

### FINAL EVALUATION FORM – *EDUCATION OF THE DEAF/HH*

The University Supervisor or the Cooperating Teacher named below completed this FINAL EVALUATION FORM for the student teacher. The narrative assessment and the rating are a measure of student teaching competencies and are not intended to be a measure in comparison to experienced classroom teachers.

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_ Fall/Spring 1<sup>st</sup>/2<sup>nd</sup> Placement Major \_\_\_\_\_

\_\_\_\_\_ Last, First, Middle

Name of School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

**Performance Evaluation Scale: 3=Distinguished, 2- Proficient, 1-Basic, 0-Unsatisfactory**

#### Domain 1: Planning & Preparation

- \_\_\_\_\_ A. Demonstrates Knowledge Content and the Structure of the Discipline
- \_\_\_\_\_ B. Demonstrates Knowledge of Prerequisite Relationships
- \_\_\_\_\_ C. Demonstrates Knowledge of Content-Related Pedagogy
- \_\_\_\_\_ D. Demonstrates Knowledge of Child and Adolescent Development
- \_\_\_\_\_ E. Demonstrates Knowledge of the Learning Process
- \_\_\_\_\_ F. Demonstrates Knowledge of Students' Skills, Knowledge & Language Proficiency
- \_\_\_\_\_ G. Demonstrates Knowledge of Students' Interests and Cultural Heritage
- \_\_\_\_\_ H. Demonstrates Knowledge of Students' Special Needs
- \_\_\_\_\_ I. Values and Designs Sequential Instruction Aligned with the Discipline
- \_\_\_\_\_ J. Communicates Instructional Outcomes with Clarity
- \_\_\_\_\_ K. Designs Balanced Instructional Outcomes
- \_\_\_\_\_ L. Designs Instructional Outcomes Suitable for Diverse Learners
- \_\_\_\_\_ M. Demonstrates Knowledge of Resources for Classroom Use
- \_\_\_\_\_ N. Demonstrates Knowledge of Resources to Extend Content Knowledge and Pedagogy
- \_\_\_\_\_ O. Demonstrates Knowledge of Resources for Students
- \_\_\_\_\_ P. Designs Coherent Learning Activities
- \_\_\_\_\_ Q. Designs Coherent Instructional Materials and Resources
- \_\_\_\_\_ R. Designs Coherent Instructional Groups
- \_\_\_\_\_ S. Designs Coherent Lesson and Unit Structure
- \_\_\_\_\_ T. Designs Instruction Congruent with Instructional Outcomes
- \_\_\_\_\_ U. Designs Assessment with Clear Criteria and Standards
- \_\_\_\_\_ V. Designs Formative Assessments
- \_\_\_\_\_ W. Uses Assessment Results to Plan Instruction for Students
- \_\_\_\_\_ X. *Develops Materials Appropriate for Deaf/HH Learners*
- \_\_\_\_\_ **TOTAL DOMAIN 1**

#### Domain 2: The Classroom Environment

- \_\_\_\_\_ A. Interacts Respectfully and Genuinely with Students
- \_\_\_\_\_ B. Designs an Environment for Respectful Student-to-Student Interactions
- \_\_\_\_\_ C. Communicates the Importance of Content
- \_\_\_\_\_ D. Communicates Expectations for Learning and Achievement
- \_\_\_\_\_ E. Designs an Environment Motivating Students' Pride in Work
- \_\_\_\_\_ F. Manages Instructional Groups
- \_\_\_\_\_ G. Manages Transitions Seamlessly and Efficiently
- \_\_\_\_\_ H. Designs Routines for the Management of Materials and Supplies
- \_\_\_\_\_ I. Designs Efficient Systems for Performing Non-instructional Duties
- \_\_\_\_\_ J. Supervises Volunteers and Paraprofessionals
- \_\_\_\_\_ K. Communicates Clear Student Behavior Expectations
- \_\_\_\_\_ L. Monitors Student Behavior
- \_\_\_\_\_ M. Manages Response to Student Misbehavior
- \_\_\_\_\_ N. Organizes a Safe and Accessible Physical Space
- \_\_\_\_\_ O. Arranges Furniture and Physical Resources
- \_\_\_\_\_ P. *Uses Class Time Effectively and Paces Lessons To Keep Deaf/HH Students' Attending Behavior*
- \_\_\_\_\_ **TOTAL DOMAIN 2**

Name: \_\_\_\_\_

Position & School: \_\_\_\_\_

School Phone: \_\_\_\_\_

7.20.2018

#### Domain 3: Instruction

- \_\_\_\_\_ A. Communicates Expectations for Learning to Students
- \_\_\_\_\_ B. Communicates Directions and Procedures
- \_\_\_\_\_ C. Provides Explanations of Content
- \_\_\_\_\_ D. Uses Correct Oral and Written Language
- \_\_\_\_\_ E. Asks Questions of High Quality with Adequate Student Response Time
- \_\_\_\_\_ F. Generates Discussions among Students
- \_\_\_\_\_ G. Engages All Students in Class Discussions
- \_\_\_\_\_ H. Engages Students in Activities and Assignments
- \_\_\_\_\_ I. Arranges Productive Grouping of Students
- \_\_\_\_\_ J. Utilizes Suitable Instructional Materials and Resources
- \_\_\_\_\_ K. Designs Lessons with Coherent Structure and Pacing
- \_\_\_\_\_ L. Uses Assessment Criteria in Instruction
- \_\_\_\_\_ M. Uses Assessment to Monitor Student Learning
- \_\_\_\_\_ N. Provides Assessment Feedback to Students
- \_\_\_\_\_ O. Incorporates Student Self-assessment and Monitoring of Progress
- \_\_\_\_\_ P. Demonstrates Flexibility through Lesson Adjustment
- \_\_\_\_\_ Q. Responds to Students' Learning Needs and Interests
- \_\_\_\_\_ R. Persists in Seeking Effective Approaches
- \_\_\_\_\_ S. *Uses Clear and Appropriate Sign Language*
- \_\_\_\_\_ T. *Uses Clear and Appropriate Oral Language for Deaf/HH Students.*
- \_\_\_\_\_ **TOTAL DOMAIN 3**

#### Domain 4: Professional Responsibility

- \_\_\_\_\_ A. Assesses Accurately Lesson's Effectiveness
- \_\_\_\_\_ B. Uses Self-reflections in Future Teaching
- \_\_\_\_\_ C. Maintains Accurate Records of Student Assignments
- \_\_\_\_\_ D. Maintains Accurate Records of Student Progress and Learning
- \_\_\_\_\_ E. Maintains Accurate Noninstructional Records
- \_\_\_\_\_ F. Communicates with Families about Instructional Programs
- \_\_\_\_\_ G. Communicates with Families about Individual Students
- \_\_\_\_\_ H. Engages Family in the Instructional Program
- \_\_\_\_\_ I. Establishes a Positive Relationship with Colleagues
- \_\_\_\_\_ J. Demonstrates Involvement in a Culture of Professional Inquiry
- \_\_\_\_\_ K. Volunteers Services to the School
- \_\_\_\_\_ L. Participates in School and District Projects
- \_\_\_\_\_ M. Seeks Opportunities to Enhance Content Knowledge and Pedagogical Skills
- \_\_\_\_\_ N. Welcomes and Seeks out Feedback from Colleagues
- \_\_\_\_\_ O. Initiates and/or Participates in Important Activities to Contribute to the Profession
- \_\_\_\_\_ P. Demonstrates Professional Integrity and Ethical Conduct
- \_\_\_\_\_ Q. Provides Proactive Services to Students
- \_\_\_\_\_ R. Advocates to Ensure Fair Treatment of All Students
- \_\_\_\_\_ S. Demonstrates Decision Making Based on Professional Standards
- \_\_\_\_\_ T. Complies Fully with the School and District Regulations
- \_\_\_\_\_ U. *Demonstrates Familiarity with Assistive Listening and Communication Devices (e.g. Hearing Aids, FM units).*
- \_\_\_\_\_ V. *Manages and Maintains Assistive Listening and Communication Devices Appropriately*
- \_\_\_\_\_ **TOTAL DOMAIN 4**
- \_\_\_\_\_ **TOTAL POINTS**

#### NARRATIVE EVALUATION/LETTER OF RECOMMENDATION IS REQUIRED

Recommended Grade \_\_\_\_\_ (3, 2, 1, or 0)

## **Appendix L**

### **Classroom Overview**

1. Type of class: i.e. full-time, part-time, inclusionary, mixed category (specify the mix).
2. Size of class: number of pupils listed on roster
3. Subject areas taught: academic and non-academic
4. Outline of takeover schedule.

**Appendix M (1)****Observation**

STUDENT:

CLASS:

PERIOD:      TIME:

---

General Student Behavior:

Student/Student Interactions:

Teacher/Student Interactions:

Time Spent on Task:

Other:

## Appendix M (2)

### Observation Format

I.	Purpose -	1. Date –
		2. Time –
		3. Subject/Activity –
II.	What Observed –	
III.	Personal Reaction -	

7.20.2018

## Appendix M (2)

### Observation Format

I.	Purpose -	1. Date –
		2. Time –
		3. Subject/Activity –
II.	What Observed –	
III.	Personal Reaction -	

7.20.2018

- ## Appendix M (2)
- ### Observation Format
- |      |                     |                       |
|------|---------------------|-----------------------|
| I.   | Purpose -           | 1. Date –             |
|      |                     | 2. Time –             |
|      |                     | 3. Subject/Activity – |
| II.  | What Observed –     |                       |
| III. | Personal Reaction - |                       |
- 7.20.2018

- ## Appendix M (2)
- ### Observation Format
- |      |                     |                       |
|------|---------------------|-----------------------|
| I.   | Purpose -           | 1. Date –             |
|      |                     | 2. Time –             |
|      |                     | 3. Subject/Activity – |
| II.  | What Observed –     |                       |
| III. | Personal Reaction - |                       |
- 7.20.2018

- ## Appendix M (2)
- ### Observation Format
- |      |                     |                       |
|------|---------------------|-----------------------|
| I.   | Purpose -           | 1. Date –             |
|      |                     | 2. Time –             |
|      |                     | 3. Subject/Activity – |
| II.  | What Observed –     |                       |
| III. | Personal Reaction - |                       |
- 7.20.2018

## Appendix N

### Lesson Plan Format

Name:

Date:

#### I. LESSON FOUNDATION

Lesson Title:

Lesson Number w/in Unit:

Unit Title:

Grade Level(s):

Time Allotted:

Subject Area(s)/Subject Content Explanation:

**Standard(s)/Anchors:** PA Academic Standards/Anchors describe what students should demonstrate and be able to do as a result of instruction. Common Core Standards may be used by school districts to represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.

**Essential Question(s):** An essential question establishes content knowledge and connects that knowledge to the topic at hand and to the student's prior knowledge. Essential questions should be embedded throughout the introduction, procedures, and closure of a lesson or unit of study.

**Instructional Objective(s):** A clearly delineated statement of what a student will demonstrate or do after instruction has occurred. This should specify the condition, performance, and criterion.

**Formative Assessment:** The assessment process that occurs during instruction and learning activities.

**Summative Assessment:** The assessment process that occurs after instruction and learning activities. If the lesson is a component of a unit of study, describe how students will demonstrate mastery of material and how it will be measured.

#### II. LESSON BODY

**INTRODUCTION:** A process to engage/activate student learning, interest and prior knowledge. This activity and instruction relate the experiences of the students to the objectives of the lesson. An "Instructional Set" may include a motivational device, connection to prior learning and real life experiences, relevance to future learning, stated connection to instructional objective and academic standards or the essential questions to be addressed in lesson.

**TEACHING PROCEDURES:** The step-by-step process/procedure for teaching information, concepts and skills identified in the instructional objectives.

**Must include:**

**\*Description of Method(s) Used to Present Subject Matter** - Explicitly and sequentially describe how you will teach/present the lesson's concepts to your students and the multiple approaches you will use. Include the learning activities, processes, procedures and or strategies that support the lesson.

**\*Guided Practice** - Explicitly and sequentially describe the opportunities provided to students for practice and application of skills under direct teacher supervision. This may involve modeling, use of prompt hierarchies and use of key discussion questions to stimulate thought and provoke inquiry.

**\*Independent Practice** - Explicitly and sequentially describe the opportunities provided to students to practice and apply skills independently. This provides a platform for formative assessment practices and connection to lesson objectives.

**CLOSURE:** A process designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to use, apply and extend what has just been taught. The lesson summary includes a review of central lesson concepts and/or essential questions, a preview of future learning, an application to daily living or an expansion/extension of concept.

### III. LESSON ESSENTIALS

**DIFFERENTIATED LEARNING ACTIVITIES:** Specific activities designed to provide for the instructional needs of ALL students (e.g., learning profile, ethnicity, ability, gender). Learning profiles can include student interests, readiness, and learning styles.

Instruction should be differentiated through: 1) content, 2) process, 3) product, and/or 4) learning environment. Describe how differentiation meets the learning needs of students in your classroom and research-based strategies utilized to optimize learning.

Additional individualized strategies as mandated by IEPs and 504 plans include:

**INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:** List all materials, resources and technology utilized in the instruction of a lesson.

### IV. POST-LESSON REFLECTION:

**ANALYSIS OF STUDENT LEARNING:** Review of data and documented evidence of lesson results as related to instructional objectives or standards.

**ANALYSIS OF TEACHING:** Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

\*Approved by COE Assessment Committee 5-8-13





### Deaf Education Lesson Plan Scoring Rubric

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates write goals/objectives aligned with standards. CEC 6.1</b>	<p>The candidate designs and communicates lesson objectives that are observably aligned to the CEC, PA Common Core, and Expanded Common Core Standards for D/HH and support all students who are D/HH, in meeting rigorous learning goals.</p> <p>Candidate uses the lesson objectives as a means to target instruction and determine impact of instruction on the learning of students who are D/HH.</p>	<p>The candidate designs and communicates lesson objectives that are observably aligned to the CEC, PA Common Core and the Expanded Common Core Standards for D/HH and support all students who are D/HH in meeting rigorous learning goals.</p> <p>Candidate uses the lesson objectives as a means to target instruction for students who are D/HH.</p>	<p>The candidate designs and may or may not communicate lesson objectives that are observably but not necessarily meaningfully aligned to the CEC or PA Common Core Standards. Additionally, the candidate writes lesson objectives that may or may not support students who are D/HH in meeting identified learning goals.</p> <p>OR</p> <p>Candidate uses the lesson objectives as a means to target instruction for students who are D/HH; however, the candidate uses lesson objectives that are not in alignment with the needs of the students who are D/HH.</p>	<p>The candidate designs and/or communicates lesson objectives that are not meaningfully aligned to the CEC or PA Common Core Standards. Additionally, the candidate writes lesson objectives that do not support students who are D/HH in meeting identified learning goals.</p> <p>AND</p> <p>Candidate uses the lesson objectives as a means to target instruction for students who are D/HH; however, the candidate uses lesson objectives that are not in alignment with the needs of the students who are D/HH.</p>
<b>Candidates demonstrate knowledge of learner development and individual learner differences in the lesson planning. CEC 1.1, 1.2 DHH.4.S1</b>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing meaningful and challenging academic <u>and</u> social learning experiences for students who are D/HH that are developmentally appropriate and culturally responsive (language, culture, and family background).</p> <p>Candidate <u>differentiates</u> learning experiences based on the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing meaningful and challenging academic <u>or</u> social learning experiences for students who are D/HH that are developmentally appropriate and culturally responsive (language, culture, and family background).</p> <p>Candidate <u>individualizes</u> learning experiences based on the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing <u>academic</u> or <u>social</u> learning experiences for students who are D/HH that may or may not be developmentally appropriate or culturally responsive (language, culture, and family background).</p> <p>However, while implementing the lesson the candidate does not tailor learning experiences to the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing <u>academic</u> or <u>social</u> learning experiences for students who are D/HH that are not developmentally appropriate or culturally responsive (language, culture, and family background).</p> <p>Additionally, while implementing the lesson the candidate does not tailor learning experiences to the students' interests, learning preferences, and communication needs.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates demonstrate in their planning and teaching, an understanding of general and specialized curricular content knowledge. CEC 3.1, 3.2 DHH.5.S8, DHH.5.S9</b>	<p>The candidate demonstrates knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts related to the lesson objective in a systematic and errorless manner. Candidate provides a variety of examples that support student learning.</p> <p>Candidate differentiates learning by utilizing methods, curricular content, and student products that will result in meaningful learning progressions within and across curricular domains for students who are D/HH.</p>	<p>The candidate demonstrates knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts related to the lesson objective in a systematic and errorless manner.</p> <p>Candidate individualizes learning by selecting methods and curricular content that will result in meaningful learning progressions for students who are D/HH.</p>	<p>The candidate demonstrates limited knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts that relate to the lesson objective, but the candidate makes errors in presentation. When errors are made, the candidate self-corrects or responds to a prompt from a cooperating professional/university supervisor.</p> <p>Given the candidate makes errors in the design and/or presentation of content, the learning progressions of students who are D/HH are negatively impacted.</p>	<p>The candidate demonstrates unacceptable knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts that may or may not relate to the lesson objective. Errors in presentation of the content are observed. When errors are made, the candidate does not self-correct or respond to a prompt from a cooperating professional/university supervisor.</p> <p>Given the candidate makes errors in the design and/or presentation of content, the learning progressions of students who are D/HH are negatively impacted.</p>
<b>Candidates adapt instruction to increase curricular access and improve learning. CEC 3.3 DHH.5.S4, DHH.5.S10</b>	<p>The candidate designs and implements curricular adaptations that are tailored to the needs of students who are D/HH to make content knowledge accessible and improve student learning. Candidate selects adaptations that foster learner independence, and can be used across curricular areas.</p>	<p>The candidate designs and implements curricular adaptations that are tailored to the needs of students who are D/HH to make content knowledge accessible and improve student learning. Candidate selects adaptations that foster learner independence in the current setting, but the adaptations may not be viable across curricular areas.</p>	<p>The candidate designs curricular adaptations that are tailored to the students' needs to make content knowledge accessible, but the candidate does not incorporate the adaptations into the instructional delivery. Consequently, it is not evident that the adaptations could improve student learning.</p>	<p>The candidate designs curricular adaptations that are not tailored to the students' instructional needs. Therefore, it is not evident that the candidate makes content knowledge accessible for students who are D/HH.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates use formative and summative assessments that are aligned with lesson objectives and CEC Standards. CEC 4.1, 4.2 DHH.2.S2, 4.S1, 4.S3</b>	<p>The candidate demonstrates knowledge of formative and summative assessment in the planning and implementing of instruction by selecting and using formative and summative assessments that are culturally responsive, in the student's preferred mode and language of communication, align with student interests, monitor learner progress, and guide instructional decision making.</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors <u>students' responses</u>, spoken, signed, or written, as well as <u>errors</u> within the lesson. Based on student responses, the candidate adjusts instruction to meet the needs of the students who are D/HH.</p>	<p>The candidate demonstrates knowledge of formative and summative assessment in the planning and implementing of instruction by selecting and using formative and summative assessments that are culturally responsive, in the student's preferred mode and language of communication and monitor learner progress and guide instructional decision making.</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses, spoken, signed, or written, within the lesson. Based on student responses, the candidate adjusts instruction to meet the needs of the students who are D/HH.</p>	<p>The candidate demonstrates limited knowledge of formative and summative assessment in the planning and implementing of instruction by selecting formative and summative assessments that are culturally responsive, but not in the student's preferred mode or language of instruction nor effectively monitor learner progress and assist the candidate in making instructional decisions.</p> <p>OR</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses, spoken, signed, or written, within the lesson. At the conclusion of the lesson, the candidate examines student responses to determine where adjustments to instruction should have been made.</p>	<p>The candidate demonstrates unacceptable knowledge of formative and summative assessment in the planning and implementing of instruction by selecting formative and summative assessments that are culturally responsive, but not in the student's preferred mode or language of instruction nor effectively monitor learner progress and assist the candidate in making instructional decisions.</p> <p>AND</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that does not effectively monitor students' responses within the lesson. Due to the lack of meaningful data, candidate cannot use the data to determine where adjustments to instruction should have been made.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates take into consideration the student who is D/HH's learning needs during instructional planning and selection of teaching strategies. CEC 5.1, 5.3, 5.6 DHH.3.S2, 5.S5</b>	<p>The candidate demonstrates knowledge of instructional planning and strategies by selecting, adapting, and using a range of evidence-based instructional strategies that address the individual language, interests, abilities, needs and background of students who are D/HH.</p> <p>Candidate seamlessly integrates explicit instruction techniques and modifications, and incorporates accommodations (inclusive of AAC systems, AT, and ALDs to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>Candidate designs instruction that encourages students who are D/HH to use and apply skills in other learning environments.</p>	<p>The candidate demonstrates knowledge of instructional planning and strategies by selecting, adapting, and using a range of evidence-based instructional strategies that address the individual language, interests, abilities, needs and background of students who are D/HH.</p> <p>Candidate seamlessly integrates explicit instruction techniques, and modifications, and incorporates accommodations (inclusive of AAC systems, AT, and ALDs to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>Candidate designs instruction that encourages students who are D/HH to use and apply skills within the classroom.</p>	<p>The candidate demonstrates limited knowledge of instructional planning and strategies by selecting adapting, and using instructional strategies that do not address the individual language, interests, abilities, needs and background of students who are D/HH.</p> <p>OR</p> <p>Candidate attempts to integrate explicit instructional techniques and incorporates modifications or, accommodations (inclusive of AAC systems, AT and ALDs to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities; however, it is not clear how students who are D/HH will access the content and activities.</p> <p>AND</p> <p>Candidate designs instruction that does not encourage students who are D/HH to use and apply skills within the classroom.</p>	<p>The candidate demonstrates unacceptable knowledge of instructional planning and strategies by selecting, adapting, and using instructional strategies that do not address the individual language, interests, abilities, needs and background of students who are D/HH.</p> <p>AND</p> <p>Candidate does not use explicit instructional techniques, modifications, or accommodations (inclusive of AAC systems, AT and ALDs to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>AND</p> <p>Candidate designs instruction that does not encourage students who are D/HH to use and apply skills within the classroom.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates reflect on the impact of the lesson on students who are D/HH. CEC 6.1, 6.2, 6.4</b>	<p>The candidate demonstrates knowledge of reflection by discussing the effective and ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>Candidate supports the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate is able to use professional resources (cooperating teachers, paraprofessionals, university supervisor) and literature to support the changes that could be made to improve the impact on student learning.</p>	<p>The candidate demonstrates knowledge of reflection by discussing the effective and ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>Candidate supports the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate is able to use professional literature to support the changes that could be made to improve the impact on student learning.</p>	<p>The candidate demonstrates limited knowledge of reflection by discussing only the effective or ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>OR</p> <p>Candidate does not support the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate selects professional literature to support the changes that could be made to improve the impact on student learning, but it is not evident how the literature supports the change.</p>	<p>The candidate demonstrates limited knowledge of reflection by discussing only the effective or ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>AND</p> <p>Candidate does not support the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate selects professional literature to support the changes that could be made to improve the impact on student learning, but it is not evident how the literature supports the change.</p>
<b>Candidates collaborate with colleagues in the instructional planning and delivery of the lesson. CEC 7.3 DHH.7.S1</b>	<p>The candidate collaborates with professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) and families during lesson planning and implementation by incorporating their ideas to create culturally responsive learning environments that meaningfully involve students who are D/HH in lesson learning activities and positive social interactions, and to promote the well-being of students who are D/HH.</p>	<p>The candidate demonstrates collaboration with professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) during lesson planning and implementation by incorporating their ideas to create culturally responsive learning environments that meaningfully involve students who are D/HH in the lesson learning activities and positive social interactions, and to promote the well-being of students who are D/HH.</p>	<p>The candidate consults with colleagues; however, the candidate does not appear to incorporate ideas of professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) during lesson planning and implementation to create culturally responsive learning environments that meaningfully include students who are D/HH in the lesson learning activities and positive social interactions, and may or may not promote the well-being of students who are D/HH.</p>	<p>The candidate consults with colleagues when prompted by the cooperating teacher; however, the candidate does not incorporate ideas of the professional educators (e.g., teachers, grade level team, educational interpreters, paraeducators) during lesson planning and implementation to create culturally responsive learning environments that meaningfully involve students who are D/HH in the lesson learning activities and positive social interactions, and to promote the well-being of students who are D/HH.</p>

## **Appendix O**

### **Elements of a Performance Objective**

A performance objective includes:

1. the conditions under which measurement will occur
2. the actual behavior
3. the measurement standard or criterion

The conditions element lists the specific circumstance(s) or situation(s) in which the student will perform. Examples of condition categories include time, materials, environmental setting, manner of assistance, etc.

The behavioral element is usually an action word which delineates what the target is expected to do. The clarity of the objective is to a great degree dependent upon the specificity of this word. Verbs which precisely define the expected performance will be employed in well-stated objectives.

The criterion element indicates the acceptable level or standard for performance. This part of the objective clearly states the level of performance which the teacher expects. This is an important part of the objective because it defines the minimum expected achievement. The learning objective now has magnitude, in addition to directionality.

Table I provides explicit illustrations of each element.

## Appendix P

**Table I**  
**ELEMENTS OF A PERFORMANCE OBJECTIVE**

<b>Conditions (Givens)</b>	<b>Actual Behavior (Action Verb)</b>	<b>Measurement Standard</b>
<p>One-hour exam In front of class Without reference When presented with a typed list Given a slide rule Random sample W/o dictionary Using three sounds 10-minute quiz using a 10-key adding machine given a blueprint without a scale drawing using a shop manual without calipers</p> <p><b>Suggestion:</b></p> <p>What are the givens, the limitations, the restrictions which are imposed on the pupil when demonstrating the terminal behavior? They might include information, tools, equipment, source, materials to be or not to be used.</p>	<p>To Write Point Touch Underline Distinguish Identify Construct Answer Name Order Describe State Apply rule Demonstrate Interpret Compile Discriminate Compute Etc.</p> <p><b>Suggestion:</b></p> <p>Use clear action verbs which are observable.</p>	<p>90 percent correct four out of five list four steps 10 words correctly distinguish 3 main ideas nearest percent nearest tenth 100 percent accuracy in alphabetical order 50 wpm for 5 minutes nearest thousandth</p> <p><b>Suggestion:</b></p> <p>How effectively is the behavior performed? What is the minimum acceptable level of performance required to indicate mastery of the objective?</p>



**Appendix Q**  
**Action Verbs Useful in Specifying Student Outcomes**  
**GENERAL AREAS OF BEHAVIOR**

**General Discriminative Behaviors**

choose	discriminate	match
collect	distinguish	omit
define	identify	order
describe	indicate	place
detect	isolate	point
differentiate	list	select

**Social Behaviors**

accept	discuss	participate
agree	excuse	permit
aid	express	play
allow	follow	praise
answer	forgive	react
argue	greet	remain
communicate	help	smile
compliment	interact	talk
contribute	invite	thank
cooperate	join	volunteer
dance	laugh	wait
disagree	meet	

**Language Behaviors**

abbreviate	look to	spell
accent	outline	state
alphabetize	print	summarize
articulate	pronounce	syllabicate
associate	punctuate	tell
call	read	turn to
capitalize	recite	translate
demonstrate	repeat	use
edit	say	verbalize
hyphenate	sign	whisper
identify	select	write
indent	speak	

### **Motor Behaviors**

balance  
build  
catch  
copy  
crawl  
cut  
fold  
gallop

grasp  
hold  
jump  
kick  
kneel  
lift  
paste  
print

roll  
sit  
stack  
thread  
throw  
track  
walk

### **Study Behaviors**

arrange  
categorize  
chart  
cite  
circle  
classify  
compile  
copy  
diagram  
find

follow  
gather  
itemize  
label  
locate  
look  
map  
mark  
mate  
name

organize  
quote  
record  
reproduce  
search  
sort  
underline

### **Self-Care Behaviors**

bite  
brush  
clean  
close  
drink  
dry  
eat  
fasten

feed  
hold  
open  
put on  
reach  
replace  
retain  
scoop

secure  
sit  
snap  
swallow  
take off  
wash  
zip

## **ATTITUDES AND VALUES**

### **Responding**

answers  
attempts  
begins

notes  
participates in  
responds to

clarifies

### **Preferring**

advocates  
asks for  
avoids  
challenges  
chooses  
defends  
describes  
displays  
1.6.19

identifies  
initiates  
invites  
justifies  
offers  
praises  
presents  
promotes

proposes  
recommends  
seeks  
states  
takes  
undertakes  
volunteers

**Complying**

Carries out  
Completes

does  
follows

meets  
submits

**Accepting**

articulates  
carries out  
chooses  
completes  
contributes  
describes

does  
identifies  
offers  
selects  
states

submits  
supports  
undertakes  
volunteers

**BEHAVIORS LISTED ACCORDING TO BLOOM'S TAXONOMY****Observing**

cites  
describes  
expresses  
indicates  
lists

names  
points out  
points to  
records  
relates

reports  
shares  
states  
identifies

**Remembering**

chooses  
cites  
describes  
lists  
matches

names  
points out  
relates  
repeats  
reports

reproduces  
restates  
states  
tells  
writes

**Interpreting**

demonstrates  
depicts  
dramatizes  
draws  
enacts  
explains  
expresses

graphs  
illustrates  
pantomimes  
paraphrases  
presents  
renders  
rephrases

restates  
retells  
role plays  
simulates  
sketches  
states in own words

**Comparing**

cites  
describes  
explains  
expresses

lists  
names  
outlines  
points out

reports  
states

**Classifying**

arranges  
catalogs  
graphs  
labels

names  
outlines  
places  
rearranges

sorts  
tabulates

**Generalizing**

abstracts	identifies	relates
expresses	presents	
groups	proposes	

**Inferring**

expresses	presents	states
formulates	proposes	
identifies	relates	

**Analyzing**

cites	illustrates	points out
describes	lists	relates
expresses	outlines	

**Synthesizing**

assembles	expresses	produces
constructs	illustrates	proposes
depicts	makes	puts together
explains	presents	relates

**Hypothesizing**

expresses	guesses	speculates
identifies	proposes	relates
invents	presents	states

**Predicting**

estimates	presents	speculates
expresses	proposes	states
identifies	relates	

**Evaluating**

argues	criticizes	explains
classifies	describes	justifies
compares	equates	supports

These listings were provided by two sources from Allegheny Intermediate Unit. Verbs relating to Attitude and Bloom's Taxonomy appeared in Planned Course Development – Workshop Series, Instructional Support Division. The remainder were from I.U. #3's Central Support Project.

## Appendix R

### Classification of Educational Objectives And Illustrative Behavioral Terms

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COGNITIVE DOMAIN	VERBS
<b>Know</b> (Remember)	define, describe, identify, label, list, locate, match, name, outline, reproduce, select
<b>Comprehend</b> (Interpret)	convert, defend, distinguish, estimate, explain, give examples, infer, paraphrase, predict, rewrite, summarize, translate
<b>Apply</b> (Use)	change, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use
<b>Analyze</b> (Break down)	diagram, differentiate, discriminate, identify, illustrate, infer, outline, point out, relate, select, separate, subdivide
<b>Synthesize</b> (Put together in new form)	categorize, combine, compile, compose, create, devise, design explain, formulate, generate, integrate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, write
<b>Evaluate</b> (Judge value)	appraise, compare, conclude, contrast, criticize, describe, discriminate, explain, justify, interpret, relate, summarize, support

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AFFECTIVE DOMAIN	VERBS
<b>Receive</b> (Attending)	ask, choose, describe, follow, give, hold, locate, name, select, sit erect, reply
<b>Respond</b> (React)	answer, assist, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
<b>Value</b> (Internalization)	complete, describe, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work
<b>Organize</b> (Building a value system)	adhere, alter, arrange, combine, compare, complete, defend, explain, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
<b>Characterization</b> (Philosophy of life)	act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, use, verify

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PSYCHOMOTOR DOMAIN	VERBS
To date, a classification system for this domain has not been completed.	assemble, build, calibrate, change, clean, compose, connect, construct, correct, create, design, dismantle, drill, fasten, fix, follow, grind, grip, hammer, heat, hook, identify, locate, make, manipulate, mend, mix, nail, paint, sand, saw, sharpen, set, sew, sketch, start, stir, use, weigh, wrap.

**Reference: Readings in Mental Retardation**

**Appendix S: Bloomsburg University Department of Exceptionality Programs  
Student Teaching Grading & Self-Reflection Rubric**

Student: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

<b>PLANNING AND PREPARATION</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
<b>Lesson plans are submitted in a timely manner using agreed upon format.</b>	All plans are submitted in the agreed upon format and timelines.	Most plans (85% or more) are submitted in the agreed upon format and timelines.	Plans are inconsistently submitted using the agreed upon format and timelines.	Plans are not submitted in the agreed upon format and timeline.
<b>Lessons are differentiated to meet needs of learners.</b>	All plans are differentiated to meet needs of learners.	Most plans (85% or more) are differentiated to meet needs of learners.	Some plans (about 50%) are differentiated to meet the needs of learners.	Plans do not reflect much, if any, differentiation.
<b>Materials are prepared for instruction.</b>	All materials are prepared for instruction.	Most of the time (85% or more) materials are prepared for instruction.	Some of the time materials are prepared for instruction (inconsistent preparation is evident).	Materials are hardly ever prepared for instruction; frequent disorganization is evident.
<b>Demonstrates knowledge of content and pedagogy.</b>	All lesson plans reflected accurate content and effective instructional methods.	Most lesson plans (85% or more) reflected accurate content and effective instructional methods.	Some lesson plans (about 50%) reflected accurate content and effective instructional methods.	Lesson plans did not reflect accurate content and effective instructional methods.
<b>Utilized classroom resources.</b>	Classroom resources were consistently utilized.	Classroom resources were utilized most of the time (85% or more).	Classroom resources were sometimes utilized (about 50% of the time).	Classroom resources were barely, if at all, utilized.
<b>CLASSROOM ENVIRONMENT</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
<b>Interactions are respectful and genuine with students.</b>	All interactions with students were respectful and genuine.	Most interactions (at least 85% of the time) with students were respectful and genuine.	Some interactions (about 50% of the time) with students were respectful and genuine.	Interactions with students were not respectful and genuine.
<b>Demonstrates classroom management strategies.</b>	Consistently utilized effective classroom management strategies.	Most classroom management strategies were effective (at least 80% of the day).	Some classroom management strategies were effective (about 50% of the day).	Classroom management strategies were not effective.
<b>Monitors and responds to student behavior.</b>	Actively managed student behaviors consistently.	Most of the time student behaviors were managed consistently (at least 85% of the day).	Some of the time student behaviors were managed consistently (about 50% of the day).	Student behaviors were not managed consistently.
<b>Manages transitions smoothly with minimal loss of instructional time.</b>	All transitions were managed effectively.	Most transitions were managed effectively (about 85% of transitions each day).	Some transitions were managed effectively (about 50% of transitions each day).	Transitions were not managed effectively.



<b>Creates a safe learning environment.</b>	A safe learning environment was maintained at all times.	A safe learning environment was maintained at most of the time (at least 85% of the day).	A safe learning environment was maintained some of the time (at least 50% of the day).	A safe learning environment was not consistently maintained.
<b>INSTRUCTION</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
<b>Instruction is delivered smoothly, accurately and as per lesson plan.</b>	Instruction was always accurately delivered and aligned to the lesson plan.	Instruction was accurately delivered and aligned to the lesson plan most of the time (at least 85%).	Instruction was accurately delivered and aligned to the lesson plan some of the time (about 50%).	Instruction was not accurately delivered and/or aligned to the lesson plan
<b>Uses a variety of materials, activities and methods.</b>	Instruction was differentiated to keep all students engaged.	Instruction was differentiated most of the time to keep most students (at least 85%) engaged.	Instruction was differentiated some of the time to keep some of the students (about 50%) engaged.	Instruction was not differentiated and student engagement was not consistent.
<b>Technology is utilized.</b>	Technology was effectively utilized when appropriate.	Technology was effectively utilized most of the time when appropriate.	Technology was effectively utilized some of the time when appropriate (i.e., not consistently).	Technology was not effectively utilized.
<b>Checks for understanding during lesson.</b>	Consistently checked for understanding during instruction and was continuously aware of student progress.	Consistently checked for understanding to ensure student learning, but a few missed opportunities were evident.	Checked for understanding some of the time during instruction and were inconsistently aware of student progress.	Often failed to check for understanding during instruction and were not aware of student progress throughout the lesson.
<b>Formative and summative assessment data guides instruction.</b>	Consistently utilized data to guide instruction.	Utilized data most of the time to guide instruction.	Inconsistently utilized data to guide instruction.	Did not use data to guide instruction.
<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
<b>Professional in appearance and demeanor.</b>	Always professional in appearance and demeanor.	Most of the time was professional in appearance and demeanor (85% of the time).	Some of the time was professional in appearance and demeanor (about 50% of the time).	Not consistently professional in appearance and demeanor. Frequently spoken to about this and failed to modify.
<b>Attends daily, arriving and departing as per required schedule.</b>	Attended daily and always adhered to the required schedule.	Was in attendance most of the time and adhered to the required schedule (only accrued 1-2 <u>excused</u> absences).	Attended most of the time and inconsistently adhered to the required schedule (2-3 <u>excused</u> absences; inconsistently adhered to arrival/departure times).	Attendance, and/or arrival and departure time was not consistent.
<b>Follows rules and policies of the local education agency.</b>	Consistently followed the ruled and polices of the LEA.	Followed the rules and polices of the LEA most of the time (at least 85%).	Followed the rules and policies of the LEA some of the time (about 50%).	Did not consistently follow the rules and polices of the LEA.
<b>Welcomes and seeks out feedback.</b>	Always receptive to feedback.	Receptive to feedback most of the time (i.e., actively listened,	Receptive to feedback some of the time (i.e., minimally	Not receptive to feedback (i.e., very defensive, argumentative,

		professional in discussions, eager to improve behavior).	interested/engaged, slightly defensive, slightly unprofessional)	or unprofessional).
<b>Uses self-reflection to improve skills.</b>	Utilized feedback and self-reflection to improve skills.	Utilized feedback and self-reflection to improve skills most of the time (at least 85%).	Utilized feedback and self-reflection to improve skills some of the time (about 50%).	Did not utilize feedback and self-reflection to improve skills.
<b>Column Totals:</b>				

**Final Score-** \_\_\_\_\_ / 60

**Grading Scale:**

55-60=A	30-34=C+
50-54=A-	25-29=C
46-50=B+	20-24=C-
40-45=B	15-19=D
35-39=B-	Below 15=F

Student Teacher \_\_\_\_\_ Activity \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

**PLANNING & PREPARATION:** demonstrates knowledge of content/pedagogy/standards  
 uses available resources, materials, or technology

**OBJECTIVES**

**Lesson Plans:** collects background info uses appropriate methods/materials/activities  
 detail blocked easy to follow difficult to follow  
 assessments aligned to goals/student needs

**Goals/Objectives:** criterion terminal behavior conditions sequenced  
 adapted to student needs based upon previous evaluation  
 reflect PA standards

**Organization:** notebook \_\_\_\_\_

**INSTRUCTION:**

**Set:** beginning throughout Type – stated objective model  
 background information alerted students to important parts of lessons  
 other \_\_\_\_\_

**Reinforcement:** none single word repetitive varied specific

**Motivation:** promise of success provides feedback on progress  
 animation importance of topic communicated  
 no identifiable technique employed voice

**Presentation:** small steps focus upon single concept use of new knowledge  
 pace (Fast, Slow, Appropriate) detailed directions examples (Many-Few)  
 variety of approaches (1, 2, 3, 4) teaches to objective  
 vocabulary level \_\_\_\_\_

**Independent Practice:** directed non-directed circulates  
 checks work corrects and reinforces  
 checks for student understanding other \_\_\_\_\_

**Closure:** used not used throughout lesson conclusion only  
Type – summarizes student involvement students summarize  
 indicates completion of task connection to future learning

**Other:** use of past knowledge identifies similarities between ideas  
 identifies how skill will be used in different situations (future)  
 insures task mastery before new concept is introduced  
 feeling tone (Neutral-Positive-Negative) uses student ideas  
 considers degree of original learning (identifies gaps)  
 clear/accurate explanations evidence of student growth  
 flexibility responsive to student needs  
 engages students in learning process: questioning/discussion  
 assesses student learning: formal/informal  
 integrates various disciplines within curriculum

**CLASSROOM ENVIRONMENT:** clear expectations for student achievement/work quality  
 equitable learning opportunities for all students  
 establishes rules-clearly communicates rules prepares for and minimizes transitions  
 appropriate interactions: teacher and students/students and students  
 assertive consistent provides meaningful consequences  
 establishes and maintains student support/rapport employs plans  
 establishes routine considers physical/safety factors cues

**On Task Behavior of Student:** most of the time mostly off task varies

**TEACHER PROFESSIONALISM:** follows rules and policies of institution (punctuality, attendance)  
 cultivates professional relationships: Co-op teacher, other school staff,  
 students, university supervisor  
 self-evaluation presence accurate records attire accepts/acts on feedback  
 contributes to school and/or community effective communication: oral/written

OTHER: \_\_\_\_\_

## **Appendix U**

### **Instructional Procedures Refinement Form For the Self-Evaluation / Video Program (you will also utilize the DE Lesson Grading Rubric Plan**

Subject \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Step 1: View video or listen to audio cassette of your lesson.

A. Perceived Strengths:

B. Concerns:

C. My immediate objective(s) for my next few lessons will be:

## Appendix V

### Weekly Suggested Student Teacher/Supervising Classroom Teacher Activities

#### Activities for First Week

Student Teacher	Supervising Classroom Teacher
<p>First day – report to the principal’s office – introduce self.</p> <p>Meet class – join in group activities.</p> <p>Observe class routine and procedures.</p> <p>Prepare copies of class roll and daily schedule.</p> <p>Explore room to become familiar with materials and resources, and their locations.</p> <p>Begin to help individual children with teacher’s permission.</p> <p>Associate with children during recess, or other informal periods.</p> <p>Observe standards of behavior for different activities.</p> <p>Begin to conduct total group activities for a period not to exceed a class period each day – such as games, roll call, discussions.</p> <p>Become familiar with basic texts used for skill areas.</p>	<p>Orient student teacher to school and introduce to staff.</p> <p>Familiarize student teacher with supply sources and procedures for obtaining them.</p> <p>Provide class roll – program schedule – school rules and regulations.</p> <p>Provide student teacher with desk or similar work area.</p> <p>Supply student teacher with a School Policy Handbook.</p> <p>Introduce student teacher to class.</p> <p>Discuss student teacher schedule plan for beginning of participation in classroom activities.</p> <p>Discuss student teacher responsibilities such as lesson plans, arrival time, duties, absence procedures, etc.</p> <p>Require student teacher to observe teaching.</p> <p>Observe and give suggestions to student teacher for any activities in which he/she is</p>

<p>Become familiar with school rules and regulations by reading School Policy Handbook.</p> <p>Select pupil for assessment and IEP development with CT help.</p>	<p>engaged.</p> <p>Provide basic skill area texts for student teacher.</p> <p>Prepare a list of suggestions for directed observations – i.e. routine procedures, child behavior, discipline options, special teacher techniques for handling groups.</p>
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### Activities for Second Week

Student Teacher	Supervising Classroom Teacher
<p>Teach total group activity for at least one class period daily.</p> <p>Make written lesson plans for lessons taught.</p> <p>Submit plans in advance to supervising teacher for corrective feedback.</p> <p>Continue to observe classroom instruction, especially the teaching of skill subjects.</p> <p>Share playground, lunchroom, or similar responsibilities.</p> <p>Observe and note teacher's methods and techniques for handling group, special discipline problems.</p> <p>Prepare a list of ways supervising teacher handles classroom routines and management.</p> <p>Teach reading and arithmetic lesson to small group.</p> <p>Become involved in classroom activities, give help and assistance when needed.</p> <p>Visit other special education or regular education classes in building.</p> <p>Ask questions about observations, teaching skills, materials, etc.</p>	<p>Make comments on student teacher's lesson plans.</p> <p>Evaluate student teacher performance; discuss strengths and weaknesses with student teacher.</p> <p>Encourage self-evaluation by student.</p> <p>Provide samples of types of seatwork activities suitable for class.</p> <p>Discuss activities which student teacher might use with individual child.</p> <p>Help student teacher plan appropriate goals, content, and seatwork for lessons to be presented.</p> <p>Share your planning with the student teacher; emphasize the importance of planning ahead.</p> <p>Demonstrate a specific teaching technique or skill – discuss and evaluate the lesson with the student teacher.</p> <p>Provide children's cumulative records.</p> <p>Begin list of materials, texts, etc. loaned to student teacher.</p> <p>Remind student to list in priority classes to be taken over (a take over schedule).</p>

<p>Identify and consult with support personnel (speech clinician, physical therapist, etc.)</p> <p>Confirm pupil for assessment and IEP development.</p> <p>Outline a take over schedule.</p>	<p>Confirm pupil for assessment and IEP development that the two of you will collaborate on or that the ST will lead, and collaboratively with CT.</p>
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### Activities for the Third Week

Student Teacher	Supervising Classroom Teacher
<p>Assist in preparing materials.</p> <p>Teach about two periods of the day including total group activities and two small groups.</p> <p>Plan bulletin board display or learning center activity.</p> <p>Assist children in changing classes, going to special rooms, dismissal, etc.</p> <p>Be responsible for managing behavior of children while in charge of a group.</p> <p>Practice self-evaluation of teaching experiences.</p> <p>Familiarize yourself with children's papers and work.</p> <p>Continue to observe classroom instructions – planned observations.</p>	<p>Include student teacher in parent conferences if scheduled.</p> <p>Emphasize growth and learning aspect of student teaching experiences.</p> <p>Explain reasons for techniques and approaches <i>used in your teaching</i>.</p> <p>Make available resources and materials for teaching.</p> <p>Give student teacher opportunities to feel independent.</p> <p>Discuss list of observed classroom routines and management with the student teacher.</p> <p><b>** Complete first evaluation on overall performance of student teacher (same as final evaluation).</b></p>



<p>Continue to submit teaching plans to supervising teacher.</p> <p>Test pupil chosen for IEP (if appropriate).</p> <p>List any additional activities you were able to experience above.</p>	
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## Activities for Fourth Week

Student Teacher	Supervising Classroom Teacher
Increase teaching time to about one-half of the day, or three instructional periods.	<i>Be sure that student teacher has access to teaching materials.</i>
In teaching and classroom responsibilities, include academic and non-academic areas.	Continue to support and encourage efforts of student teacher through written and oral comments.
Help keep records of children's progress.	Begin to leave room for short periods of time while student teacher is teaching.
Plan second bulletin board.	

<p>Be involved with children at individual, small group, and total group levels.</p> <p>Try many ways and approaches to teaching lessons.</p> <p>Be prompt in returning borrowed materials, equipment, etc.</p> <p>Be considerate and neat in using materials and resources.</p> <p>List any additional activities you were able to experience above.</p>	<p>Help student teacher in proper use of instructional technology (if necessary).</p> <p>Discuss evaluation with student teacher.</p> <p>Require plans only for new activities – discontinue plans for routines such as opening exercises, etc.</p>
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**Activities for Fifth Week**

<b>Student Teacher</b>	<b>Supervising Classroom Teacher</b>
<p>Increase teaching responsibilities to about three-fourths of the day or four instructional periods.</p> <p>Assume all routine management of children.</p> <p>Submit plans for intensive teaching experience.</p> <p>Prepare for unit work during intensive teaching period.</p> <p>Be aware of mechanics and housekeeping needs of the classroom.</p> <p>Continue to submit lesson plans and self-evaluations.</p> <p>Prepare materials needed for teaching.</p> <p>Complete IEP.</p>	<p>Include student teacher in meetings that may arise (faculty, parents).</p> <p><i>Continue observation and evaluation of student teacher lessons.</i></p> <p>Take advantage of opportunities to work with individual children, administer progress tests, special help, etc.</p> <p>Help children adjust to the increasing role of the student teacher in the classroom.</p>

<p>List any additional activities you were able to experience above.</p>	
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### Activities for Sixth and Seventh Weeks

Student Teacher	Supervising Classroom Teacher
<p><i>If practical, assume full day teaching responsibility.</i></p> <p>Prepare all needed materials for teaching.</p> <p>Initiate instructional unit if not already in progress.</p> <p>Know where supervising teacher can be reached if necessary.</p> <p>Be independent in handling group, but don't be ashamed to ask for help.</p> <p>Share day's experiences with supervising teacher, especially if she has been out of the room.</p> <p>List any additional activities you were able to experience above.</p>	<p>**Complete second evaluation on overall performance of student teacher after week six (same as final evaluation).</p> <p>Discuss evaluation with student teacher.</p> <p>Observe areas of teaching not already observed.</p> <p>Spot check areas of weakness.</p> <p>Plan with student teacher for intensive teaching. Explain and make necessary suggestions to avoid disaster.</p> <p>Leave room to allow student teacher freedom for teaching.</p> <p>Be available if student teacher needs help.</p>

### Activities for Eighth Week

Student Teacher	Supervising Classroom Teacher
<p><i>Perform classroom routine non-academic activities.</i></p> <p>Return all materials and resources borrowed.</p>	<p>Help children plan farewell for student teacher.</p> <p>Check list of borrowed materials; are all returned?</p>

<p>Be responsible for physical condition of room.</p> <p>Express appreciation to principal and other staff for their help.</p> <p>Complete unfinished units, projects, etc., if not finished during intensive teaching.</p> <p>Begin turning responsibilities back to supervising classroom teacher.</p>	<p>Begin taking over teaching skill subjects.</p> <p>Complete final overall evaluation form.</p> <p>Discuss with student teacher the final evaluation (strengths and areas that need development for future growth).</p>
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**Adapted for Deaf Education (12/16)**



## **Video Self-Evaluation Critique Permission to Video:**

- The student teacher will video five, 20 to 30 minute lessons and critique him/herself by viewing each video and evaluating yourself using the Classroom Observation form in Appendix T.

**Instructions:** You must obtain permission from the students that you will be videotaping. Below is a draft of a permission form. You must a) view each entire video, b) evaluate/self-critique of your teaching and include constructive suggestions for improvements in future lessons, c) package each in a manilla envelope with: 1-your lesson plan, 2-any supplemental materials you used in this lesson, 3-Appendix T form with constructive suggestions for improvements. Submit each on the date specified in your syllabus.

### **Sample Letter:**

Date

Dear Parents/Caregivers,

My name is \_\_\_\_\_, and I am a graduate student at Bloomsburg University of Pennsylvania. I am studying to become a teacher of children who are deaf or hard-of-hearing. This semester, I have been assigned as a student teacher to work with \_\_\_\_\_, your child's Teacher of the Deaf and Hard-of-Hearing. I am looking forward to working with your child and his/her teachers. If you have any questions for me, please contact me through my cooperating teacher.

Sincerely,

-----  
Permission Form

Please read, sign, and return the following. Thank you!

I, the parent or guardian of \_\_\_\_\_, give my permission for \_\_\_\_\_ to videotape my child. My child may appear on these videotapes for the purpose of evaluating \_\_\_\_\_'s teaching and the creation of a teaching portfolio. I understand that my child will not be named at any time. I understand that I can withdraw my permission at any time.

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date



Intern's signature

Date

Teacher's signature

Date

### GUIDELINES FOR RECORDING VIDEO

**The following guidelines should be considered when recording video:**

1. To honor students' rights to confidentiality most schools require parents to give written permission for students to be videotaped or photographed. Many schools have a blanket permission form completed at the beginning of each year that allows videotaping, but some do not and will require that you obtain parental permission prior to recording. It is essential that you discuss permission procedures with your cooperating teacher well in advance of any schedule recording to have sufficient time for this process if it is necessary to obtain permissions.
2. If certain parents refuse permission, or you do not receive permission, talk with the cooperating teacher about the acceptability of positioning the camera in a way that this child(ren) does not appear on the tape.
3. You are responsible for providing your own videos and video camera. Practice with the camera prior to making your tape as all cameras operate differently. You should plan on the taping NOT working, and thus plan ahead.
4. Plan videotaping sessions **well in advance**. Taping should not be during the University Supervisor's observation time. It is helpful to have someone in the room operating the video camera for you. If you do not have another person available, consider whether you will need a tripod, and how you will position the camera. Other considerations are: student response to having a camera in the room, length of time/length of the lesson, environmental noise levels, desired audio level, need to change camera angles if you move around, and room lighting. Please do NOT TAKE UP INSTRUCTIONAL TIME setting up your equipment. Do this in advance. You might want to make a practice tape or two so the students become used to having the camera in the room.
5. Focus on yourself rather than on the students, but remember it is helpful to see the reaction of the students to your instruction, especially if the person viewing the videotape is supposed to follow the conversation. You can evaluate your teaching effectiveness best if you are able to see yourself giving instructions and/or interacting with students.
6. Plan to record a complete lesson within a 20 to 30 minute timeframe, this will allow you to evaluate your introduction, body and conclusion.
7. If you are recording without the assistance of a helper, it is helpful to record lessons that entail limited teacher/student movement.
8. Avoid placing the camera in high traffic areas where it might be bumped or knocked over. Avoid: doors (in front of, or behind), bathrooms, hallways, positioning near pencil sharpeners or water fountains.
9. Be conscious of the lighting in the room. Shooting footage with a window in the background creates a "backlight" and darkens everything in the foreground, including you and the students. It is your responsibility to check that what you are videotaping is clear and able to be critiqued by you and others.
10. Be conscious of the noise level in the classroom. Background noise from other groups working, or heavy traffic in the hallway will drown out your voice, or the responses of the students. All cameras have built in microphones, but many also have a jack to take an external microphone.
11. Consider the instructions you will give your students about the recording process. Students may find initial recording distracting, so determine how to address this. Be sure to emphasize that the camera is fragile and expensive, and determine who may touch the camera and for what reason.
12. LAST BUT NOT LEAST.... Be sure to turn the camera **ON and confirm that it is recording** prior to beginning your lesson. Oh, and the main purpose of these videotaped sessions is for you to: view your own video, after teaching the lesson, and submit your self-critique using forms T and U both.

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**VIDEO DUE DATES: - Please plan in advance!!!**

## DE Student Teaching

Friday of week 4 for ECE

Friday of week 7 for DHH

Friday of week 8 for DHH

Friday of week 9 for DHH

The dates are scheduled now because it is important that you plan ahead. If equipment does not work, it is your responsibility to have allowed enough days/time to be able to reschedule that session for videotaping or choose a different student/video session.

**Student Teaching Evaluation - Deaf Education Scoring Rubric and  
Alignment to CED/CEC Standards**

*Department of Exceptionality  
Programs College of Education  
Bloomsburg University of Pennsylvania*

<b>DOMAIN 1: GENERAL AND SPECIALIZED CONTENT KNOWLEDGE</b>				
<b>Components</b>	<b>Exceeds Expectation (4)</b>	<b>Meets Expectation (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidate demonstrates an understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry to develop meaningful learning progressions for students who are D/HH. (CEC 3.1) DHH.3.S2</b>	<p>Candidate demonstrates an understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by using the scope and sequence of skills for reading, writing, spelling, math, and content areas to develop and implement systematic and errorless lessons that align with the Pennsylvania K-12 Academic Standards. While instructionally planning and implementing instruction, the candidate uses concrete examples that align with the learners' experiences and directly relate to and support the academic skill being taught.</p> <p>Candidate uses curricular content and instructional pedagogy resulting in meaningful learning progressions for students who are D/HH.</p>	<p>Candidate demonstrates an understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by using the scope and sequence of skills for reading, writing, spelling, math, and content areas to develop and implement systematic lessons that align with the Pennsylvania K-12 Academic Standards. While instructionally planning and implementing instruction, the candidate uses concrete examples that directly relate and support the academic skill being taught. However, the examples might not relate to the learners' background experiences.</p> <p>The candidate makes minor errors in presenting the curricular content, but self-corrects during the instructional period without prompting from the cooperating teacher or university supervisor.</p> <p>Candidate uses curricular content and instructional pedagogy resulting in meaningful learning progressions for students who are D/HH.</p>	<p>Candidate demonstrates a limited understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by developing and implementing lessons that do not follow the scope and sequence of skills for reading, writing, spelling, math, and content areas. Additionally, the candidate may or may not align instruction with the Pennsylvania K-12 Academic Standards.</p> <p>OR</p> <p>While instructionally planning and implementing instruction, the candidate does not present key steps or provide examples that directly relate to and support the academic skill being taught. The candidate makes major errors in presenting the curricular content resulting in the skill being taught incorrectly. Candidate self-corrects with prompting from the cooperating teacher or university supervisor.</p> <p>Candidate does not use curricular content and instructional pedagogy resulting in meaningful learning progressions for students who are D/HH.</p>	<p>Candidate demonstrates an unacceptable understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by developing and implementing lessons that do not follow the scope and sequence of skills for reading, writing, spelling, math, and content areas. Additionally, the candidate does not align instruction with the Pennsylvania K-12 Academic Standards.</p> <p>AND</p> <p>While instructionally planning and implementing instruction, the candidate does not present key steps or provide examples that directly relate to and support the academic skill being taught. The candidate makes major errors in presenting the curricular content resulting in the skill being taught incorrectly. Candidate requires tutoring from the cooperating teacher or university supervisor to remediate errors.</p> <p>Candidate does not use curricular content and instructional pedagogy resulting in meaningful learning progressions for students who are D/HH.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate demonstrates an understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry to develop meaningful learning progressions for students who are D/HH. (CEC 3.1) DHH.2.S2, 3.S1</b>	<p>Candidate demonstrates an understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by understanding the scope and sequence of communication, social, independent functioning, and life skills and the importance each specialized area is in accessing incidental learning opportunities, instruction and improving specialized skill acquisition.</p> <p>Candidate provides organized, structured, and errorless learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs by aligning the learning opportunities with the learners' background experiences and encouraging learner independence and self-determination.</p> <p>Candidate effectively uses curricular content and instructional pedagogy to make meaningful learning progressions in school, home, and community environments and transitions across service continuums in school.</p>	<p>Candidate demonstrates an understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by understanding the scope and sequence of communication, social, independent functioning, and life skills and the importance each specialized area is in accessing incidental learning opportunities, instruction and improving specialized skill acquisition.</p> <p>Candidate provides organized and structured learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs. While the candidate aligns the learning opportunities with the learners' background experiences, the candidates may not meaningfully encourage learner independence and self-determination. The candidate makes minor errors in instruction, but self-corrects during the instructional period without prompting from the cooperating teacher or university supervisor.</p> <p>Candidate effectively uses curricular content and instructional pedagogy to make meaningful learning progressions in school, home, and community environments.</p>	<p>Candidate demonstrates a limited understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by understanding the scope and sequence of communication, social, independent functioning, and life skills. However, the candidate does not demonstrate the importance each specialized area plays in accessing instruction, incidental learning opportunities and improving specialized skill acquisition.</p> <p>OR</p> <p>Candidate provides random learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs. Candidate may or may not align the learning opportunities with the learners' background experiences. The candidate makes major errors in instruction, and requires prompting from the cooperating teacher or university supervisor to make corrections.</p> <p>Candidate does not use curricular content and instructional pedagogy to make meaningful learning progressions across environments.</p>	<p>Candidate demonstrates a limited understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by not understanding the scope and sequence of communication, social, independent functioning, and life skills. Additionally, the candidate does not demonstrate the importance each specialized area plays in accessing instruction and improving specialized skill acquisition.</p> <p>AND</p> <p>Candidate provides random learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs. Candidate may or may not align the learning opportunities with the learners' background experiences. The candidate makes major errors in instruction, and requires prompting from the cooperating teacher or university supervisor to make corrections.</p> <p>Candidate does not use curricular content and instructional pedagogy to make meaningful learning progressions across environments.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate uses knowledge of general and specialized curricula to integrate content and skill acquisition across subjects. (CEC 3.1) DHH3.S2</b>	Candidate uses knowledge of general and specialized curricula to effectively integrate content and skill acquisition, emphasizing language instruction across subjects by demonstrating for learners who are D/HH how the content/skill being used in one subject can be used in other subjects. Additionally, the candidate requires learners to participate in a variety of practice activities that require functional and relevant application of skills in diverse subjects. Based on the learners' performance, learners who are D/HH are able to successfully generalize the content/skill to other subjects and settings.	Candidate uses knowledge of general and specialized curricula to effectively integrate content and skill acquisition, emphasizing language instruction across subjects by demonstrating for learners who are D/HH how the content/skill being used in one subject can be used in other subjects. Additionally, the candidate requires learners to participate in a variety of practice activities that require functional and relevant application of skills in diverse subjects. Based on the learners' performance, learners who are D/HH are able to successfully generalize the content/skill to other subjects and settings. However, the candidate utilizes activities that are not functional. As a result, learners are able to perform the skill in the learning environment which the content/skill is taught, but content/skill does not consistently generalize.	Candidate uses knowledge of general and specialized curricula to attempt to integrate content and skill acquisition, emphasizing language instruction across subjects by demonstrating for learners who are D/HH how the content/skill being taught used in one subject can be used in other subjects. However, the candidate requires learners to participate in practice activities in a manner that does not promote generalization. Consequently, based on the learners' performance, learners are able to perform the skill in the learning environment which the content/skill is taught.	Candidate uses knowledge of general and specialized curricula to attempt to increase skill acquisition, emphasizing language instruction across subjects by demonstrating for learners who are D/HH how the content/skill being taught used in one subject can be used in other subjects. Candidate requires learners to participate in practice activities in a manner that does not promote generalization. Consequently, based on the learners' performance, learners are able to perform the skill in the learning environment which the content/skill is taught.
<b>Candidate uses general and specialized curriculum to individualize learning for individuals who are D/HH. (CEC 3.2) DHH3.S2, 5.S5</b>	<p>Candidate uses general and specialized curriculum to plan and deliver individualized learner-focused instruction, integrating language instruction, by linking instructional content and methods to the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that align with the learners' instructional interests and needs, and meaningfully incorporates technology into instruction to increase access to and participation in instruction as well as improve learning outcomes.</p>	<p>Candidate uses general and specialized curriculum to plan and deliver individualized learner-focused instruction, emphasizing language instruction by linking instructional content and methods to the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that align with the learners' instructional interests and needs, and meaningfully incorporates technology into instruction to increase access to and participation in instruction. However, it is not evident how learning outcomes are improved.</p>	<p>Candidate uses general and specialized curriculum to plan and deliver individualized learner-focused instruction, emphasizing language instruction by linking instructional content and methods to the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that may or may not align with the learners' instructional interests and needs, and meaningfully incorporates technology into instruction to increase access to and participation in instruction, but the use of technology does not increase learner engagement in instruction.</p>	<p>Candidate makes an effort to use general and specialized curriculum to plan and deliver individualized learner-focused instruction, emphasizing language instruction. However, the candidate does not establish a link between the instructional content and methods used and the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that may or may not align with the learners' instructional interests and needs. Candidate incorporates technology into instruction, but it is not evident how technology increases access to instruction.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate adapts general and specialized curricula to make instruction accessible to individual who are D/HH. (CEC 3.3) DHH.4.S2, 5.S2</b>	<p>Based on the learner’s abilities, interests, environment needs, and communication needs, the candidate without prompting from the cooperating teacher or university supervisor, adapts general education curricular content, methods, and materials to increase learners’ access to instruction by implementing strategies for stimulating and using residual hearing. Candidate uses learner performance data to adjust instructional presentation modes, processing requirements, and output requirements without lowering or modifying learning expectations.</p> <p>In cases where curricular content needs to be adapted, the candidate first utilizes least intrusive accommodations such as adjusting the reading difficulty before utilizing more intrusive modifications that require learners who are D/HH to engage in alternative content different from that of their peers. If alternative content or alternate form of expression is required, the candidate assures that the content and form of expression is functional and relevant and can be linked to the learner’s IEP as well as to the instruction provided in the general education classroom.</p>	<p>Based on the learner’s abilities, interests, environment needs, and communication needs, the candidate without prompting from the cooperating teacher or university supervisor, adapts general education curricular content, methods, and materials to increase learners’ access to instruction by implementing strategies for stimulating and using residual hearing. Candidate uses learner performance data to adjust instructional presentation modes, processing requirements, and output requirements without lowering or modifying learning expectations.</p> <p>In cases where curricular content needs to be adapted, the candidate first utilizes least intrusive accommodations such as adjusting the reading difficulty before utilizing more intrusive modifications that require learners who are D/HH to engage in alternative content different from that of their peers. If alternative content or alternate form of expression is required, the candidate assures that the content and form of expression is functional and relevant and can be linked to the learner’s IEP, but the candidate does not link the curricular content to the instruction provided in the general education classroom.</p>	<p>Candidate with prompting from the cooperating teacher or university supervisor, adapts general education curricular content, methods, and materials in an attempt to increase learners’ access to instruction by implementing strategies that encourage the learner to use residual hearing. Candidate utilizes the suggestions of the cooperating teacher or university supervisor to effectively make adaptations to instructional presentation modes, learner processing requirements, or learner output requirements.</p> <p>OR</p> <p>In cases where curricular content needs to be adapted, the candidate does not use a continuum of adaptations, but randomly selects accommodations. As a result, the learner may not access instruction.</p>	<p>Although the cooperating teacher or university supervisor prompts the candidate, the candidate does not adapt general education curricular content, methods, or materials in an attempt to increase learners’ access to instruction and does not encourage learners to use their residual hearing. Candidate does not utilize the suggestions of the cooperating teacher or university supervisor to effectively make adaptations to instructional presentation modes, learner processing requirements, or learner output requirements.</p> <p>In cases where curricular content needs to be adapted, the candidate does not recognize the need. As a result, the learner cannot access instruction.</p>

DOMAIN 2: ASSESSMENT				
Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate selects and uses technically sound formal and informal assessments that minimize bias.</b> (CEC 4.1) <i>DHH.4.S3, 4.S1</i>	<p>Candidate selects and uses formal and informal assessments (spoken, signed or written language sample) for its intended purpose (comparison, identify strengths and needs, progress monitoring). The candidate understands the strengths and limitations of various types of assessments, and selects and uses the assessments that result in the most accurate data and least amount of bias.</p> <p>Candidate accurately follows directions for the development, scoring, and assessment administration procedures correctly.</p> <p>Candidate is proficient in administering the assessment using the learner's preferred mode and language of communication.</p> <p>Candidate is proficient in hand scoring as well as electronically scoring assessments.</p>	<p>Candidate selects and uses formal and informal assessments (spoken, signed or written language sample) for its intended purpose (comparison, identify strengths and needs, progress monitoring). The candidate understands the strengths and limitations of various types of assessments, and selects and uses the assessments that result in the most accurate data and least amount of bias.</p> <p>Candidate accurately follows directions for the development, scoring, and assessment administration procedures correctly.</p> <p>Candidate is proficient in administering the assessment using the learner's preferred mode and language of communication.</p>	<p>Candidate selects and uses formal and informal assessments based on availability instead of need. As a result, the candidate selects and uses assessments that may not result in the most useful data.</p> <p>OR</p> <p>Candidate makes errors in developing, scoring, and administering the various types of assessments.</p> <p>Candidate is inconsistent in proficiency in administering the assessment using the learner's preferred mode and language of communication.</p>	<p>Candidate selects and uses formal and informal assessments based on availability instead of need. As a result, the candidate selects and uses assessments that may not result in the most useful data.</p> <p>AND</p> <p>Candidate makes errors in developing, scoring, and administering the various types of assessments.</p> <p>AND</p> <p>Candidate is inconsistent in proficiency in administering the assessment using the learner's preferred mode and language of communication.</p>
<b>Candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals who are D/HH.</b> (CEC 4.2) <i>DHH.4.S3</i>	<p>Candidate uses knowledge of measurement principles and practices to accurately interpret and use various types of assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals who are D/HH.</p> <p>Candidate can accurately interpret various data forms such as standardized scores, observation data, and work sample data. Based on the data sources, the candidate can correctly establish the learner's observable and measurable strengths, needs, and error patterns.</p>	<p>Candidate uses knowledge of measurement principles and practices to accurately interpret and use various types of assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals who are D/HH.</p> <p>Candidate can accurately interpret various data forms such as standardized scores, observation data, and work sample data. Based on the data sources, the candidate can correctly establish the learner's strengths, needs, and error patterns. However, the candidate does not state strengths, needs, and errors in observable and measurable statements.</p>	<p>Candidate attempts to use knowledge of measurement principles and practices to interpret and use assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals who are D/HH.</p> <p>Candidate can accurately interpret discrete data forms such as standardized scores, observation data, and work sample data. However, the candidate does not establish a link between the various types of data to determine the learner's strengths, needs, and errors.</p>	<p>Candidate does not use knowledge of measurement principles and practices to interpret and use assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals who are D/HH.</p> <p>Candidate makes errors in interpreting discrete data forms such as standardized scores, observation data, and work sample data. As a result, the candidate inaccurately determines the learner's strengths, needs, and errors.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate in collaboration with colleagues and families use multiple types of assessment information in making decisions about learners who are D/HH. (CEC 4.3)</b> <i>DHH.7.S1</i>	<p>Candidate in collaboration with colleagues and families effectively uses multiple types of assessment information in making decisions about learners who are D/HH regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management by using both quantitative and qualitative data from multiple stakeholders (teacher, family, and the student).</p> <p>Candidate in collaboration with colleagues provides families with support in making informed choices regarding communication modes, philosophies, and educational options about learners who are D/HH.</p> <p>In cases where data sources may not align, the candidate triangulates the data to increase the justification for an educational decision.</p> <p>The candidate's use of data has generally positively supported effective planning and instructional implementation decisions.</p>	<p>Candidate in collaboration with colleagues and families effectively uses multiple types of assessment information in making decisions about learners who are D/HH regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management by using both quantitative and qualitative data from multiple stakeholders (teacher, family, and the student).</p> <p>Because the candidate did not attempt to triangulate data when the data sources did not align, the candidate's use of data may or may not have positively supported effective planning and instructional implementation decisions.</p> <p>Candidate in collaboration with colleagues provides families with support in making informed choices regarding communication modes, philosophies, and educational options about learners who are D/HH.</p>	<p>Candidate in collaboration with the cooperating teacher uses classroom qualitative and quantitative data sources in making decisions about learners who are D/HH regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management.</p> <p>Because the candidate did not use data sources from a variety of stakeholders and settings, the candidate's use of data may or may not have positively supported effective planning and instructional implementation decisions.</p> <p>Candidate inconsistently provides families with support in making informed choices regarding communication modes, philosophies, and educational options about learners who are D/HH.</p>	<p>Candidate did not collaborate with the cooperating teacher to identify the qualitative and quantitative data sources that should be used in making decisions about learners who are D/HH regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management.</p> <p>The candidate randomly selected sources of data with no justification. As a result, the candidate's use of data does not support effective planning and instructional implementation decisions.</p> <p>Candidate inconsistently provides families with support in making informed choices regarding communication modes, philosophies, and educational options about learners who are D/HH.</p>
<b>Candidate provides feedback to learners who are D/HH to engage them in working toward quality learning and performance. (CEC 4.4)</b>	<p>Candidate provides effective academic and behavioral feedback to learners who are D/HH to engage them in working toward quality learning and performance by providing feedback that is timely, functional, and is presented in a variety of forms (formal and summative). Candidate provides feedback to the learner on both accurate and inaccurate responses.</p> <p>Candidate engages the learners who are D/HH in self-monitoring their own performance, and utilizes the learners' responses as a feedback loop to adjust learning experiences.</p>	<p>Candidate provides effective academic and behavioral feedback to learners who are D/HH to engage them in working toward quality learning and performance by providing feedback that is timely, functional, and is presented in a variety of forms (formal and summative). Candidate provides feedback to the learner on both accurate and inaccurate responses.</p> <p>Candidate encourages the learners who are D/HH to self-monitor their own performance, but formal feedback procedures are not in place.</p>	<p>Candidate provides academic and behavioral feedback to learners who are D/HH to engage them in working toward quality learning and performance. Candidate may demonstrate issues with timeliness, functionality, and variety of the feedback. Candidate may provide feedback to the learner on both accurate and inaccurate responses.</p> <p>Candidate misses opportunities to encourage the learners who are D/HH to self-monitor their own performance.</p>	<p>Candidate provides academic and behavioral feedback to learners who are D/HH to engage them in working toward quality learning and performance. Candidate demonstrates issues with timeliness, functionality, and variety of the feedback. Candidate provides feedback to the learner on inaccurate responses only.</p> <p>Candidate misses opportunities to encourage the learners who are D/HH to self-monitor their own performance.</p>



### DOMAIN 3: INSTRUCTIONAL PLANNING AND DELIVERY

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate uses understanding of development and individual differences to design instructional goals and objectives for individuals who are D/HH. (CEC 5.1)</b>	Candidate demonstrates an understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional learning needs) by developing and communicating instructional lesson objectives that are observable and measurable. Candidate designs instructional goals and lesson objectives that are challenging, developmentally appropriate, and extend conceptual learning.	Candidate demonstrates an understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional learning needs) by developing and communicating instructional lesson objectives that are observable and measurable. Candidate designs instructional goals and lesson objectives that are challenging, developmentally appropriate and result in mastery of the lesson objective.	Candidate demonstrates an emerging understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional learning needs) by developing and/or communicating instructional lesson objectives. However, the candidate writes lesson objectives and goals that are not observable and measurable. Additionally, the candidate designs instructional goals and lesson objectives that are developmentally appropriate, but do not take into consideration the impact of other learner differences.	Candidate demonstrates an unacceptable understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional learning needs) by developing and/or communicating instructional lesson objectives. Further, the candidate writes lesson objectives and goals that are not observable and measurable. Candidate also designs instructional goals and lesson objectives that are not developmentally appropriate, and do not take into consideration the impact of other learner differences.
<b>Candidate considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection and development, of learning experiences for individuals who are D/HH. (CEC 5.1) DHH.5.S1, 5.S3, 5.S10</b>	<p>Candidate considers the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals who are D/HH by developing a sequenced and systematic plan for delivering a mix of explicit and implicit evidence-based instruction supported with concrete examples that align with the learners' experiences and interests to facilitate cognitive and communicative development. Candidate plans lessons that provide a balance among explicit instruction, guided instruction, peer learning, and reflection.</p> <p>Candidate designs <u>differentiated</u> instructional activities that are creative, motivating, and result in skill acquisition and independent communication for learners who are D/HH.</p>	<p>Candidate considers the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals who are D/HH by developing a sequenced and systematic plan for delivering a mix of explicit and implicit evidence-based instruction supported with concrete examples that align with the learners' experiences and interests to facilitate cognitive and communicative development. Candidate plans lessons that provide a balance among explicit instruction, guided instruction, peer learning, and reflection.</p> <p>Candidate designs <u>individualized</u> instructional activities that result in skill acquisition and independent communication for learners who are D/HH, but activities may not be motivating or creative.</p>	<p>Candidate considers the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals who are D/HH by developing a plan for delivering of instruction. However, the candidate does not incorporate evidence-based practices.</p> <p>Candidate plans lessons that include explicit instruction, guided instruction, and peer learning.</p> <p>OR</p> <p>Candidate designs instructional activities that may or may not result in skill acquisition for learners who are D/HH, because the candidate does not address the impact of cultural and environmental learner differences.</p>	<p>Candidate does not consider the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals who are D/HH by developing a plan for delivering instruction. The candidate does not incorporate evidence-based practices and does not provide a balance among explicit instruction, guided instruction, peer learning, nor reflection.</p> <p>AND</p> <p>Candidate designs instructional activities that do not result in skill acquisition for learners who are D/HH, because the candidate does not address the impact of cultural and environmental learner differences.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate uses technologies to support instructional assessment, planning, and delivery for individuals who are D/HH. (CEC 5.2)</b> <i>DHH.2.S5</i>	Candidate effectively uses a variety of technologies routinely to support instructional assessment, planning, and delivery of instruction by seamlessly integrating technology into the pedagogical planning and implementation of instruction to maximize the visual and auditory learning environment without disrupting the flow of instruction. Candidate's use of technology is motivating and engaging and increases learners' instructional access and performance.	Candidate effectively uses technologies to support instructional assessment, planning, and delivery of instruction by integrating technology into the pedagogical planning and implementation of instruction to maximize the visual and auditory learning environment. However, the candidate experienced glitches in using technology that caused disruptions in the flow of instruction. Candidate's use of instruction is motivating and engaging to learners and increases instructional access to learners who are D/HH.	Candidate attempts to use technologies to support instructional assessment, planning, and delivery of instruction by integrating technology into the pedagogical planning and implementation of instruction to maximize the visual and auditory learning environment. Candidate's use of technology appeared to be a "pedagogical add on" to instruction as opposed to an integrated component of instruction. Candidate's use of technology engaged the teacher more than the learner. Therefore, it is not evident that learners experienced increased access to instruction and improved learner performance.	Candidate attempts to use technologies to support instructional assessment, planning, and delivery of instruction by integrating technology into the pedagogical planning and implementation of instruction to maximize the visual and auditory learning environment. However, the candidate did not appear to be familiar with the technology resulting in significant disruptions in the flow of instruction. Due to the disruptions, it is not evident that learners experienced increased access to instruction and improved learner performance.
<b>Candidate is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of students who are D/HH. (CEC 5.3)</b> <i>DHH.2.S4,5.S5</i>	Candidate is familiar with a variety of low tech, high and specialized tech alternative and innovative augmentative and alternative communication systems and assistive technology for D/HH learners. Candidate can articulate the purpose of the specialized tech, how it is used by the learner, and can facilitate the learner using the technology, without guidance from the cooperating teacher, to communicate of desires, needs, and ideas.	Candidate is familiar with a variety of low tech and high tech alternative and innovative augmentative and alternative communication systems and assistive technology for D/HH learners. Candidate can articulate the purpose of the AAC system used by the learner, how it is used by the learner, and can facilitate the learner using the technology, with guidance from the cooperating teacher, to communicate desires, needs, and ideas.	Candidate is not familiar with a variety of low tech and high tech alternative and innovative augmentative and alternative communication systems and assistive technology for D/HH learners. Candidate can articulate the purpose of the AAC system used by the learner, but is not sure how the learner uses the AAC technology. Consequently, the candidate requires training by the cooperating teacher to facilitate the learner using the technology to communicate desires, needs, and ideas.	Candidate is not familiar with alternative and innovative augmentative and alternative communication systems and assistive technology for D/HH learners. Candidate cannot articulate the purpose of the AAC system or how the learner uses the AAC technology. Consequently, the candidate cannot facilitate the learner using the technology to communicate desires, needs, and ideas.

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate uses strategies to enhance language development and communication skills of learners who are D/HH.</b> (CEC 5.4) <i>DHH.5.S4, 5.S7, 5.S8, 5.S9</i>	<p>Candidate develops proficiency in the languages (ASL and English) used to teach individuals who are D/HH.</p> <p>Candidate uses strategies to enhance language development (ASL and/or English) and communication skills (spoken and/or signed) of learners who are D/HH by serving as an effective model of oral and written language.</p> <p>Candidate effectively uses resources, evidence-based instruction and first- and second-language teaching strategies to facilitate D/HH learners whose primary language is not English (ASL or other).</p> <p>Candidate explicitly and systematically infuses language and communication instruction across settings into the learner's daily routines and supports instruction with concrete language experiences that align with the learner's communication and environmental needs.</p> <p>Candidate selects and uses instructional strategies and materials that result in observable improvements in the communication and language skills of the learner across learning environments.</p>	<p>Candidate develops proficiency in the languages (ASL and English) used to teach individuals who are D/HH.</p> <p>Candidate uses strategies to enhance language development (ASL and/or English) and communication skills (spoken and/or signed) of learners who are D/HH by serving as an effective model of oral and written language. Candidate at times uses informal speech.</p> <p>Candidate considers the impact of a disability and cultural influences on the receptive and expressive language development of learners who are D/HH or those whose primary language is not English (ASL or other) by using evidence-based instruction to increase the communication skills and understanding of the curricular content being taught.</p> <p>Candidate explicitly and systematically incorporates concrete language experiences into instruction within the setting where communication and language needs have been identified.</p> <p>Candidate selects and uses instructional strategies and materials that result in observable improvements in the communication and language skills of the learner within the learning environment in which instruction is provided.</p>	<p>Candidate is inconsistent when developing proficiency in the languages (ASL and English) used to teach individuals who are D/HH.</p> <p>Candidate uses strategies to enhance language development (ASL and/or English) and communication skills (spoken and/or signed) of learners who are D/HH by trying to model grammatically and mechanically correct oral, signed and written language. However, the candidate makes errors, but the candidate self-corrects soon after the error is made.</p> <p>Candidate delivers planned instructional opportunities to learners who are D/HH and those whose primary language is not English (ASL or other) in an effort to enhance the communication skills and understanding of the curricular content being taught. However, the candidate does not consider how a disability or cultural influences impact language acquisition of learners who are D/HH by using language concepts that are not in the scope of the learner's receptive or expressive language vocabulary. Candidate may use concrete language experiences to support instruction, but the experiences do not align with the learner's functional needs of environmental experiences.</p> <p>Candidate selects and uses instructional strategies and materials that do not result in observable improvements in the learner's communication and language skills.</p>	<p>Candidate does not develop proficiency in the languages (ASL and English) used to teach individuals who are D/HH.</p> <p>Candidate does not effectively use strategies to enhance language (ASL and/or English) development and communication skills (spoken and/or signed) of learners who are D/HH. Candidate makes grammatical and mechanical errors in oral and written language, and does not self-correct.</p> <p>Candidate does not provide learners who are D/HH and those whose primary language is not English (ASL or other) with <u>planned</u> instructional language experiences to enhance the communication skills and understanding of the curricular content being taught. Candidate appears to rely on the learner's natural and daily interactions with peers, teachers, and the environment to improve language acquisition and communication skills.</p> <p>Candidate selects and uses instructional strategies and materials that do not result in observable improvements in the learner's communication and language skills.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate develops and implements a variety of longitudinal and short-term plans for learners who are D/HH. (CEC 5.5)</b>	<p>Candidate, in collaboration with professionals, family, and the student, effectively develops and implements a longitudinal plans (IEP, ITP) for learners who are D/HH by developing goals and benchmarks that address the individual learning needs of the student and promotes skill mastery and generalization across school, home, and community settings.</p> <p>Candidate develops and implements short-term instructional plans (lesson plans and unit plans) that directly align to the learner's IEP and/or ITP and promotes meaningful learning progressions and generalizations.</p>	<p>Candidate, in collaboration with professionals, family, and the student, effectively develops and implements a variety of longitudinal plans (IEP, ITP) for learners who are D/HH by developing goals and benchmarks that address the individual learning needs of the student and promotes skill mastery.</p> <p>Candidate develops and implements short-term instructional plans (lesson plans and unit plans) that directly align to the learner's IEP and/or ITP and promotes meaningful learning progressions.</p>	<p>Candidate, in collaboration with professionals, family, and the student, observes the development of a variety of longitudinal plans (IEP and ITP) for learners who are D/HH. Although offered the opportunity, the candidate does not actively participate in the development of the longitudinal plans (IEP and ITP).</p> <p>However, the candidate uses the longitudinal plans to develop and implement short-term instructional plans (lesson plans and unit plans) that align to the learner's IEP and/or ITP in an effort to promote meaningful learning progressions.</p>	<p>Candidate does not attend IEP meetings where longitudinal plans such as the IEP and ITP are developed. Candidate cannot articulate the relationship between the IEP and/or ITP and short-term instructional plans such as lesson plans and unit plans. As a result, the candidate does not consider using the IEP or ITP when designing daily instructional plans.</p>
<b>Candidate teaches to mastery and promotes generalization of learning. (CEC 5.6)</b>	<p>Candidate teaches to mastery by expecting learners to demonstrate proficiency in a skill or set of behaviors before moving to the next curricular concept. In addition, the candidate demonstrates how the skill or set of behaviors can be used in other settings and requires the learners to practice the skill in other settings which positively impacts generalization of learning.</p>	<p>Candidate teaches to mastery by expecting learners to demonstrate proficiency in a skill or set of behaviors before moving to the next curricular concept. In addition, the candidate demonstrates how the skill or set of behaviors can be used in other settings. However, the candidate does not require the learners to practice the skill in other settings which limits the degree to which the learners' skills and behaviors generalize.</p>	<p>Candidate teaches to mastery by expecting learners to demonstrate proficiency in a skill or set of behaviors before moving to the next curricular concept. However, the candidate does not demonstrate or require the learners to show how the skill or set of behaviors can be used in other settings.</p>	<p>Candidate does not expect mastery of curricular concepts before moving to the next curricular concept. As a result, learners who are D/HH end up with splintered skills that do not integrate into useable behaviors.</p>
<b>Candidate promotes critical thinking and problem solving to learners who are D/HH. (CEC 5.7)</b>	<p>Candidate promotes critical thinking and problem solving with learners who are D/HH how to ask and respond to high level questions such as application, analysis, synthesis, and/or evaluation of knowledge.</p> <p>Candidate requires learners who are D/HH to engage in practice activities that provide opportunities for critical thought at a level commensurate with the learner's abilities.</p>	<p>Candidate promotes critical thinking and problem solving to learners who are D/HH by teaching learners who are D/HH how to <u>respond</u> to high level questions that involve the application, analysis, synthesis, and/or evaluation of knowledge.</p> <p>However, when the candidate implements practice activities, the candidate may require learners who are D/HH to use critical thought at a level that is not commensurate with the learner's abilities.</p>	<p>Candidate attempts to promote critical thinking and problem solving to learners who are D/HH by asking learners who are D/HH high level questions that involve the application, analysis, synthesis, and/or evaluation of knowledge.</p> <p>However, because the candidate did not provide instruction on how to ask or respond to critical thinking questions, the learners who are D/HH are not able to process the information at the level of thought required.</p>	<p>Candidate does not attempt to promote critical thinking and problem solving to learners who are D/HH by asking learners who are D/HH low level questions that involve basic recall or comprehension.</p>

**DOMAIN 4: CLASSROOM MANAGEMENT**

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate maximizes instruction by engaging learners who are D/HH in relevant and culturally responsive learning activities and social interactions.</b> (CEC 2.1) <i>DHH.2.S1, 5.S6</i>	<p>Candidate maximizes instruction by engaging learners who are D/HH in relevant and culturally responsive learning activities and social interactions that include opportunities for interactions with D/HH peers and D/HH role models.</p> <p>Candidate requires learners to actively engage in individual and group activities. When selecting materials and learning activities, the candidate considers the relevance to the learner, learner's interests, learning preference, and cultural values.</p> <p>Candidate provides learners who are D/HH structured curricular and extra-curricular opportunities and experiences to interact with learners who are not D/HH.</p>	<p>Candidate maximizes instruction by engaging learners who are D/HH in relevant and culturally responsive learning activities and social interactions that include opportunities for interactions with D/HH peers and D/HH role models.</p> <p>Candidate requires learners to actively engage in individual and group activities. When selecting materials and learning activities, the candidate considers the relevance to the learner, learner's interests, learning preference, and cultural values.</p> <p>Candidate provides learners who are D/HH planned and structured opportunities to interact with learners without exceptionalities</p>	<p>Candidate primarily requires learners who are D/HH to participate in learning activities that may be skill relevant, but the candidate mostly uses passive activities such as paper-pencil tasks. Consequently, when selecting materials and learning activities, the candidate does not consider the learner's interests, learning preference, and cultural values.</p> <p>OR</p> <p>Candidate provides one or two opportunities a year for learners who are D/HH to interact with D/HH peers and D/HH role models.</p> <p>OR</p> <p>Candidate provides learners who are D/HH unstructured and unplanned opportunities to interact with learners without exceptionalities during the school day.</p>	<p>Candidate primarily requires learners who are D/HH to participate in learning activities that may be skill relevant, but the candidate mostly uses passive activities such as paper-pencil tasks. Consequently, when selecting materials and learning activities, the candidate does not consider the learner's interests, learning preference, and cultural values.</p> <p>AND</p> <p>Candidate provides learners who are D/HH unstructured and unplanned opportunities to interact with learners without exceptionalities during the school day.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate establishes and manages academic and non-academic classroom routines.</b> (CEC 2.1) <i>DHH.2.S3</i>	<p>In collaboration with the cooperating teacher and other professionals (interpreter and/or paraprofessional), the candidate effectively establishes and manages academic and non-academic classroom routines for learners who are D/HH.</p> <p>In respect to non-academic routines such as attendance, lunch count, line up, and material storage, the candidate visually posts the routines and manages the routines by encouraging learners who are D/HH to be involved in the management of the routines. Candidate rotates those involved in executing the routines to create an atmosphere of inclusiveness and community.</p>	<p>In collaboration with the cooperating teacher (interpreter and/or paraprofessional), the candidate effectively establishes and manages academic and non-academic classroom routines for learners who are D/HH.</p> <p>In respect to academic routines, the candidate establishes verbal and non-verbal prompts for signaling transition time between subjects/activities as well as procedures for submitting and returning daily work/homework. The candidate may also establish other procedures and routines such as for student responses.</p> <p>In respect to non-academic routines such as attendance, lunch count, line up, and material storage, the candidate visually posts the routines and effectively manages the routines.</p>	<p>In collaboration with the cooperating teacher (interpreter and/or paraprofessional), the candidate establishes academic and non-academic classroom routines for learners who are D/HH. However, the candidate does not consistently manage the academic or non-academic routine. Although the routines are posted, the candidate may forget to perform certain routines or does not appear aware of the learner who is responsible for a certain daily routine.</p>	<p>In collaboration with the cooperating teacher (interpreter and/or paraprofessional), the candidate establishes academic and non-academic classroom routines for learners who are D/HH without consulting with the cooperating teacher. As a result, learners who are D/HH are unintentionally functioning under dual expectations.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidates use motivational and instructional interventions to teach learners who are D/HH how to adapt to different environments.</b> (CEC 2.2) <i>DHH.2.S5</i></p>	<p>Candidate effectively uses motivational and instructional interventions to teach learners who are D/HH how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym) by teaching learners who are D/HH the expectations of each learning environment, and having learners model and practice appropriate responses within the given environment. The candidate designs and implements activities that maximize opportunities for visual and auditory learning and meets developmental and learning needs of learners who are D/HH. The instruction is tailored to the issue(s) in which the learner is having difficulty adapting.</p> <p>Candidate anticipates the need for instruction before the learner demonstrates a behavioral issue in another classroom or setting.</p>	<p>Candidate uses motivational and instructional interventions to teach learners who are D/HH how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym) by teaching learners who are D/HH the expectations of each learning environment, and having learners model and practice appropriate responses to the issue(s) in which the learner is having difficulty adapting. The candidate designs or implements activities that provides opportunities for visual or auditory learning. However, the candidate conducts the modeling and practice in response to the learner demonstrating a behavioral issue in another classroom or setting.</p> <p>Consequently, the learner may be able to demonstrate how they would adapt to different environments.</p>	<p>Candidate ineffectively uses motivational and instructional interventions to teach learners who are D/HH how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym). The candidate designs, although does not implement activities that provide opportunities for only auditory learning.</p> <p>Candidate does not use relevant and engaging interventions that are tailored to the expectations in which the learner is struggling to adapt. Candidate generically discusses with the learner the importance of adapting to other environments, and has the learner role play scenarios. Candidate</p>	<p>Candidate does not teach learners who are D/HH how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym). Candidate tells the learner of the importance of adapting to other environments. However, the candidate does not model appropriate responses or have learners engage in relevant practice.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate creates safe and inclusive learning environments by setting behavioral expectations for learners who are D/HH. (CEC 2.1) DHH.2.S5</b>	<p>In collaboration with the cooperating teacher, the candidate creates safe and inclusive learning environments by including learners who are D/HH in the designing of observable and positively stated behavioral expectations. Candidate includes context for the behavioral expectations as necessary, to include both visual and auditory learning opportunities, and assures that the behavior expectation identified by the learners benefits their academic and social needs.</p> <p>Candidate posts the behavior expectations in word and picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>To enhance retention, candidate has learners model the behavioral expectations.</p>	<p>In collaboration with the cooperating teacher, the candidate creates safe and inclusive learning environments by setting observable behavioral expectations for learners who are D/HH that are stated positively and data driven. Candidate includes context for the behavioral expectations, which includes both visual and auditory learning opportunities as necessary.</p> <p>Candidate posts the behavior expectations in word and picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>To enhance retention, candidate models the behavioral expectations.</p>	<p>In collaboration with the cooperating teacher, the candidate attempts to create safe and inclusive learning environments by setting behavioral expectations for learners who are D/HH. Although the expectations are stated positively, the expectations are not observable. Candidate does not include context for the behavioral expectations.</p> <p>Candidate posts the behavior expectations in word form, but may not include picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>The candidate does not model the behavioral expectations, but gives verbal examples.</p>	<p>Candidate does not create safe and inclusive learning environments by setting appropriate behavioral expectations for learners who are D/HH. The candidate states the expectations negatively, and the expectations are not observable. Candidate does not include context for the behavioral expectations.</p> <p>Candidate posts the behavior expectations in word form, but does not include picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>The candidate does not model the behavioral expectations or give verbal examples.</p>
<b>Candidate creates safe learning environments by managing and modifying behavioral antecedents. (CEC 2.3)</b>	<p>Candidate creates safe learning environments by managing antecedents that trigger inappropriate learner behavior. Candidate effectively and consistently scans the learning environment as a means to anticipate unwanted antecedents. Additionally, the candidate effectively uses preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>When necessary, the candidate uses learner performance data to effectively modify existing antecedents such as prompts, materials, methods, seating arrangements in order to promote the desired behavioral response.</p>	<p>Candidate creates safe learning environments by managing antecedents that trigger inappropriate learner behavior. Candidate effectively and consistently scans the learning environment as a means to anticipate unwanted antecedents. Additionally, the candidate effectively uses preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>When necessary, the candidate modifies existing antecedents such as prompts, materials, methods, seating arrangements, to promote the desired behavioral response. However, the candidate does not use learner performance data to drive the modifications. As a result, the candidate's modifications may not have the desired impact on the learner's behavior.</p>	<p>Candidate attempts to create safe learning environments by managing antecedents that trigger inappropriate learner behavior. However, the candidate does not effectively and consistently scan the learning environment as a means to anticipate unwanted antecedents. Additionally, the candidate ineffectively uses preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>When necessary, the candidate modifies existing antecedents such as prompts, materials, methods, seating arrangements, to promote the desired behavioral response. However, the candidate does not use learner performance data to drive the modifications. As a result, the candidate's modifications may not have the desired impact on the learner's behavior.</p>	<p>Candidate does not create safe learning environments by managing antecedents that trigger inappropriate learner behavior. The candidate frequently has their back to the learners and thus does not effectively and consistently scan the learning environment as a means to anticipate unwanted antecedents. Candidate does not make effective use of preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>Because the candidate does not effectively scan the learning environment, the candidate is not aware of the antecedents that need modified. As a result, the candidate spends more time managing learner behavior than providing instruction.</p>



Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate creates safe and culturally responsive learning environments by developing and implementing a system of positive and negative consequences. (CEC 2.3)</b>	<p>In collaboration with the cooperating teacher, the candidate creates safe learning environments by developing and implementing a continuum of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. Candidate uses consequences that align with the learners' interests, abilities, and cultural values.</p> <p>Candidate is generally consistent and fair in the delivery of positive and negative consequences, and assures that all learners are aware of the reason the consequence is being provided.</p>	<p>In collaboration with the cooperating teacher, the candidate creates safe learning environments by developing and implementing a continuum of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. Candidate uses consequences that align with the learners' interests, abilities, and cultural values.</p> <p>Candidate is generally consistent and fair in the delivery of positive and negative consequences, and assures that all learners are aware of the reason the consequence is being provided. However, because the candidate implements a behavioral system that is primarily teacher-monitored, learners who are D/HH appear to view the positive and negative consequences as something that is "done to them" instead of recognizing their choices and behavioral responses are owned by them.</p>	<p>Candidate attempts to create safe learning environments by developing and implementing a list of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. However, the candidate did not consider how the consequences align with the learners' interests, abilities, and cultural values.</p> <p>OR</p> <p>Candidate is usually inconsistent in the delivery of positive and negative consequences, and does not inform the learners as to the reason the consequence is being provided. Due to the candidate's inconsistency learners who are D/HH appear to view the delivery of positive and negative consequences to be fair, and receiving consequences is based on the candidate's "like" or "dislike" of them rather than their choices and behavioral responses.</p>	<p>Candidate attempts to create safe learning environments by developing and implementing a list of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. However, the candidate did not consider how the consequences align with the learners' interests, abilities, and cultural values.</p> <p>AND</p> <p>Candidate is usually inconsistent in the delivery of positive and negative consequences, and does not inform the learners as to the reason the consequence is being provided. Due to the candidate's inconsistency learners who are D/HH appear to view the delivery of positive and negative consequences to be fair, and receiving consequences is based on the candidate's "like" or "dislike" of them rather than their choices and behavioral responses.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate intervenes safely and appropriately with students who are D/HH in crisis.</b> (CEC 2.3)	<p>Candidate intervenes safely and appropriately with students who are D/HH in crisis by following the school district's crisis plan. Candidate can articulate the procedures for notifying appropriate personnel of the crisis, the intervention(s) that will be used to assist the learner in regaining control, and follow-up procedures with the student, school personnel, and parents.</p> <p>When required, the candidate independently (with oversight by the cooperating teacher) implements the crisis plan calmly, responsively, and assures the dignity of the learner in crisis. Candidate implements the crisis plan resulting in the least amount of interruptions to instruction of the learner in crisis as well as other learners in the classroom.</p>	<p>Candidate intervenes safely and appropriately with students who are D/HH in crisis by following the school district's crisis plan. Candidate can articulate the procedures for notifying appropriate personnel of the crisis, the intervention(s) that will be used to assist the learner in regaining control, and follow-up procedures with the student, school personnel, and parents.</p> <p>When required, the candidate assists the cooperating teacher in implementing the crisis plan calmly, responsively, and assures the dignity of the learner in crisis. However, the candidate implements the crisis plan in a manner that results in a loss of instructional time for the learner in crisis as well as other learners in the classroom. The amount of instructional time lost may or may not be warranted.</p>	<p>Candidate attempts to intervene safely and appropriately with students who are D/HH in crisis by following the school district's crisis plan. However, the candidate cannot articulate the complete set of procedures for notifying appropriate personnel of the crisis, the intervention(s) that will be used to assist the learner in regaining control, and follow-up procedures with the student, school personnel, and parents.</p> <p>When required, the candidate assists the cooperating teacher in implementing the crisis plan in a timely manner, but the candidate appears uncertain about what to do or allows emotions to interfere. Consequently, the candidate implements the crisis plan in a manner that results in a significant loss of instructional time for the learner in crisis as well as other learners in the classroom. The amount of instructional time lost was not necessary.</p>	<p>Candidate does not intervene safely and appropriately with students who are D/HH in crisis by following the school district's crisis plan. Specifically, the candidate demonstrates no awareness that a crisis plan exists.</p> <p>As a result, the cooperating teacher does not allow the candidate to assist in implementing the crisis plan for a learner who is in crisis.</p>

**DOMAIN 5: PROFESSIONAL DISPOSITIONS AND COLLABORATIVE BEHAVIORS**

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations	Does Not Meet Expectations (1)
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			(2)	
<b>Candidate practices within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice. (CEC 6.1)</b>	<p>Candidate effectively practices within the professional ethics, standards, and policies of CEC/CED by upholding laws, regulations, and policies that influence the education and treatment of learners who are D/HH at local level IEP meetings and parent conferences. Candidate is actively involved on the IEP team, and works with the cooperating teacher to assure special and deaf education services and IEP planning and implementation are within legal compliance.</p> <p>Candidate adheres to district policies related to medication administration, suspension/expulsion, technology use, and zero tolerance as it applies to learners who are D/HH.</p>	<p>Candidate effectively practices within the professional ethics, standards, and policies of CEC/CED by upholding laws, regulations, and policies that influence the education of learners who are D/HH at IEP meetings and parent-teacher conferences. Candidate requests to attend IEP meetings and parent-teacher conferences, and provides support to the cooperating teacher to assure special and deaf education services and IEP planning and implementation are within legal compliance.</p> <p>Candidate demonstrates an understanding of how district policies related to medication administration, suspension/expulsion, technology use, and zero tolerance apply to learners who are D/HH.</p>	<p>Candidate practices within the professional ethics, standards, and policies of CEC/CED by upholding laws regulations, and policies that influence the education of learners who are D/HH at IEP meetings and parent-teacher conferences. When requested by the cooperating teacher, the candidate attends IEP meetings and parent-teacher conferences. The candidate is a passive participant providing little to no input.</p> <p>Candidate does not appear to be familiar with the contents of the district policies related to medication administration, suspension and expulsion, technology use, and zero tolerance as it applies to learners who are D/HH.</p>	<p>Candidate does not practice within the professional policies of CEC/CED by upholding laws, regulations, and policies that influence the education of learners who are D/HH at IEP meetings and parent conferences. When requested by the cooperating teacher, the candidate does not attend IEP meetings and parent-teacher conferences.</p> <p>Candidate does not appear to know how district policies related to medication administration, suspension and expulsion, technology use, and zero tolerance apply to learners who are D/HH.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate demonstrates the belief that all children can learn regardless of culture, language, and background.</b> (CEC 6.1) <i>DHH.6.S4</i>	<p>Candidate demonstrates the belief that all children can learn by creating and maintaining challenging expectations for learners who are D/HH to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.</p> <p>Candidate encourages learners to set learning goals for themselves.</p> <p>Candidate develops and enriches the learners who are D/HH in their understanding of the Deaf community by enriching their knowledge of Deaf culture</p>	<p>Candidate demonstrates the belief that all children can learn by creating and maintaining challenging expectations for learners who are D/HH to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.</p> <p>Candidate creates and maintains expectations that are commensurate with the learners' abilities.</p> <p>Candidate develops the learners who are D/HH in their understanding of the Deaf community by teaching about Deaf culture</p>	<p>Candidate demonstrates that all children can learn by creating and maintaining expectations for learners who are D/HH. However, the candidate creates and maintains expectations that do not challenge the learner.</p> <p>OR</p> <p>Candidate sets expectations that disrespect the learners' dignity, culture, language, and background.</p> <p>AND</p> <p>Candidate plans to develop the learners who are D/HH in their understanding of the Deaf community by teaching about Deaf culture</p>	<p>Candidate demonstrates that all children can learn by creating and maintaining expectations for learners who are D/HH. However, the candidate creates and maintains expectations that do not challenge the learner.</p> <p>AND</p> <p>Candidate sets expectations that disrespect the learners' dignity, culture, language, and background.</p>
<b>Candidate demonstrates effective oral communication with families and professionals.</b> (CEC 6.1) <i>DHH.6.S1, 7.S1</i>	<p>Candidate demonstrates effective oral and signed communication with learners, families and professionals by communicating ideas honestly and confidentially. Candidate uses grammatically correct spoken and/or sign language, demonstrates a positive tone when speaking or signing and assures that non-verbal signals such as facial expressions and body language align with the contents and significance of the message.</p> <p>When interacting with families and professionals, the candidate uses the preferred method for communicating (e.g., face-to-face with or without an interpreter, Skype, phone call) and the preferred time to communication with them.</p>	<p>Candidate demonstrates effective oral and/or signed communication with learners, families and professionals by communicating ideas honestly and confidentially. Candidate uses grammatically correct spoken and/or sign language, demonstrates a positive tone when speaking or signing and assures that non-verbal signals such as facial expressions and body language align with the contents and significance of the message.</p> <p>When interacting with families and professionals, the candidate uses the preferred methods of communicating (e.g., face-to-face with or without an interpreter, Skype, phone call) and the preferred time to communicate with them.</p>	<p>Candidate demonstrates oral and/or signed communication skills with learners, families and professionals by communicating ideas honestly and confidentially. Candidate speaks at a vocabulary level that is appropriate to the target audience. However, the candidate uses labeling language.</p> <p>Candidate at times may demonstrate a condescending tone, grammatically incorrect language (English or ASL), or non-verbal signals such as facial expressions and body language that do not align with the contents and significance of the message.</p> <p>AND/OR</p> <p>Candidate does not take into consideration the preferred method of communicating with families and professionals or the preferred time to communicate with them.</p>	<p>Candidate demonstrates oral and/or signed communication skills with learners, families, and professionals by gossiping or sharing information in a setting or situation where confidentiality is not maintained. Candidate does not consider the vocabulary level of the target audience when speaking and uses labeling language.</p> <p>Candidate consistently demonstrates a condescending tone, grammatically incorrect language (ALS or English), or non-verbal signals such as facial expressions and body language that do not align with the contents and significance of the message.</p> <p>AND</p> <p>Candidate does not take into consideration the preferred method of communicating with families and professionals or the preferred time to communicate with them.</p>

<b>Components</b>	<b>Exceeds Expectation (4)</b>	<b>Meets Expectation (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidate demonstrates effective written communication with learners, families and professionals.</b> (CEC 6.1)	Candidate demonstrates effective written communication with learners, families and professionals by using grammatically and mechanically correct language. Candidate writes communication items in an organized, clear, and succinct manner at a vocabulary level appropriate to the target audience. In addition, the candidate uses non- labeling language when referring to learners who are D/HH.	Candidate demonstrates effective written communication with learners, families and professionals by using grammatically and mechanically correct language. Candidate writes communication items in an organized, clear, and succinct manner at a vocabulary level appropriate to the target audience. In addition, the candidate uses non- labeling language when referring to learners who are D/HH.	Candidate demonstrates written communication with learners, families and professionals by composing written communications that contain grammatically and mechanically correct language. In addition, the candidate uses labeling language when referring to learners who are D/HH.	Candidate demonstrates written communication with learners, families and professionals by composing written communications that contain grammatically and mechanically correct language. In addition, the candidate uses labeling language when referring to learners who are D/HH.
<b>Candidate demonstrates professionalism.</b> (CEC 6.1)	<p>Candidate demonstrates professionalism by being on-time, organized, and submitting work to cooperating teacher and university supervisor by the due date. Candidate positively responds to changes in the schedule and assigned responsibilities.</p> <p>Candidate is well groomed and dresses in accordance with the school and university policies. Candidate dresses in a manner that is not distracting to the learners within the classroom.</p>	<p>Candidate demonstrates professionalism by usually being on- time, organized, and submitting work to cooperating teacher and university supervisor by the due date. If an extension is needed or the candidate will be late, the candidate communicates with both the cooperating teacher and university supervisor prior to the assignment being due or prior to being late to class. Candidate positively responds to changes in the schedule and assigned responsibilities.</p> <p>Candidate is well groomed and dresses in accordance with the school and university policies. Candidate dresses in a manner that is not distracting to the learners within the classroom.</p>	<p>Candidate demonstrates issues with professionalism by being late to class or late in submitting work to cooperating teacher. If an extension is needed or the candidate will be late, the candidate communicates with both the cooperating teacher and university supervisor on the day the assignment is due or after being late to class.</p> <p>OR</p> <p>Candidate inappropriately responds to changes in the schedule and assigned responsibilities by complaining to other candidates within the school.</p> <p>OR</p> <p>Candidate is well-groomed and dresses in accordance with the school and university policies. However, the candidate dresses in a manner that is distracting to the learners within the classroom.</p>	<p>Candidate demonstrates issues with professionalism by being late to class or late in submitting work to cooperating teacher. Candidate does not explain the reason for being late or submitting an assignment late.</p> <p>OR</p> <p>Candidate inappropriately responds to changes in the schedule and assigned responsibilities by complaining to other candidates, professionals, and university faculty within the school.</p> <p>OR</p> <p>Candidate dresses in accordance with the school and university policies. However, the candidate is not well groomed.</p>

<b>Components</b>	<b>Exceeds Expectation (4)</b>	<b>Meets Expectation (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidate seeks and accepts assistance and feedback.</b> (CEC 6.1)	<p>Candidate actively seeks assistance and feedback on his/her instructional planning and instructional delivery from qualified professionals who interact or supervise the candidate.</p> <p>When feedback is provided, the candidate positively accepts the feedback and attempts to implement the feedback in a subsequent class period. Candidate collects data on the feedback suggestions to support continued use of the strategies or again seeks assistance and makes adjustments.</p>	<p>Candidate actively seeks assistance and feedback on his/her instructional planning and instructional delivery from qualified professionals who interact or supervise the candidate.</p> <p>When feedback is provided, the candidate positively accepts the feedback and attempts to implement the feedback in a subsequent class period. However, the candidate does not collect data on the feedback suggestions.</p>	<p>Candidate does not seek assistance and feedback on his/her instructional planning and instructional delivery, but waits until approached by a qualified professional who interacts or supervises the candidate.</p> <p>When feedback is provided, the candidate acknowledges the feedback but the candidate may or may not attempt to implement the feedback.</p>	<p>Candidate does not seek assistance and feedback on his/her instructional planning and instructional delivery, but waits until approached by a qualified professional who interacts or supervises the candidate.</p> <p>When feedback is provided, the candidate becomes defensive and makes excuses for why the feedback will not work.</p>
<b>Candidate uses the evolution of philosophies, theories, practices and policies to inform teacher practice.</b> (CEC 6.2) <i>DHH.2.S4, 5.S5, 6.S2</i>	<p>Candidate uses the evolution of philosophies, theories, practices and policies to inform teacher practice by being abreast of current issues and trends acquired from the literature and professional development opportunities (workshops and conferences) to sustain life-long commitment to maintaining instructional language competence and technological competence in the area of listening devices.</p> <p>Based on the changes in practices and policies, the candidate tries new ideas to improve the quality of assessment, planning, instruction, and behavior management with guidance from the cooperating teacher or university supervisor.</p>	<p>Candidate uses the evolution of philosophies, theories, practices and policies to inform teacher practice by being abreast of current issues and trends based on experiences in university courses and interactions with professionals within the school to sustain life-long commitment to maintaining instructional language competence and technological competence in the area of listening devices.</p> <p>Based on the changes in practices and policies, the candidate tries new ideas to improve the quality of assessment, planning, instruction, and behavior management with assistance from the cooperating teacher or university supervisor.</p>	<p>Candidate can articulate the significant changes in philosophies, theories, practices and policies and how the changes inform teacher practice, but the candidate lacks the self-confidence to alter their assessment, planning, instruction, and behavior management methods without significant support from the cooperating teacher or university supervisor.</p> <p>AND</p> <p>Candidate does not show a commitment to maintaining instructional language competence or technological competence in the area of listening devices.</p>	<p>Candidate cannot articulate the significant changes in philosophies, theories, practices and policies and how the changes inform teacher practice. Consequently, the candidate does not alter their assessment, planning, instruction, and behavior management methods.</p> <p>AND</p> <p>Candidate does not show a commitment to maintaining instructional language or technological competence.</p>

<p><b>Candidate systematically reflects on his/her practice to improve their practice.</b> (CEC 6.4) <i>DHH.5.S10</i></p>	<p>Candidate systematically reflects on their practice by regularly reflecting on and adjusting their practice by identifying pedagogical and curricular strengths and needs.</p> <p>Candidate supports adjustments to their practice with feedback from multiple sources such as observations by the cooperating teacher, university supervisor, student performance data, and professional literature.</p> <p>Candidate makes adjustments in their practice that positively impacts the learning of students who are D/HH.</p>	<p>Candidate systematically reflects on their practice by regularly reflecting on and adjusting their practice by identifying pedagogical and curricular strengths and needs.</p> <p>Candidate supports adjustments to their practice with feedback primarily from observations by the cooperating teacher and university supervisor. Candidate provides student performance data to support impact on learning.</p> <p>Candidate makes adjustments in their practice that positively impacts the learning of students who are D/HH.</p>	<p>Candidate reflects on and adjusts their practice when being evaluated by a cooperating teacher or university supervisor. Candidate can list their pedagogical strengths and needs with prompting.</p> <p>Candidate supports adjustments to their practice with feedback primarily from observations by the cooperating teacher and university supervisor.</p> <p>Candidate does not provide student performance data, so it is not evident whether the adjustments positively impacts the learning of students who are D/HH.</p>	<p>Candidate reflects on their practice when being evaluated by a cooperating teacher or university supervisor. Candidate can list their pedagogical strengths and needs with prompting.</p> <p>However, the candidate does not make an effort to make adjustments to their practice.</p>
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Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate understands the significance of lifelong learning.</b> (CEC 6.4) <i>DHH.6.S2</i>	<p>Candidate understands the importance of being a lifelong learner by regularly reflecting on and adjusting their practice based on feedback from cooperating teacher and university supervisor as well as learner performance data.</p> <p>Candidate develops, implements, and monitors a personalized professional plan to set goals for improving their practice.</p> <p>Candidate keeps abreast of current evidence-based practices through the reading of professional literature. In addition, the candidate verbalizes the desire to pursue an advanced degree.</p>	<p>Candidate understands the importance of being a lifelong learner by regularly reflecting on and adjusting their practice based on feedback from the cooperating teacher and university supervisor.</p> <p>Candidate develops and implements a personalized professional plan to set goals for improving their practice.</p> <p>Candidate keeps abreast of current evidence-based practices through the reading of professional literature.</p>	<p>Candidate articulates the importance of being a lifelong learner, but does not demonstrate behaviors associated with a lifelong learner by reflecting on and adjusting their practice when being evaluated by a cooperating teacher or university supervisor.</p> <p>Candidate develops a personalized professional plan to set goals for improving their practice, but does not implement the plan.</p> <p>Candidate does not keep abreast of current evidence-based practices through the reading of professional literature or any other method.</p>	<p>Candidate articulates the importance of being a lifelong learner, but does not demonstrate behaviors associated with a lifelong learner by reflecting on their practice when being evaluated by a cooperating teacher or university supervisor. The candidate does not make appropriate adjustments to their practice.</p> <p>Candidate starts to develop a personalized professional plan to set goals for improving their practice, but does not complete the development of the plan.</p> <p>Candidate does not keep abreast of current evidence-based practices through the reading of professional literature or any other method.</p>
<b>Candidate participates in professional activities and learning communities.</b> (CEC 6.4) <i>DHH.6.S2</i>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars, school in-services, local workshops and/or online learning opportunities.</p> <p>With the cooperating teacher's approval, the candidate is in attendance and provides contributions at IEP meetings and parent teacher conferences.</p>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars and school in-services, local workshops and/or online learning opportunities.</p> <p>With the cooperating teacher's approval, the candidate is in attendance at IEP meetings and parent teacher conferences.</p>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars and school in-services.</p> <p>Although given approval by the cooperating teacher, the candidate inconsistently attends IEP meetings and parent teacher conferences.</p>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars.</p> <p>Although given approval by the cooperating teacher, the candidate does not attend IEP meetings and parent teacher conferences.</p>



Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate advances the profession by engaging in activities such as advocacy and mentoring. (CEC 6.5)</b> <i>DHH.2.S1, 5.S6, 6.S4</i>	<p>Candidate advances the profession by engaging in curricular, extracurricular school activities, and community activities that advocate for the respect and inclusion of students who are D/HH.</p> <p>Additionally, the candidate articulates the importance of respecting and meaningfully including students who are D/HH and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</p> <p>Based on the student's interests, the candidate seeks out and establishes opportunities for students who are D/HH to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities. Candidate provides support to the student to assure access and a quality experience. Furthermore, the candidate emphasizes to students who are D/HH the importance of self-advocacy.</p> <p>With permission of the cooperating teacher, candidate collaboratively works with interpreters, paraeducators and volunteers to assure that the paraeducators and volunteers provide quality support to instruction.</p>	<p>Candidate advances the profession by engaging in curricular and extracurricular school activities that advocate for the respect and inclusion of students who are D/HH.</p> <p>Additionally, the candidate articulates the importance of respecting and meaningfully including students who are D/HH and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</p> <p>Based on the student's interests, the candidate seeks out existing and new opportunities for students who are D/HH to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities.</p> <p>With permission of the cooperating teacher, candidate collaboratively works with interpreters, paraeducators and volunteers to assure that the paraeducators and volunteers provide quality support to instruction.</p>	<p>Candidate advances the profession by engaging in curricular and extracurricular school activities that advocate for the respect and inclusion of students who are D/HH.</p> <p>Additionally, the candidate articulates the importance of respecting and meaningfully including students who are D/HH and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</p> <p>Candidate informs the student of existing opportunities to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities. However, the candidate does not consider the student's interests.</p> <p>Candidate follows the guidance of interpreters, paraeducators and volunteers to assure quality support to instruction.</p>	<p>Candidate does not meaningfully advance the profession. Candidate participates in those curricular and extracurricular events that are required by the cooperating teacher. Although the candidate articulates the importance of respecting and meaningfully including students who are D/HH, the candidate demonstrates behaviors that do not align with their words.</p> <p>Candidate does not apparently encourage students with exceptionalities to participate in any integrated activities outside of those opportunities established in the classroom.</p> <p>Candidate follows the guidance of interpreters, paraeducators and volunteers to assure quality support to instruction</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate uses their knowledge of theory and principles of collaboration to effectively communicate and problem solve with professionals and families.</b> (CEC 7.1) <i>DHH.7.S1</i>	<p>Candidate uses their knowledge of theory and principles of collaboration to effectively communicate and consult with professionals and families by building respectful partnerships that are based on trust and meaningfully value diverse perspectives and expertise.</p> <p>The candidate demonstrates collaborative behaviors that empower families and professionals to be effective decision-makers regarding learners who are D/HH.</p>	<p>Candidate uses their knowledge of theory and principles of collaboration to effectively communicate and consult with professionals and families by building respectful partnerships that are based on trust and meaningfully value diverse perspectives and expertise.</p> <p>The candidate demonstrates collaborative behaviors that result in effective partnerships, but the partnerships may not serve to empower families and professionals to be effective decision-makers regarding learners who are D/HH.</p>	<p>Candidate attempts to use their knowledge of theory and principles of collaboration to communicate and consult with professionals and families by building respectful partnerships that are based on trust and meaningfully value diverse perspectives and expertise.</p> <p>However, the candidate speaks more than listens so it is not apparent that the candidate desires to consider diverse perspectives.</p> <p>The candidate demonstrates behaviors that result in relationships with professionals and families, but the relationships are not collaborative or effectively used to make educational decisions about learners who are D/HH.</p>	<p>Candidate does not use their knowledge of theory and principles of collaboration to communicate and consult with professionals and families. Candidate places their thoughts and ideas above other professionals and families by speaking over people to make their points known. The candidate does not seek out perspective of others, and becomes agitated when their ideas are not adopted by families and professionals.</p> <p>The candidate demonstrates behaviors that do not necessarily encourage relationships with professionals and families, and the interactions are not collaborative and cannot be effectively used to make educational decisions about Learners who are D/HH.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses knowledge of collaboration theories and principles to resolve conflict. (CEC 7.1)</b></p>	<p>Candidate effectively uses knowledge of collaboration theories and principles to resolve conflict by acting proactively and using active listening techniques (summarizing, paraphrasing, I-statements) to avoid making assumptions and to identify the source of conflict, brainstorm solutions, and seek a mutually agreed upon solution.</p> <p>In situations of conflict, the candidate remains outwardly calm by using a soft and positive tone of voice, makes intended points of eye contact, open body posture, and acknowledges the emotions and messages of the speaker(s). Candidate's behaviors appear to result in a de-escalation in the conflict.</p>	<p>Candidate uses knowledge of collaboration theories and principles to resolve conflict by acting proactively and using active listening techniques (summarizing, paraphrasing, I-statements) to avoid making assumptions and to identify the source of conflict, brainstorm solutions, and seek a mutually agreed upon solution.</p> <p>In situations of conflict, the candidate acknowledges the emotions and messages of the speaker(s). Although the candidate remains generally calm by using a soft and positive tone of voice, makes intended points of eye contact, and uses open body posture, the candidate is not aware they talk louder when defending or expressing an opinion for which they feel strongly. Candidate's behaviors may or may not result in a de-escalation in the conflict.</p>	<p>Candidate attempts to use knowledge of collaboration theories and principles to resolve conflict using active listening techniques (summarizing, paraphrasing, I-statements) but makes assumptions that interfere with identifying the source of conflict, brainstorming solutions, and seeking a mutually agreed upon solution.</p> <p>OR</p> <p>In situations of conflict, the candidate appears reactionary and rattled by demonstrating closed body posture, making minimal purposeful points of eye contact, and voice escalates dependent on the level to which the candidate disagrees with a speaker. Candidate's behaviors do not result in a de-escalation in the conflict.</p>	<p>Candidate does not use knowledge of collaboration theories and principles to resolve conflict, Candidate does not use active listening techniques (summarizing, paraphrasing, I-statements) and makes assumptions that interfere with identifying the source of conflict, brainstorming solutions, and seeking a mutually agreed upon solution.</p> <p>AND</p> <p>In situations of conflict, the candidate appears reactionary and rattled by demonstrating closed body posture, making minimal purposeful points of eye contact, and voice escalates dependent on the level to which the candidate disagrees with a speaker. Candidate's behaviors do not result in a de-escalation in the conflict.</p>

<p><b>Candidate uses collaboration to promote the well-being of learners who are D/HH across a wide range of settings and collaborators.</b> (CEC 7.2, 7.3)</p>	<p>Candidate uses collaboration to promote the well-being of learners who are D/HH by submitting and discussing instructional plans with cooperating teachers and/or interpreters/paraprofessionals prior to instruction. Candidate incorporates changes into the plan prior to delivering the lesson. Additionally, the candidate is able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate empowers learners who are D/HH to self-advocate for their academic and functional needs, and encourages families to be actively involved in the education of individuals who are D/HH across the life span and across settings by soliciting their ideas and expertise.</p>	<p>Candidate uses collaboration to promote the well-being of individuals who are D/HH by submitting and discussing instructional plans with cooperating teachers and/or interpreters/paraprofessionals prior to instruction. Candidate incorporates changes into the plan prior to delivering the lesson. Additionally, candidate is able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate independently advocates for the academic and functional needs of learners who are D/HH and takes the initiative to provide families with ideas on how to reinforce instruction at home.</p>	<p>Candidate tries to use collaboration to promote the well-being of individuals who are D/HH by submitting and discussing instructional plans with cooperating teachers and/or interpreters/paraprofessional prior to instruction. The candidate is not able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate follows the cooperating teacher's lead in advocating for the academic and functional needs of learners who are D/HH, and provides on request to families' ideas on how to reinforce instruction.</p>	<p>Candidate does not use collaboration to promote the well-being of individuals who are D/HH. Candidate does not submit instructional plans to cooperating teachers and/or interpreters/paraprofessional in a timely manner. The candidate is not able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate advocates for the academic and functional needs of learners who are D/HH but does not encourage families to participate in reinforcing instruction.</p>
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