

Possible **examples** of how the Framework For Teaching could apply to  
**Teachers of students who are deaf or hard of hearing**

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	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Knowledge of Content and Pedagogy</b> <b>General Examples</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Specific Examples</b>	<p>In planning and practice, the teacher does not address self-advocacy skills and knowledge specific to students who are deaf or hard of hearing. He/she does not identify the importance of self-advocacy and its relationship to future transition goals/outcomes.</p> <p>The teacher's plans do not address the need for vocabulary instruction or assessment. The plans do not address the impact the student's hearing loss may have on the development of vocabulary.</p> <p>The teacher does not research signs in advance and uses inaccurate signs. He/she is unaware of communication breakdown(s). The teacher does not activate prior knowledge when introducing new vocabulary/concepts, nor supplement lessons with visual supports.</p>	<p>The teacher is familiar with some of the necessary self-advocacy skills and knowledge specific to students who are deaf or hard of hearing. His/her plans are not consistent regarding future transition goals/outcomes (post-secondary, employment, and independent living); these skills and concepts are not integrated throughout the curriculum.</p> <p>The teacher's plans do not reflect a systematic approach to selecting meaningful vocabulary. Word selections are random and definitions are superficial. The plans indicate that the students will use resources (dictionary, word wall) to determine meanings of unknown vocabulary words. Idiomatic language and concepts are inconsistently addressed in the teacher's plans as part of vocabulary instruction which may not meet the linguistic and communicative needs of students who are deaf and hard of hearing.</p> <p>The teacher researches some signs in advance. He/she uses correct signs for vocabulary, but does not link to the text, fingerspelling, or visuals. The teacher recognizes communication breakdown(s) and implements repair strategies. He/she activates prior knowledge inconsistently when introducing new vocabulary/ concepts.</p>	<p>The teacher's plans and practice reflect an understanding of necessary self-advocacy skills and knowledge specific to students who are deaf or hard of hearing. The plans display knowledge of how these skills relate to future transition outcomes/goals (post-secondary, employment, and independent living) and how these skills can be integrated throughout the curriculum (e.g., sound, understanding audiograms, decibels, frequencies in Science; auditory pathway, hearing protection in Health; famous individuals who are deaf or hard of hearing and their contributions in Reading, History).</p> <p>The teacher's plans identify key vocabulary based on a tiered system and include multiple meanings when eliciting definitions. Idiomatic language and concepts are addressed in the teacher's plans as part of vocabulary instruction to meet the linguistic and communicative needs of students who are deaf and hard of hearing.</p> <p>The teacher's plans note resources used to research correct signs for all vocabulary, and includes strategies to link fingerspelling with printed text. His/her planning anticipates areas of potential communication breakdown(s) and prompts students to use research-based strategies for communication repair, e.g., mime/act out, point, sign/spell, add clarification, repetition. The teacher's plans reflect activities to activate prior knowledge when introducing new vocabulary/concepts, and supplements with visual support, when appropriate.</p>	<p>The teacher's plans and practice reflect extensive understanding of necessary self-advocacy skills and knowledge specific to students who are deaf or hard of hearing. The plans display extensive knowledge of how these skills relate to future transition outcomes/goals (post-secondary, employment, and independent living). The teacher's plans and practice serve as a model for professional staff as to how these skills can be seamlessly integrated throughout the curriculum (e.g., sound, understanding audiograms, decibels, frequencies in Science; auditory pathway, hearing protection in Health; famous individuals who are deaf or hard of hearing and their contributions in Reading, History).</p> <p>The teacher's plans demonstrate an extensive understanding of robust vocabulary and a tiered system for selecting appropriate vocabulary for instruction. He/she utilizes vocabulary strategies to link multiple definitions, morphological features, and/or semantic mapping. Idiomatic language and concepts are addressed in the teacher's plans as part of vocabulary instruction to meet the linguistic and communicative needs of students who are deaf and hard of hearing. The teacher's plans and practice are flexible in that they allow for discussions that address misconceptions that may occur due to the impact of the student's hearing loss and/or lack of incidental language learning opportunities.</p> <p>The teacher uses correct signs for all content, fingerspells appropriate terms, matches to text, and provides etiology/ derivations of signs to enhance student retention. He/she shares knowledge of instructional strategies with other educators. The teacher activates prior knowledge when introducing new vocabulary/concepts, plans expansions for vocabulary/concepts, and plans visuals to supplement instruction.</p>

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<b>1b: Demonstrating Knowledge of Students General Examples</b>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

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<b>1b Specific Examples</b>	<p>When planning a lesson on a student's own hearing loss, the itinerant teacher does not include information about the student's hearing loss, and/or has incorrect information related to the hearing loss.</p> <p>The teacher is unaware of how to check and/or maintain assistive listening devices, cochlear implants, and hearing aids.</p> <p>The teacher is unable to accommodate students' communication modes as documented in the Communication Plan section of the IEP.</p> <p>The teacher uses language and vocabulary that is above the English language level of the students, without adding expansions or using scaffolding. He/she is unable to mediate between American Sign Language and English to effectively communicate with the student who is deaf or hard of hearing.</p> <p>The teacher is unaware of Deaf culture and history, has no materials available to students and does not include the topics in instruction.</p>	<p>When planning a lesson on a student's own hearing loss, the itinerant teacher uses examples of generic audiograms and presents information in one format only. No information is included about the student's own hearing loss.</p> <p>The teacher inconsistently checks equipment for functioning, and has minimal ability to troubleshoot when malfunctioning. No instruction is provided to encourage student independence with devices.</p> <p>The teacher's lack of skill in varying communication modes impedes the pace, content, and accuracy of instruction.</p> <p>The teacher, at times, is aware of the English language level of the students and makes some adaptation when giving directions and delivering key concepts.</p> <p>The teacher has resources available in the classroom that highlight Deaf culture and history (books, videos or articles about historically significant deaf/hard of hearing individuals and/or deaf/hard of hearing role models).</p>	<p>When planning a lesson on a student's own hearing loss, the itinerant teacher utilizes the student's authentic audiogram and matches the presentation of information to student's learning style and communication mode.</p> <p>The teacher's plans reflect a systematic approach to ensuring proper functioning of all assistive listening devices, cochlear implants, and hearing aids, as documented in the Communication Plan section of the student's IEP. The teacher plans activities to support student independence with assistive listening devices.</p> <p>The teacher's plans indicate strategies to effectively communicate with students with varying communication modes as documented in students' Communication Plans (American Sign Language, contact sign, signed English, spoken, augmentative communication, tactile sign).</p> <p>The teacher knows the English language level of the students and restates directions, questions, and key concepts using syntax and sentence structure to make the content knowledge accessible.</p> <p>The teacher completes a unit of instruction highlighting Deaf culture, history and local community (contributions of historically significant deaf/hard of hearing individuals, local deaf/hard of hearing role models, interviews with successfully employed deaf/hard of hearing individuals).</p>	<p>The teacher's plans include opportunities for students to share information about their hearing loss and access needs with a variety of individuals (peers, school staff, family, community members, and employers). Students obtain information from a variety of sources (parents, IEP, audiogram, transition plan, and medical record).</p> <p>Distinguished teachers provide leadership in training teachers, colleagues and other school personnel in the independent use of FM equipment and communication access. The teacher consistently demonstrates deep understanding of a variety of devices, including the latest technology, and can resolve malfunctions. He/she successfully promotes and maximizes the use of FM devices with the classroom teachers and school personnel. The teacher's plans reflect engagement of classmates as they use the equipment seamlessly in small group work and presentations.</p> <p>The teacher regularly seeks out instruction and support to maintain advanced levels of communication skills. Therefore, the teacher is a fluent communicator regardless of communication preferences as indicated in student's Communication Plan.</p> <p>The teacher's instructional outcomes reflect knowledge of English language levels of the students and include goals to integrate the teaching of language with content and across curriculum.</p> <p>The teacher regularly incorporates aspects of Deaf culture, history and local community within lesson plans across the curriculum (contributions of historically significant deaf/hard of hearing individuals, local deaf/hard of hearing role models, interviews with successfully employed deaf/hard of hearing individuals).</p>

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<b>1c Setting Instructional Outcomes</b> <b>General Examples</b>	Outcomes represent low expectations for students and a lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clearly, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students	All outcomes represent rigorous and important learning in the discipline. The outcomes are clearly, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students
<b>1c Specific Examples</b>	<p>The teacher's plans do not link to PA Academic Standards and outcomes and are not connected to IEP goals and objectives. Outcomes are not rigorous, nor represent student needs. Plans do not include supports for diverse learners such as linking fingerspelling to text, Visual Phonics, articulation prompts.</p> <p>The teacher's plans do not recognize the multisensory needs of learners who are deaf or hard of hearing. Much of the instruction is one dimensional without evidence of carefully planned learning sequences; concepts tend to be limited to concrete/simplistic representations.</p>	<p>The teacher's plans link to PA Academic Standards and outcomes but are not consistently scaffolded to meet student's measurable annual IEP goals. Plans do not consistently include supports for diverse learners such as linking fingerspelling to text, Visual Phonics, articulation prompts.</p> <p>The teacher's plans recognize the multisensory needs of learners who are deaf or hard of hearing, but inconsistently demonstrate purposeful planning to accommodate and build on those strengths in the students.</p>	<p>The teacher's plans link to PA Academic Standards and outcomes are appropriately scaffolded to meet student's measurable annual IEP goals. Plans include language supports to scaffold learning for a variety of learners such as pre-teaching vocabulary, linking fingerspelling to text, Visual Phonics, articulation prompts.</p> <p>The teacher plans learning sequences that capitalize on the strengths of students who are deaf or hard of hearing, including access to conceptual understandings. Rigorous content is broken down into accessible chunks using multisensory supports and scaffolding language to meet the needs of students who are deaf or hard of hearing.</p>	<p>The teacher analyzes Educational Benefit Review for students with hearing loss and makes recommendations to change instructional practices. The teacher analyzes several years of IEP goals and progress monitoring data, specifically related to language and literacy skill development.</p> <p>Distinguished teachers become a model for colleagues in setting instructional outcomes that reflect the types of learning from which students who are deaf or hard of hearing benefit (visual, tactile, kinesthetic).</p>
<b>1d Demonstrating Knowledge of Resources</b> <b>General Examples</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

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<b>1d Specific Examples</b>	<p>When planning, the teacher does not preview websites. Students are unable to access information due to auditory issues or inappropriate text level. No other resources are sought.</p> <p>The teacher's plans do not include research-based methodologies nor the use of assessments, evaluative tools, and methodologies that are designed to inform literacy instruction for students who are deaf or hard of hearing (miscue analysis, visual fluency envelope, depth-of-knowledge, dialogic inquiry).</p>	<p>The teacher's plans use websites that students cannot access independently, but he/she plans to interpret/paraphrase information for the students. The textbook is the primary resource with limited supplemental materials.</p> <p>The teacher's plans display basic awareness of research-based methodologies that are used to design and inform literacy instruction. The teacher's plans and practice inconsistently reflect the use of assessments, evaluative tools and methodologies adapted for use with students who are deaf and hard of hearing (miscue analysis, visual fluency envelope, depth-of-knowledge, dialogic inquiry).</p>	<p>The teacher consistently identifies accessible websites and has planned a variety of resources (internet, text based) which match students' learning styles and language needs.</p> <p>The teacher's plans incorporate specific research-based and current best practice methodologies that are used to design and inform literacy instruction. The teacher's plans and practice reflect use of assessments, evaluative tools, and methodologies adapted for use with students who are deaf or hard of hearing (miscue-analysis, visual fluency envelope, depth-of-knowledge, dialogic inquiry).</p>	<p>In addition to Proficient, the teacher plans for students to locate websites, evaluate the accessibility of the websites and to share additional resources both in and outside of the school.</p> <p>In addition to Proficient, the teacher identifies and collaborates with other educators regarding the use of research-based and current best practice methodologies. The teacher pursues involvement in local or state-wide committees/pilots that inform literacy instruction for students who are deaf or hard of hearing (miscue analysis, visual fluency envelope, depth-of-knowledge, dialogic inquiry).</p>
<b>1e Designing Coherent Instruction General Examples</b>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

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<b>1e Specific Examples</b>	<p>The teacher plans the same activity for vocabulary every week, limited to word (and if appropriate, sign/ fingerspelling) and single definitions.</p> <p>The itinerant teacher does not have a system in place for collaborating with other professionals in order to solicit necessary content information in advance of sessions that would assist in planning and preparation of lessons.</p> <p>The itinerant teacher's plans do not match the student's service delivery model. His/her practice does not support the IEP goals, and the plans interfere with the student's communication access to instruction. (Itinerant teacher sits next to the student and talks to student while another teacher is instructing.)</p>	<p>The teacher plans a variety of vocabulary learning activities, and all students complete all activities, regardless of level of mastery.</p> <p>The itinerant teacher has a limited system in place for collaborating with other professionals in order to solicit necessary content information in advance of sessions. The information that is received is not consistently utilized to determine instructional activities.</p> <p>The itinerant teacher's plans reflect push-in service delivery, but states no clear language and literacy purposes other than monitoring communication access or sitting next to student to rephrase teacher's instruction.</p>	<p>The teacher plans a variety of vocabulary learning activities based upon prior assessment of student skills, matches activities to students' skills, and includes multiple meanings, sign variations, and use of sign language resources to promote independence in accessing word meanings across the curriculum (ex. websites for accessing sign vocabulary).</p> <p>The itinerant teacher has a documented clear and efficient system for collaborating with other professionals and soliciting necessary content information in advance of sessions; he/she consistently utilizes information to determine instructional activities.</p> <p>The itinerant teacher's plans demonstrate effective instruction based on the delivery model indicated in the IEP that maximizes communication input (use of interpreter, assistive listening devices, use of language/communication supports), further development of concepts (literacy skills, vocabulary expansion), and transfer of self-advocacy skills (flexible seating, asking for clarification).</p>	<p>In addition to characteristics of proficient, teacher plans activities to expand depth of knowledge of vocabulary skills and has used research based design to select vocabulary words.</p> <p>The itinerant teacher has a documented clear and efficient system for establishing a partnership with other professionals in becoming mutual resources for each other regarding planning content instruction, utilizing information from each other to determine instructional activities, and prioritizes with collaboration.</p> <p>In addition to Proficient, the Distinguished teacher explains to the IEP team members and school colleagues the differences in service delivery models specific to students who are deaf or hard of hearing, and provides considerations to help the team to determine the most appropriate options for each student.</p>
<b>1f Designing Student Assessments General Examples</b>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>



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<b>1f Specific Examples</b>	<p>When planning for an initial evaluation/reevaluation, the teacher utilizes a limited number of assessments for all students; only administers assessments available within district regardless of appropriateness for students with hearing loss; there is no correlation to questions identified by the educational team; does not utilize research-based assessments.</p> <p>The teacher's plans do not reflect the use of formative assessments. The teacher is unable to demonstrate knowledge of students' levels in the areas of literacy, language and/or communication, nor plans for adaptations in instruction based on monitoring progress for students who are deaf or hard of hearing.</p>	<p>When planning for an initial evaluation /reevaluation, the teacher selects assessments from a standard set of assessments used for all students; does not identify how hearing loss may impact results and skew norms; assessments are selected to provide information sought by the educational team; assessments are research-based.</p> <p>The teacher's plans for instruction inconsistently reflect formative assessments. The assessments are not focused on areas of needs for students who are deaf or hard of hearing (literacy, language, and communication). There is no documentation of anticipated instructional adjustments based on formative assessments.</p>	<p>When planning for an initial evaluation /reevaluation, the teacher selects assessments appropriate for students who are deaf or hard of hearing. If he/she utilizes tests typically used with hearing students, he/she follows allowable testing accommodations or adaptations. When providing results of assessments, the teacher indicates when testing procedures were outside of the allowable accommodations or adaptations.</p> <p>The teacher's plans reflect consistent and varied formative assessments focused on the areas of literacy, language, and communication, embedded for the student who is deaf or hard of hearing. Plans reflect anticipated instructional adjustments based on formative assessments.</p>	<p>In addition to the characteristics of Proficient, the teacher plans interpretation of assessment results to provide guidance to the educational team regarding the unique needs of students who are deaf or hard of hearing. The teacher collects data through supplemental testing (both formal and informal) to show strengths and needs of the student in terms of language skills, literacy skills, and self-advocacy skills.</p> <p>In addition to Proficient, the teacher considers the needs of students who are deaf or hard of hearing when developing and considering formative assessments, and uses data to set personal goals towards improved outcomes in literacy, language, and communication.</p>
<b>2a. Environment of Respect and Rapport General Examples</b>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>

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<b>2a Specific Examples</b>	<p>When other professionals or visitors are in the classroom where there are students who are deaf or hard of hearing, the teacher does not sign. He/she does not facilitate communication between students and professionals, nor between students and visitors. Negative comments about students who are deaf or hard of hearing are made in the presence of the students. The teacher does not use an assistive listening device, as required on student's IEP.</p> <p>The teacher does not consider students' body language, facial expressions, and signs and how they may be perceived by others. The teacher focuses on only one cultural group rather than considering the dynamics of hearing culture, deaf culture, or other cultures.</p> <p>The teacher does not initiate or implement activities designed to promote an understanding of hearing loss or a culture of acceptance.</p>	<p>When professionals or visitors are in the classroom where there are students who are deaf or hard of hearing, the teacher generally signs. He/she, however, does not request that others communicate clearly or facilitate communication between the students and others (through prompting to face the student who is attempting to speechread, or signing for someone who does not know how to sign).</p> <p>When a problem arises, the teacher briefly explains perspectives and/or cultural/language differences. He/she, however, demonstrates a limited knowledge of the characteristics of hearing and deaf cultures.</p> <p>The teacher has access to information on topics related to hearing loss (assistive listening devices, accommodations and modifications, mode of communication, first/second language acquisition, interpreting, Deaf culture, common misperceptions), and shares the information when specifically requested by a colleague.</p>	<p>When professionals or visitors are in the classroom where there are students who are deaf or hard of hearing, the teacher consistently signs and serves as an advocate for the student and the visitors by promoting direct interaction between the two parties.</p> <p>The teacher models metacognitive skills through think-alouds, including perspective-taking, to show how another student might perceive or misperceive specific signs, gestures, and facial expressions. He/she engages students in social skills instruction and bridges communication between those students who sign and those who are oral.</p> <p>The teacher designs and presents information on topics related to hearing loss (assistive listening devices, accommodations and modifications, mode of communication, first/second language acquisition, interpreting, Deaf culture, common misperceptions) to the general education staff, students, and others, as indicated by the IEP team.</p>	<p>When professionals or visitors are in the classroom where there are students who are deaf or hard of hearing, the student maintains responsibility for his/her own communication needs. He/she identifies effective strategies and advocates for how those communication needs can be realized.</p> <p>In addition to Proficient, at the student's request, the teacher acts as a secondary support to the student's self-advocacy, ownership, and empowerment for communication choices. He/she co-presents information during daily class meetings in inclusive settings. The students take the initiative to explain and problem solve when issues arise.</p> <p>The teacher takes the initiative to educate the school community about hearing loss (assistive listening devices, accommodations and modifications, mode of communication, first/second language acquisition, interpreting, Deaf culture, common misperceptions) to promote acceptance and positive interactions. Students are also involved in educating the school community about hearing loss.</p>
<b>2b Establishing a Culture for Learning General Examples</b>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2b Specific Examples</b>	<p>The itinerant teacher does not have data to complete the Communication Plan section of the IEP because he/she has not collected any information regarding student interaction with peers and adults in a variety of educational settings. He/she assumes communication is effective without consulting student, parents or teachers.</p> <p>The teacher conveys to some students who are deaf or hard of hearing that the work is too challenging for them; he/she accepts incorrect or vague use of language without supportive feedback. The teacher drives all interactions and does not promote quality student collaborations; the interactions are superficial or non-constructive.</p>	<p>The Communication Plan section of the IEP is completed, but not discussed or connected to other portions of the IEP. The itinerant teacher has data about student interactions with peers and adults, but does not interpret it for the IEP team, or identify strengths or needs.</p> <p>The teacher inconsistently promotes a classroom environment for effective communication among students. There is some evidence of students supporting their own and peers' learning through discussion and dialogue (students provide signs to each other, fingerspell a word for a peer, proofread each other's work, oral student will interpret for a peer, assist a peer with communication repair). The teacher conveys high expectations only for typically developing students, and provides limited support for the use of precise language.</p>	<p>The itinerant teacher has collected information from the student (where appropriate), parents, and teachers regarding student interactions with peers and adults, and includes that information in the Communication Plan section of the IEP. Strengths and needs are identified and the information is embedded in other sections of IEP.</p> <p>The teacher engineers classroom contexts that demonstrate a high regard for effective quality interactions between students, regardless of the communication modes and/or levels of communication ability. He/she uses tier II and tier III vocabulary and content discussions that expand student thinking and expression. Students support their own and peers' learning through discussion and dialogue (students provide signs to each other, fingerspell a word for a peer, proofread each other's work, oral student will interpret for a peer, assist a peer with communication repair).</p>	<p>In addition to the characteristics of Proficient, the itinerant teacher has identified and applied interventions/strategies to promote positive peer and adult interactions. Where appropriate, he/she encourages the student to participate in developing goals when discussing and completing the Communication Plan section of the IEP.</p> <p>The Distinguished teacher creates a community of learners among students in which students assist classmates in understanding vocabulary, language, complex ideas, and content. The teacher provides leadership to colleagues in effective strategies that promote critical thinking and interactions among students.</p>
<b>2c Managing Classroom Procedures General Examples</b>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c Specific Examples</b>	<p>The teacher, paraprofessional and/or educational interpreter are managing all aspects of the students' assistive listening equipment. There is little evidence of students' knowledge, skills, and/or routines are being developed.</p> <p>There is no established method of gaining students' attention which results in lost instructional time and distractions. No consideration is made for individual student needs or preferences.</p> <p>There is no evidence that staff roles have been clarified and/or coordinated (general education teachers, educational interpreters, paraprofessionals, volunteers, related service providers).</p> <p>The teacher does not coordinate with the local testing coordinator and/or educational interpreter to ensure testing accommodations are in compliance with state guidelines and the student's IEP (extended time, assistive listening devices, interpreter has a three-day review period).</p>	<p>The teacher, paraprofessional and/or educational interpreter must prompt the student frequently to utilize his/her assistive listening equipment and/or manage the equipment. Instructional time is lost due to problems with equipment (lost, misplaced, not paired with fm system, dead batteries without replacements...). There is inconsistency regarding the application of routines.</p> <p>There are inconsistent methods of gaining students' attention which results in lost instructional time and distractions. Some consideration is made to incorporate the student's individual needs and preferences.</p> <p>The teacher has met with the general education teacher and support staff (educational interpreters, paraprofessionals, volunteers, related service providers) at least once at the beginning of the school year to discuss roles and responsibilities, however, the roles are inconsistently followed.</p> <p>The teacher sometimes coordinates with the local testing coordinator and/or educational interpreter to ensure testing accommodations are in compliance with state guidelines and the student's IEP (extended time, assistive listening devices, interpreter has a three-day review period).</p>	<p>Effective classroom and/or itinerant session routines encourage students' independence with management of their assistive listening equipment (fm system, hearing aids, microphones, sound field systems...) with minimal loss of instructional time. Routines are clearly developed and followed.</p> <p>A clear visual and/or auditory signal has been established to gain students' attention for instruction, transitions, announcements, and/or emergencies. (flashing room light, timing device on interactive whiteboard, hand raised...)</p> <p>The teacher has met the general education teacher and with support staff (educational interpreters, paraprofessionals, volunteers, related service providers) at least once at the beginning of the school year to discuss roles and responsibilities. Documentation has been provided to all staff and the supervisor. Roles are consistently followed.</p> <p>The teacher coordinates with the local testing coordinator and/or educational interpreter to ensure allowable testing accommodations are in compliance with state guidelines and the student's IEP (extended time, assistive listening devices, interpreter has a three-day review period).</p>	<p>Effective classroom and/or itinerant session routines include the development of students' independence with management of assistive listening equipment (fm system, hearing aids, microphones, sound field systems...), so that instructional time is not lost. Students problem solve before asking for teacher support. Example: Students enter the classroom and engage in learning by operating their own assistive listening equipment. Students who encounter difficulty help each other quietly without interrupting instruction.</p> <p>Students participate in determining the signals used to gain attention. They are able to advocate for this independently in all settings.</p> <p>In addition to Proficient, the teacher, general education teacher, and support staff have regularly scheduled meetings to review and reflect on the roles and responsibilities; they make changes as needed. Students demonstrate an understanding of staff roles and responsibilities (ask teacher questions instead of the interpreter, use of paraprofessional for educational support, not interpreting).</p> <p>The teacher serves as a model to others in the field to ensure that accommodations are in compliance with state guidelines and the student's IEP. The teacher consistently participates in professional development activities related to new and/or updated assessments.</p>
<b>2d Managing Student Behavior General Examples</b>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d Specific Examples</b>	<p>The teacher excuses students' misbehavior due to disability category of deafness or hearing loss and/or language/cultural differences.</p> <p>The teacher has no knowledge of how student behavior may be impacted by language and/or cultural differences (ASL/ English, hearing/Deaf culture). The teacher's responses are punitive and disrespectful of student's language and/or culture.</p>	<p>The students frequently ignore conduct standards (no talking rule in class includes not communicating in sign language) and the teacher inconsistently intervenes.</p> <p>The teacher misses opportunities to intervene and relate student behavior to language and/or cultural differences (ASL/ English, hearing/Deaf culture). Example: The student misunderstood a gesture and was punished for an inappropriate response.</p>	<p>The teacher explains and reinforces conduct standards to include cultural and language differences; the no talking rule in class includes not communicating in sign language.</p> <p>The teacher explains how student behavior may be impacted by language and/or cultural differences (ASL/ English, hearing/Deaf culture), and helps the student to generate appropriate alternative responses.</p>	<p>Students generalize and apply conduct standards; the no talking rule in class includes not communicating in sign language.</p> <p>The student reflects on his/her own behavior, or that of other students to determine whether language and/or cultural differences (ASL/ English, hearing/Deaf culture) impacts responses. Example: The student misunderstood a gesture, or spoken word. He/she identifies a respectful, appropriate alternative response and models for peers.</p>
<b>2e Organizing Physical Space General Examples</b>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e Specific Examples</b>	<p>The teacher stands in front of brightly lit windows, minimizing access to signs and/ or speechreading. The classroom is set up in rows and the teacher moves around the classroom, forcing students to turn in their seats and miss visual cues. Assistive listening devices are available, but not utilized.</p> <p>The teacher does not make appropriate visual and/or auditory classroom adjustments, nor make suggestions beyond the basic Specially Designed Instruction to general education colleagues.</p> <p>There is no documentation of any special considerations for students who are deaf or hard of hearing in emergency situations. The teacher does not demonstrate awareness of appropriate local safety procedures.</p>	<p>The teacher stands in front of students while providing most of the instruction. He/she repeats student comments and questions. Competing noises occur regularly – lights, air conditioner, fans, hallway noise, and/or conversations. No attempt is made to minimize competing noise or visual distractions. Assistive listening equipment is used most of the time.</p> <p>The teacher inconsistently alters the classroom environment and makes limited suggestions regarding general education classroom accommodations (such as flexible seating), reflecting a limited repertoire of visual and auditory adjustments to meet student needs.</p> <p>The teacher follows local emergency procedures and ensures student safety by assigning specific staff to be with the students who are deaf or hard of hearing.</p>	<p>Tables and desks are set up to maximize visual and auditory access to the teacher and peers (for example, desks are in a U- shape). Assistive listening devices are used regularly and students are encouraged to take responsibility for their own listening environment. Accommodations have been made, where possible, to reduce competing noises (doors are closed, tennis balls on chair legs, use of carpets, increased distance between student and competing noise...) and visual distractions (glare, flickering lights, open doorways). The teacher is positioned so that auditory input is directly provided to the student's amplified or implanted side. He/she ensures line-of-sight between teacher, interpreter, and student.</p> <p>The teacher collaborates with the general education teachers to analyze and adjust the classroom environment to maximize acoustic and visual access for the student (only one speaker at a time rule, sharing the FM microphone, reducing extraneous competing noises, appropriate lighting, flexible seating).</p> <p>The teacher proactively provides information and resources to building administrators about alerting systems for students who are deaf or hard of hearing, for contacting parents who are deaf or hard of hearing, and about overall accessibility for emergency procedures. The teacher discusses procedures specifically with students who are deaf or hard of hearing, providing multiple strategies for communication during emergencies.</p>	<p>The students take the initiative to modify the environment for visual and/or auditory access. The teacher meets with administrators to create workspace accommodations which will increase student access. The teacher works to modify the physical workspace according to activity and communication access needs.</p> <p>The teacher, in collaboration with general education teachers, works with administrators to ensure visual and auditory access in multiple school environments (multiple classrooms, gym, auditorium, off site experiences, work sites, technology education classes, vocational-technical schools, music class). Students take the initiative to adjust the environment to meet their visual and auditory needs (move so they can see the interpreter or teacher, request transcripts for uncaptioned media, ask for alternative seating away from HVAC, close the door to limit hallway noise and distractions).</p> <p>The teacher works with local administrators to ensure the implementation of system- wide procedures focused on safety and accessibility to communications for students who are deaf or hard of hearing in emergency situations. Procedures are documented within each student's IEP. Students are aware of the procedures and advocate for their own needs.</p>
<b>3a Communicating with Students General Examples</b>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a Specific Examples</b>	<p>The teacher's sign language contains multiple errors (production, fluency, vocabulary, grammar) which negatively impacts student comprehension of directions and/or content. He/she has difficulty understanding students' sign communication.</p> <p>The itinerant teacher is unable to provide strategies for the general educator to make communication with the student more effective.</p> <p>The teacher does not use opportunities to expand English vocabulary by recognizing one sign can represent multiple English words, and multiple signs can represent one English word. He/she does not pair fingerspelling with new vocabulary.</p> <p>The teacher does not have students attempt pronunciation of new vocabulary.</p> <p>The teacher does not have the communication skills needed to provide effective instruction in the student's mode of communication.</p>	<p>The teacher's sign language is generally conceptually accurate, but contains errors which may create confusion on the part of the student. Multiple repetitions are needed for clarification. He/she usually understands students' sign communication.</p> <p>The itinerant teacher provides limited general strategies for the general educator to make communication with student more effective (use of visual aids, repetition, pointing...).</p> <p>The teacher inconsistently uses opportunities to expand English vocabulary by recognizing one sign can represent multiple English words, and multiple signs can represent one English word. He/she rarely pairs fingerspelling with new vocabulary.</p> <p>The teacher repeats words and/or phrases to help hear/see missing words and sounds while communicating in the student's language preference/mode of communication.</p> <p>The teacher demonstrates adequate sign language skills for BICS (basic interpersonal communication skills), but struggles with CALP (cognitive academic language proficiency). This results in the teacher using a lower level of language than is appropriate for the student; he/she does not seek out resources to improve skills.</p>	<p>The teacher's sign language is conceptually accurate and generally error free. He/she demonstrates the ability to adapt communication to the needs and preferences of individual students. The teacher understands and can appropriately correct students' sign production.</p> <p>The itinerant teacher provides multiple specific strategies for the general educator to make communication with student more effective (use of the interpreter, visual schedules, written directions, use of a note taker, how to check for understanding, using equipment in small groups, rephrasing instead of repetition).</p> <p>The teacher uses opportunities to expand English vocabulary by recognizing and modeling how one sign can represent multiple English words, and multiple signs can represent one English word. He/she frequently pairs fingerspelling with new vocabulary.</p> <p>The teacher uses acoustical highlighting, visual phonics, and/or paraphrasing to help hear/ see missing words and sounds while communicating in the student's language preference/mode of communication.</p> <p>The teacher frequently utilizes several resources to research signs in order to ensure accuracy (online tools, books, computer apps, skilled interpreters and teachers, advanced workshops and courses).</p>	<p>The teacher's sign language is conceptually accurate and error free. He/she understands students' sign production and uses opportunities to enrich and expand students' sign skills. The teacher is a resource for others.</p> <p>The student advocates for learning and communication needs with peers and teachers. He/she suggests new strategies to utilize in unique situations.</p> <p>Students demonstrate awareness of multiple meanings and/or sign representations by asking questions, making comments about vocabulary terms, and/or when editing written language.</p> <p>In addition to Proficient, there is evidence that the student applies strategies learned to acquire new vocabulary. He/she demonstrates strategies learned for pronunciation or attempted pronunciation, e.g. visual phonics.</p> <p>The teacher takes the initiative to continually improve sign skills. He/she invites a peer who is fluent in sign language to observe and provide feedback on vocabulary choices, sign space, sign production, conceptual accuracy, non-manual markers, use of classifiers, etc. The teacher utilizes the feedback to improve sign language skills which impacts his/her ability to communicate effectively with students.</p>
<b>3b Questioning and Discussion Techniques</b> <b>General Examples</b>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b Specific Examples</b>	<p>The teacher's questions are limited to simple structures and factual details. He/she assumes that the reading and vocabulary levels of the student who is deaf or hard of hearing represents his/her cognitive levels. No instruction in the development of questioning is provided.</p> <p>The teacher is unaware when communication breaks down. He/she demonstrates limited strategies to resolve the problem(s).</p>	<p>The teacher provides explicit direct instruction to students who are deaf or hard of hearing in the construction of questions, but limits instruction to factually based questions and simple question forms. He/she inconsistently uses higher order forms of questions during class.</p> <p>The teacher recognizes when a communication breakdown has occurred and intervenes to explain/rephrase concepts in the student's primary language/mode of communication.</p>	<p>In order to increase student participation in class discussions, the teacher provides explicit direct instruction to students who are deaf or hard of hearing in the construction of higher level questions and how to build on another student's response. He/she challenges students with higher level questions regardless of age, language or literacy levels.</p> <p>The teacher instructs and prompts the student regarding strategies for communication repair (act out, point, sign/spell, add clarification, repetition, emphasize and/or repeat key words, alternate words, add background context, draw/write, rephrase...). The student attempts to repair communication independently.</p>	<p>All students contribute to discussions by posing higher order thinking questions which could have multiple correct answers, no correct answer, or ideas that stretch classmates' understanding of concepts; they are of a creative or philosophical nature. As a result of explicit instruction, the teacher's contributions move student discussions to higher levels.</p> <p>The student monitors his/her own communication, and problem solves when there is a breakdown. The student seeks out the teacher as a resource when assistance is needed.</p>
<b>3c Engaging Students in Learning General Examples</b>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another</p>



	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c Specific Examples</b>	<p>The itinerant teacher has no planned instruction to engage the student and instead depends upon whatever he/she brings to the session. The itinerant teacher chats informally with student during the entire itinerant session.</p> <p>The teacher does not group students to address specific learning and social needs. Students who are deaf or hard of hearing are grouped without deliberation.</p>	<p>The itinerant teacher has a lesson planned according to the student's IEP goals, but runs out of time to complete activities, ignores planned instruction to review desired content (not identified on the IEP), and/or finishes early without a plan.</p> <p>The teacher groups students based on one of the following criteria: communication mode, hearing access, language, or literacy level. An example is where several students who are deaf or hard of hearing are included in a content subject, and are consistently grouped together - rather than participate with general education students.</p>	<p>When age appropriate, the student and itinerant teacher collaborate to prioritize instruction and activities based upon IEP goals. The content, rigor, and pacing of the lesson maximizes student engagement. The teacher consistently and deliberately groups students to maximize learning and social interactions. He/she collaborates with general educators to implement appropriate grouping with students who are deaf or hard of hearing. An example is when the teacher of students who are deaf or hard of hearing collaborates with the educational interpreter and general educator to determine ways to facilitate group discussions, such as one talk rule and wait time.</p>	<p>In addition to maximized engagement during sessions, the student takes the initiative to prepare for and contribute to content and activities for upcoming sessions. The student consistently reflects upon lesson content and makes connections to real-world applications (deaf or hard of hearing supports at the college level, employment supports, participation in Deaf community events).</p> <p>Students take the initiative to suggest grouping configurations and modifications that address their access and specially designed instructional needs (use of the interpreter, note taker, face-to-face in round table settings to enhance speechreading). The teacher uses technology, such as Skype, to link students who are deaf or hard of hearing and learning similar content, so that they may share information with each other.</p>
<b>3d Using Assessment in Instruction General Examples</b>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students</p>
<b>3d Specific Examples</b>	<p>The teacher is unaware of the language differences between ASL and written English and is unable to assess and/or provide direct instruction to remediate errors.</p> <p>The teacher has not assessed the student and demonstrates no knowledge of postsecondary options specific to students who are deaf or hard of hearing (Explore Your Future at NTID, Hiram G. Andrews Center, Gallaudet University)</p>	<p>The teacher identifies student errors, but does not provide direct instruction on how to translate ASL concepts/features into written English.</p> <p>The teacher does not use formative assessments. He/she assesses the student with summative assessments only prior to the IEP meeting and has provided information to the team to complete transition goals and activities in the IEP. The teacher has limited knowledge of postsecondary options specific to students who are deaf or hard of hearing (Explore Your Future at NTID, Hiram G. Andrews Center, Gallaudet University)</p>	<p>Based on the ongoing assessments of student work, the teacher provides direct instruction on how to translate ASL concepts/features into written English.</p> <p>The teacher of students who are deaf or hard of hearing regularly assesses student progress including formative, diagnostic, benchmark, and summative assessments, and provides information to students to help them identify postsecondary options that will support their learning needs (Explore Your Future at NTID, Hiram G. Andrews Center, Gallaudet University, how to access support services at public colleges, employment supports, competitive employment, independent living).</p>	<p>When assessing their own work, students generate specific questions about the content, offer feedback to other students, or edit their work in relation to translating ASL concepts/features into written English.</p> <p>Students who are deaf or hard of hearing assess their own progress to understand themselves as learners and to identify postsecondary options that will support their learning needs (Explore Your Future at NTID, Hiram G. Andrews Center, Gallaudet University, how to access support services at public colleges, employment supports, competitive employment, independent living).</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>3e Demonstrating Flexibility and Responsiveness</b> <b>General Examples</b>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
<b>3e Specific Examples</b>	<p>The teacher does not utilize technology (amplification, images, ASL videos, videos with captioning, text, highlighting, web-based tools) to support students' learning needs and interests, despite evidence of a lack of student understanding or interests.</p> <p>The teacher follows lesson plans regardless of student responses/achievement (does not adjust language or literacy levels to meet student needs), misses teachable moments, and makes limited connections to prior learning. He/she does not routinely reflect on how his/her teaching correlates with meeting IEP goals of the student. The teacher engages in social conversation at the expense of meaningful instructional time.</p> <p>The teacher makes little distinction between the language and literacy needs of students who are deaf or hard of hearing from those students in general education. He/she only employs strategies and materials used with students in general education.</p>	<p>The teacher has a limited knowledge of technology (amplification, images, ASL videos, videos with captioning, text, highlighting, web-based tools) to support students' learning needs and interests. He/she persists with one or two strategies, despite the student's lack of understanding.</p> <p>The teacher inconsistently capitalizes on teachable moments that build incidental learning and filling gaps in the background knowledge of students (by expanding vocabulary, connecting with prior understandings, and reinforcing toward full comprehension). At times, the teacher does not use instructional time wisely and is off task. The teacher's lessons sometimes correlate to the student's IEP goals.</p> <p>The teacher recognizes that students who are deaf or hard of hearing may need additional strategies to address their language and literacy needs, but inconsistently demonstrates strategies such as helping student retain and expand vocabulary.</p>	<p>The teacher utilizes technology (amplification, images, ASL videos, videos with captioning, text, highlighting, Skype, web based tools) and school-based resources (guidance counselor, special education staff, general education staff) to support students' learning needs and interests. He/she proceeds only when there is evidence of comprehension by the student.</p> <p>The teacher consistently discerns and capitalizes on teachable moments to make a substantive contribution to the student's learning and expansion of a concept. He/she consistently provides students with information to make personal and prior experience connections to concepts and content ("remember when ...", referring back to classroom posters, using visual supports/pictures...) The teacher's lesson consistently focuses on the student's IEP goals.</p> <p>The teacher has a strong grasp of the spoken, written, and/or signed vocabulary needs of their students who are deaf or hard of hearing, and actively collaborates with general education teachers to select vocabulary and concepts to preteach/reteach during hearing sessions.</p>	<p>The teacher creates innovative instructional strategies including a wide range of technology (amplification, images, ASL videos, videos with captioning, text, highlighting, web based tools, Skype) and community resources (Deaf or hard of hearing role models, Office of Vocational Rehabilitation, Office of the Deaf and Hard of Hearing) to individualize instruction and support students. The teacher persists when there is strong evidence of student understanding.</p> <p>The teacher demonstrates flexibility and effective instruction by seizing the opportunity to build language, vocabulary, concepts and/or background knowledge based on the student's questions, ideas or interests. He/she uses language expansion, acting out, visual supports (images, videos, concept mapping, pairing ASL with text/images, visual phonics...). The student is knowledgeable about his/her IEP goals and how each lesson is focused upon these goals.</p> <p>Students who are deaf or hard of hearing become assertive consumers of their deaf or hard of hearing support and related services. The students identify vocabulary/concepts and seek out services for additional support/focus: tutoring, interpreting, speech.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a Reflecting on Teaching General Examples</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>4a Specific Examples</b>	<p>The teacher rarely reflects on the instruction or the lesson's effectiveness in matching the student's needs (communication, SDI, use of the interpreter, self-advocacy) and/or does not accept responsibility for adjustments (instead claims of lack of student language, blames the educational interpreter and home environment, student's cognitive ability).</p> <p>The teacher does not recognize the need for improved expressive and receptive sign language skills within lessons (conceptually correct signs, accuracy of signs, sign production, use of space, classifiers, eye gaze, non-manual markers...).</p> <p>The teacher does not independently seek opportunities to reflect on lessons and/or does not appear receptive to constructive feedback on how to adjust instruction to address specially designed instruction for students (e.g. when given form to complete to reflect on language expansion during lesson, teacher does not complete the form).</p>	<p>The teacher sometimes reflects how instruction matches the needs of the student (especially with respect to communication, language access, self-advocacy, and literacy development).</p> <p>The teacher is open to feedback from the supervisor about effective use of signed expressive and receptive language, and sometimes incorporates information to improve communication within instruction (conceptually correct signs, accuracy of signs, sign production, use of space, classifiers, eye gaze, non-manual markers...).</p> <p>When directed, the teacher participates in opportunities to reflect on lessons, but seldom independently seeks feedback on how to align instruction to better meet the needs of students (e.g. completes a self-reflection form without altering current language instruction practices).</p>	<p>The teacher consistently reflects and is able to cite examples on how the instruction promotes student independence in learning, self-advocacy, and transition to adult life - specific to the needs of a person who is deaf or hard of hearing (communication access, amplification management, literacy development).</p> <p>The teacher seeks feedback from colleagues or his/her supervisor about effective use of signed expressive and receptive language, and uses the information to improve communication within instruction (conceptually correct signs, accuracy of signs, sign production, use of space, classifiers, eye gaze, non-manual markers...).</p> <p>The teacher often uses resources (colleagues, technology such as Skype) to engage in peer observations and receive feedback with other teachers of students who are deaf and hard of hearing regarding instructional practices (e.g. language expansion strategies, scaffolding strategies for visual learners...).</p>	<p>The teacher has exemplary skills in reflecting on lesson effectiveness and provides leadership to colleagues who also serve students who are deaf or hard of hearing. He/she serves as a resource to general education staff and special education colleagues by coaching, mentoring and consulting.</p> <p>The teacher records him/herself (webcam, video, audio) and analyzes recordings for effective use of signed expressive and receptive language. He/she identifies information to improve communication within instruction (conceptually correct signs, accuracy of signs, sign production, use of space, classifiers, eye gaze, non-manual markers...).</p> <p>The teacher is a leader in how to use reflective practices (blog, journal, professional learning community, peer observations) that target the needs of students who are deaf or hard of hearing, and provides guidance, modeling and coaching/consultation to colleagues, both general and special education staff (e.g. listening and spoken language skills, incorporating auditory skills into content lessons, scaffolding strategies for visual learners...).</p>
<b>4b Maintaining Accurate Records General Examples</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4b Specific Examples</b>	<p>The teacher does not maintain or provide information specific to students who are deaf or hard of hearing regarding audiological data, assistive technology information, appropriate accommodations, Communication Plan, or specially designed instruction.</p> <p>The teacher does not comply with the IEP Communication Plan for students who are deaf or hard of hearing nor the specially designed instruction needs, such as visual access and language expansion. The specially designed instruction is general and is the same across many students.</p>	<p>The teacher provides minimal information specific to students who are deaf or hard of hearing regarding audiological data, assistive technology information, appropriate accommodations, Communication Plan, or specially designed instruction.</p> <p>The teacher inconsistently complies with the IEP Communication Plan and the specially designed instruction needs, such as visual access and language expansion for students who are deaf or hard of hearing.</p>	<p>The teacher consistently maintains records specific to students who are deaf or hard of hearing regarding audiological data, assistive technology information, appropriate accommodations, Communication Plan, or specially designed instruction.</p> <p>The teacher maintains records of each student's development and the specially designed instruction needs, such as visual access and language expansion, and links directly to progress on IEP Communication Plan for students who are deaf or hard of hearing.</p>	<p>The teacher maintains numerous artifacts that exemplify how to promote student self-advocacy with student involvement in the development of their own Communication Plan, in students charting progress on their IEP goals, and in students maintaining their own records.</p> <p>The teachers' records exemplify a model system of documentation for colleagues with each student's IEP and Communication Plan for students who are deaf or hard of hearing and willingly shares the model within the school, program, district, or IU.</p>
<b>4c Communicating with Families General Examples</b>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d Specific Examples</b>	<p>The teacher has made no attempts to have parents attend IEP meetings and writes the IEP and Communication Plan with little parent participation in the development of their child's deaf or hard of hearing program.</p> <p>The teacher explicitly or implicitly states his/her biases to parents regarding educational programming for their child who is deaf or hard of hearing in areas such as communication, educational placement, culture, technology, or medical procedures (getting a cochlear implant, using sign language, participating in Deaf community events, attending residential school or local school, using assistive listening devices...).</p>	<p>The teacher makes minimal attempts to have parents attend IEP meetings and often writes the IEP and Communication Plan with little participation in the development of their child's deaf or hard of hearing program.</p> <p>The teacher reluctantly engages parents in difficult dialogues regarding differing perspectives in areas such as communication, educational placement, culture technology, or medical procedures for their child who is deaf or hard of hearing. The teacher's personal biases are sometimes evident (getting a cochlear implant, using sign language, participating in Deaf community events, attending residential school or local school, using assistive listening devices...).</p>	<p>The teacher works to encourage parents' attendance at IEP meetings and to ensure that they are active participants in the development of their child's deaf or hard of hearing program and Communication Plan. The teacher utilizes and documents a variety of strategies (phone calls, texts, emails, videophone, letters, website postings, sharing videos, sharing portfolios) for engaging parents.</p> <p>The teacher sometimes engages parents in difficult dialogues regarding differing perspectives in areas such as communication, educational placement, culture, technology, or medical procedures for their child who is deaf or hard of hearing. The teacher provides resources for the parents around these topics and maintains neutrality (getting a cochlear implant, using sign language, participating in Deaf community events, attending residential school or local school, using assistive listening devices...).</p>	<p>The teacher is proactive in seeking ongoing collaboration and involvement that ensures parental engagement in their child's deaf or hard of hearing program (daily/weekly communication books, classroom webpage, email communication, sends home DVDs with signed vocabulary from the classroom...) to ensure implementation of the IEP and communication plan throughout the year.</p> <p>The teacher consistently engages parents in difficult dialogues regarding differing perspectives in areas such as communication, educational placement, culture, technology, or medical procedures for their child who is deaf or hard of hearing. The teacher provides resources for the parents around these topics and ensures that the materials are current and easily accessible to parents. All options are presented thoroughly in a neutral fashion (getting a cochlear implant, using sign language, participating in Deaf community events, attending residential school or local school, using assistive listening devices...).</p>
<b>4d Participating in Professional Community General Examples</b>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d Specific Examples</b>	<p>When requested, the teacher is unable to provide information to school and district- based colleagues on instructional and assessment strategies that are appropriate for students who are deaf or hard of hearing (visual supports, Visual Phonics, graphic organizers, extended time for language- based assessments, interpreted assessments).</p> <p>The teacher interacts negatively with colleagues which impacts how students with hearing loss are perceived. As a result, general education teachers are reluctant to work with students who are deaf or hard of hearing. The teacher provides inaccurate information to the educational team which results in inappropriate supports and/or services.</p>	<p>When requested, the teacher will provide information to colleagues about deafness or hearing loss, but does not address instructional or assessment strategies (visual supports, Visual Phonics, graphic organizers, extended time for language-based assessments, interpreted assessments).</p> <p>The teacher interacts with colleagues when required but there is no evidence to show initiative. He/ she is a passive participant in team meetings and professional activities. The teacher does not articulate the needs of, nor advocate for understanding, students who are deaf or hard of hearing within the broader school community (e.g. assists the team in differentiating between supports such as RTII, Learning Support, Speech/Language Support, ELL services and Deaf and Hard of Hearing Support).</p>	<p>The teacher seeks opportunities and/or works with school and district-based colleagues on instructional and assessment strategies that are appropriate for students who are deaf or hard of hearing (visual supports, Visual Phonics, graphic organizers, extended time for language based assessments, interpreted assessments).</p> <p>The teacher establishes a positive rapport with his/her colleagues and is a resource to the educational team in order to promote the success of students with hearing loss (assists the team in differentiating between supports such as RTII, Learning Support, Speech/Language Support, ELL services and Deaf and Hard of Hearing Support). The teacher provides supplemental materials for general education teachers with information and/or materials related to hearing loss (research articles, websites, children's books, journals).</p>	<p>The teacher is involved in professional development and is a member of national, state, and local organizations which support students who are deaf or hard of hearing (A.G. Bell, American Society for Children who are Deaf, ASDC, PaTTAN pilot projects, Hands and Voices). He/she takes an active role and is a leader in the field of deaf education.</p> <p>The teacher is a master teacher who is sought out as a resource to the educational team (local, district and/or state level) in order to promote the success of students with hearing loss (assists the team in differentiating between supports such as RTII, Learning Support, Speech/Language Support, ELL services and Deaf and Hard of Hearing Support). The teacher presents to others regarding the learning needs of students who are deaf or hard of hearing.</p>
<b>4e Growing and Developing Professionally General Examples</b>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e Specific Examples</b>	<p>The teacher does not engage in professional development activities; knowledge and skill sets remain static and do not reflect current best practices in the field of education of students who are deaf or hard of hearing. Examples of current best practices: Visual Phonics, supporting parents in signing read-alouds, listening and spoken language strategies, educational technology accessible to students who are deaf or hard of hearing, social and emotional development of students who are deaf or hard of hearing, literacy practices that bridge two or more languages, using assistive listening devices with classroom technology such as the smartboard or computers.</p> <p>There is no evidence of the teacher's awareness of organizations and statewide projects related to the field of education of students who are deaf or hard of hearing (e.g. A.G. Bell, PaTTAN pilot projects, Hands and Voices, ASDC).</p> <p>NOTE: Topics of professional development might include: cochlear implants, assistive listening devices, Visual Phonics, literacy skills for students who are deaf or hard of hearing, sign language, deafness and autism, CHARGE syndrome, Deaf-Blindness, Cued Speech, listening and spoken language.</p>	<p>The teacher attends professional development activities when required or selects activities that do not necessarily relate to the field of education of students who are deaf or hard of hearing. There is limited evidence of the application of information to instruction.</p> <p>Examples of current best practices: Visual Phonics, supporting parents in signing read-alouds, listening and spoken language strategies, educational technology accessible to students who are deaf or hard of hearing, social and emotional development of students who are deaf or hard of hearing, literacy practices that bridge two or more languages, using assistive listening devices with classroom technology such as the smartboard or computers.</p> <p>The teacher demonstrates an awareness of organizations and statewide projects related to the field of education of students who are deaf or hard of hearing but does not participate (e.g. A.G. Bell, PaTTAN pilot projects, Hands and Voices, ASDC).</p> <p>NOTE: Topics of professional development might include: cochlear implants, assistive listening devices, Visual Phonics, literacy skills for students who are deaf or hard of hearing, sign language, deafness and autism, CHARGE syndrome, Deaf-Blindness, Cued Speech, listening and spoken language.</p>	<p>Based on his/her reflection of instructional practice, the specific needs of students who are deaf or hard of hearing, and data collection, the teacher seeks out professional development (sign language classes, workshops, PA Low Incidence Institute, national conferences, online courses). The teacher has incorporated learning into lesson plans, instruction and/or professional activities. (e.g., as a result of progress monitoring and data collection, the teacher attends workshops related to literacy for students who are deaf and hard of hearing and implements strategies into daily instruction).</p> <p>Examples of current best practices: Visual Phonics, supporting parents in signing read-alouds, listening and spoken language strategies, educational technology accessible to students who are deaf or hard of hearing, social and emotional development of students who are deaf or hard of hearing, literacy practices that bridge two or more languages, using assistive listening devices with classroom technology such as the smartboard or computers.</p> <p>The teacher actively participates in organizations and statewide projects related to the field of education of students who are deaf or hard of hearing and shares information with colleagues (e.g. A.G. Bell, PaTTAN pilot projects, Hands and Voices, ASDC).</p> <p>NOTE: Topics of professional development might include: cochlear implants, assistive listening devices, Visual Phonics, literacy skills for students who are deaf or hard of hearing, sign language, deafness and autism, CHARGE syndrome, Deaf-Blindness, Cued Speech, listening and spoken language.</p>	<p>The teacher leads and/or presents in professional development activities (sign language classes, workshops, PA Low Incidence Institute, national conferences, online courses). The teacher initiates sharing of information germane to education of students who are deaf or hard of hearing with colleagues. He/she maintains a professional portfolio related to current topics and best practices in the field of education of students who are deaf or hard of hearing.</p> <p>Examples of current best practices: Visual Phonics, supporting parents in signing read-alouds, listening and spoken language strategies, educational technology accessible to students who are deaf or hard of hearing, social and emotional development of students who are deaf or hard of hearing, literacy practices that bridge two or more languages, using assistive listening devices with classroom technology such as the smartboard or computers.</p> <p>The teacher takes a leadership role in organizations and statewide projects related to the field of education of students who are deaf or hard of hearing, shares information with colleagues, and may develop a professional learning community (e.g. A.G. Bell, PaTTAN pilot projects, Hands and Voices, ASDC).</p> <p>NOTE: Topics of professional development might include: cochlear implants, assistive listening devices, Visual Phonics, literacy skills for students who are deaf or hard of hearing, sign language, deafness and autism, CHARGE syndrome, Deaf-Blindness, Cued Speech, listening and spoken language.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f Showing Professionalism General Examples</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<b>4f Specific Examples</b>	<p>The itinerant teacher does not provide regular sessions, does not make up missed sessions, is consistently late, or leaves early due to scheduling conflicts. This behavior directly impacts the support for consistent functioning of assistive listening devices, and the students' achievement.</p> <p>The teacher determines service time, service delivery model, and/or inclusion opportunities for students based on his/her own scheduling preferences and not on student needs and abilities.</p>	<p>The itinerant teacher is inconsistent with the service delivery and fails to contact school personnel with schedule changes or absences. The teacher occasionally arrives late or leaves early due to scheduling conflicts. This behavior directly impacts the support for consistent functioning of assistive listening devices, and the students' achievement.</p> <p>The teacher inconsistently determines service time, service delivery model, and/or inclusion opportunities for students based on student needs and abilities.</p>	<p>The itinerant teacher provides regularly scheduled sessions, makes up missed sessions and arrives on time for sessions. The teacher contacts school personnel in advance with schedule changes or absences. The itinerant teacher contacts parents and/or students with schedule changes or absences. The consistent provision of services allows for appropriate functioning of assistive listening devices, and the students' achievement.</p> <p>The teacher actively solicits information from all stakeholders and works with the IEP team to make appropriate decisions regarding service time, service delivery model and/or inclusion opportunities for students.</p>	<p>The itinerant teacher demonstrates a high level of motivation to maximize instructional time for every student. The teacher is proactive in staying abreast of scheduling, anticipates upcoming absences or potential missed sessions, and works around schedule conflicts, often adding in additional supports as needed. The teacher excels at collaboration with other professionals to ensure maximum time with students resulting in increased student achievement.</p> <p>The teacher consistently works with general education staff and the IEP team to advocate for a student's needs, even in the face of opposition/obstacles. He/she uses research-based information to support student-centered decisions for type and frequency of services and placement decisions.</p>