

Possible Guiding Questions: Conversations Between Principals and Teachers

ROLE: Deaf Hard of Hearing

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy

Possible Guiding Questions:

- With regards to self-advocacy, what do you expect each student to know about their hearing loss, how do you integrate this information across the curriculum and how is this reflected in your lesson plans? (*type and degree of hearing loss, developmental levels, parts of audiogram, accommodations such as flexible seating, student participation in IEP development*)
- What resources have you used to determine self-advocacy goals for your students? (*Minnesota Compensatory Skills Checklist, Iowa Expanded Core Curriculum, Knowledge is Power, PNP2, Karen Anderson, iTransition*)
- Describe your process for selecting vocabulary and providing vocabulary instruction to meet the linguistic and communicative needs of your individual students. (*morphological features, semantic mapping, idiomatic language, figurative language, Tiered vocabulary, student levels for written, spoken, signed languages, Fairview system, Visual Phonics*)
- How do your lessons reflect your preparation for signing accuracy and instructional delivery of high level content vocabulary? (*ASL Pro, Signing Savvy, ASL-STEM Forum*)

1b: Demonstrating knowledge of students

Possible Guiding Questions:

- Tell me about your student's hearing loss and the impact on access to instruction and communication. (Teacher describes the type and degree of hearing loss and its impact on language development, social communication, pragmatics, learning style, communication mode...)
- What types of assistive listening devices do your students use and how do your plans reflect a systematic way to ensure the proper functioning of equipment? How do your plans reflect how you promote student independence with equipment? (Description of hearing aids, fm systems, sound field systems and a system for checking equipment. Instruction to support independence should begin in preschool and follow developmental levels and individual student abilities)

Domain 1: Planning and Preparation

Ic: Setting instructional outcomes

Possible Guiding Questions:

- What are the most important considerations when planning for your students who are deaf or hard of hearing? (instructional plans reflect IEP goals, scaffolded to meet the linguistic and communicative needs and are linked to the Common Core)

Id: Demonstrating knowledge of resources

Possible Guiding Questions:

- What resources do you visit most often when you plan instruction? (Resource, assessments, and methodologies should be specific to students who are deaf and hard of hearing-miscue-analysis, Visual Fluency Envelope, dialogic inquiry, ASLpro, signingsavvy, Success for Students with Haring Loss, Cochlear Americas)

Ie: Designing coherent instruction

Possible Guiding Questions:

- How do your plans reflect your collaboration with other professionals in planning coherent instruction? (It should be evident that planning is ongoing, in advance of the sessions, collaboration should include general educator, ASL specialist, speech therapist, paraprofessionals, related service providers)

If: Designing student assessment

Possible Guiding Questions:

- Before you design your instruction, how do you determine what you want the students to know and how will you assess it? (identify specific vocabulary/concepts, identify a variety of formative assessments – language samples, learning log, checklists)

Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport

Possible Guiding Questions:

- In light of varying communication modes among your students and/or staff, how do you model respectful behavior? (e.g. signing in the presence of signing individuals, voicing in the presence of non-signers, facing the person attempting to lipread, using amplification appropriately)

2b: Establishing a culture for learning

Possible Guiding Questions:

- How do you promote student ownership of the learning process and communication access? (direct instruction in communication repair, modeling communication access, collaboration with general education staff, use groupings to promote peer to peer learning)

2c: Managing classroom procedures

Possible Guiding Questions:

- What routines have you established for your classroom or in the general education classroom that are unique for your students that are deaf or hard of hearing that maximize learning time (will vary depending upon the setting: collaboration between general educator and student on how to handle assistive listening device malfunctions, visual/auditory signal to gain attention, dimming the lights)

2d: Managing student behavior

Possible Guiding Questions:

- How are you proactive in preventing negative behaviors that might arise due to cultural or language differences? (promoting awareness of hearing loss, culture, language throughout school, collaboration with all staff which includes instructional, support, secretarial, custodial, cafeteria, transportation)

2e: Organizing physical space

Possible Guiding Questions:

- How do you organize your physical space or encourage general educators to organize physical space to maximize visual and auditory access to instruction and peers? (U-shaped seating configuration, close open doors, reduce glare, placement of interpreter)

Domain 3: Instruction

3a: Communicating with students

Possible Guiding Questions:

- How do you ensure effective communication of all students in one group when you have a variety of language levels and communication modes and abilities? (modeling communication access, check for understanding, repetition and clarification, visual supports)
- How do you ensure communication access for students who are deaf or hard of hearing in the general education setting (provision of interpreter, assistive listening devices, teacher cites communication plan, teacher cites specially designed instruction, direction instruction of self-advocacy skills)

3b: Using questioning and discussion techniques

Possible Guiding Questions:

- What techniques or strategies do you employ to make higher order questions accessible for your deaf or hard of students? (language expansion, visual supports, graphic organizers, adding background and context, making connections to prior knowledge)

3c: Engaging students in learning

Possible Guiding Questions:

- Explain your process for deciding how to group students for learning activities? (Answers should go beyond communication mode, adult support available and should be substantive to student learning such as learning style, learning strengths, objective of the grouping)

3d: Using assessment in instruction

Possible Guiding Questions:

- Provide me with some examples of corrective or formative feedback you use with your students who are deaf or hard of hearing in a lesson. (specific language skill, not feeding the answer, reflective questions, refer to prior knowledge or learning, levels of prompts specific to student's objectives, strategies that promote independence, strategies that explain the difference between ASL and English, feedback on similar sounding phonemes)

Domain 3: Instruction

3e: Demonstrating flexibility and responsiveness

Possible Guiding Questions:

- How do you capitalize on teachable moments for language learning with your students who are deaf or hard of hearing? (vocabulary expansions or miscues, relate to real life experiences, idiomatic language, social nuances)

Domain 4: Professional Responsibilities

4a: Reflecting on teacher and student learning

Possible Guiding Questions:

- What professional development related to learners who are deaf or hard of hearing contributed to the strategies you used? (Visual Phonics, incorporating auditory skills into lessons, listening and spoken language, other topics specific to education of students who are deaf or hard of hearing)

4b: System for managing students' data

Possible Guiding Questions:

- What resources did you use to collect information to include in the student's IEP and Communication Plan? (student interviews, progress monitoring, parent interviews, general educators, interpreters)

4c: Teacher communication with families about the instructional program

Possible Guiding Questions:

- What obstacles do you face and how do you overcome them in seeking the parent's involvement in developing the communication plan and overall educational program? (daily/weekly communication books, email communication, send home DVDs from classroom, text parents who are deaf or hard of hearing)

4d: Participating in a professional community

Possible Guiding Questions:

- As a teacher of a low incidence disability, how do you build your own professional learning community? (Low Incidence Institute, PaTTAN workshops and meetings, IU meetings)
- In your position, how do you ensure that you are a part of the educational team that supports deaf and hard of hearing students? (participation in local school community and initiatives, active participation in faculty meetings, co-teaching, collaboration with general education staff)

Domain 4: Professional Responsibilities

4e: Growing and developing professionally

Possible Guiding Questions:

- With what professional organizations or state wide projects for the education of students who are deaf or hard of hearing are you involved? (AG Bell, CAID, Hands and Voices, PaTTAN pilot projects, NAD, RID, Cochlear Americas)
- What district or school-based initiatives or projects have you participated in this school term.

4f: Showing professionalism

Possible Guiding Questions:

- As an itinerant teacher your job is highly independent. How do you demonstrate professionalism on a daily basis? (Punctuality, completing all paperwork in a timely fashion, contacting school/parents/students with schedule changes or conflicts, maintains student confidentiality, utilizing school resources including time and materials, responsible decision making around placement decisions and delivery of services)
- As the expert in this low incidence disability, how do you advocate for your students' needs as a deaf or hard of hearing learner? (Data from assessments to show strengths and needs, review all options, include all stakeholders in the decision making process, prepare for meetings, maintain positive relations with districts, staff and families)