

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
DEPARTMENT OF SPECIAL EDUCATION  
ADVANCED CLINICAL PRACTICUM IN SPECIAL EDUCATION  
DEAF EDUCATION SPECIALIZATION

SPED 506DH A-D  
SPED 580DHH

**CONCEPTUAL FRAMEWORK**  
MICHAEL D. EISNER COLLEGE OF EDUCATION

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

PREREQUISITES

All coursework for the Preliminary credential in Deaf Education must be completed before enrolling in student teaching. (One course may be taken concurrently with SPED 580DHH.)

COURSE DESCRIPTION

This course is the final special education field experience for students in the Education Specialist /DHH Preliminary Credential Program. Teacher candidates complete this experience on the job, or with a supervising teacher who serves students who are DHH from culturally and linguistically diverse backgrounds. Student teaching consists of one complete semester (full day assignment) in which the teacher candidate gradually assumes full responsibility for the instructional program (if he or she is not on the job.) The candidate is provided supervision and guidance by the supervising teacher or on-site support provider, as well as a university supervisor.

SPED 580DHH  
SPED 506DHA-D

## COURSE OBJECTIVES

This course is a required practicum experience in the course sequence of the Preliminary Credential in Deaf Education. *It requires students to integrate and refine the skills and knowledge acquired in previous coursework.* Although the majority of objectives will have been acquired to some degree in previous courses, they may have been achieved (a) in isolation from others and (b) at minimal levels of competence. This course emphasizes the integration and application of skills to a high level of competence. In some instances, an additional experience may be necessary in order to attain the high level of proficiency and integration of competencies necessary for successful performance in the field.

After completing this course, students will demonstrate competencies in:

1. Using and interpreting available assessment information and appropriate assessment techniques for DHH students from culturally and linguistically diverse backgrounds;
2. Designing and implementing individualized intervention programs based on observations and assessments and documentation of student progress;
3. Creating and implementing appropriate instructional activities in a variety curricular areas including ELA that support students' access to and attainment of general education curriculum;
4. Demonstrating skill in implementing instructional strategies that capitalize on the strengths and minimize limitations of DHH students from culturally and linguistically diverse backgrounds;
5. Using naturally occurring opportunities for teaching in various educational and community contexts,
6. Identifying families' needs, strengths, and resources, and assisting the families to effectively promote the success of DHH students from culturally and linguistically diverse backgrounds;
7. Analyzing and reflecting on self-performance through a videotaped lesson and feedback from university supervisors, and synthesizing this information to improve subsequent performance;
8. Communicating to parents the Individualized Education Program (IEP) process, confidentiality requirements, due process procedures, and parental responsibilities as advocates for their children;
9. Demonstrating an ability to work effectively within a multidisciplinary team including parents from culturally and linguistically diverse backgrounds, general educators, paraprofessionals, and other special educators;
10. Using a wide variety of materials including computers and other technologies;
11. Planning and implementing positive behavior support systems that help students perform successfully within expected classroom norms;

12. Modifying work to meet the needs of individual students from culturally and linguistically diverse backgrounds;
13. Utilizing universal precautions when appropriate and report symptoms associated with common and communicable diseases to the appropriate school personnel (e.g., school nurse, administration);
14. Having knowledge of and understand the physiological and sociological effects of alcohol, narcotics, drugs, and tobacco.

## **DEAF EDUCATION TEACHER PERFORMANCE EXPECTATIONS**

After completing this course, students will demonstrate the competencies noted on the DHH Fieldwork Evaluation form. A grade of “B” or better is required to successfully complete this course.

### **COURSE TEXTS**

[California Standards for the Teaching Profession](#)

[California Common Core State Standards](#) (CCSS)

[California English Language Development Standards](#)

### **IMPORTANT NOTES FROM YOUR INSTRUCTOR**

[CSUN with A HEART](#): If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

**Gender Identity and Personal Pronouns:** Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone’s correct name or title, is a way to show respect. We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. Professors reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

**Attendance:** Students are expected to attend all meetings, complete all readings on time, and participate in online course work.

**Canvas:** Information regarding the course will be posted on Canvas (<http://canvas.csun.edu>). Reflection journals and all assignments (except digital recordings and observations) will be posted on Canvas.

**CSUN Communication:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail several times a week. All communications from your professor will come through that account.

**CSUN Policies:** Students are responsible for following all published CSUN policies and procedures.

Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.

Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.

**Accommodations for Disabilities:** If you have any kind of disability, whether apparent or nonapparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. Students with disabilities should also register with the Disability Resources and Educational Services (DRES) or NCOD in order to receive formal accommodations for academic work. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with the DRES at the following website:

<http://www.csun.edu/dres> or NCOD at <http://www.csun.edu/ncod>.

**Department Writing Standards:** This is a graduate course and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proofread before they are handed in. Please discuss individual concerns with your professor.

Assignments with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded.

**Assignments:** All assignments (unless otherwise noted by the instructor) must be submitted on Canvas.

All assignments are due by the date indicated in the syllabus. LIFE HAPPENS, at any point in the semester, for any assignment, if you need an extension please reach out to your instructor.

**Absences and Tardies:** Regular attendance is the best way to establish yourself as a member of this learning community. Students are expected to attend their fieldwork assignments as expected.

**Incompletes:** University policy requires that to be given an incomplete you must have at least a passing

grade at the end of the semester. This means you must be current with your assignments and have a

compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know

exactly what work you need to do to fulfill your requirement and to fill out an incomplete form (you can download the form here: [http://www.csun.edu/sites/default/files/request\\_incomplete.pdf](http://www.csun.edu/sites/default/files/request_incomplete.pdf))

Part of the Fieldwork Evaluation Form includes rating the candidate's disposition and professionalism. This includes, behavior in the seminar, and school site, appropriate dress at the school site and ability to get along with others. All students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations: [http://www.csun.edu/sites/default/files/standards\\_student\\_conduct.pdf](http://www.csun.edu/sites/default/files/standards_student_conduct.pdf)

## DISPOSITIONS

The following dispositions have been identified by the Department of Special Education as important qualities of effective teachers. These dispositions, often reflected in the beliefs and values of an individual, are discussed throughout your program, and will be assessed by candidates, their instructors, university supervisors and collaborating/on-site teachers during the student teaching experience.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.
- **Commitment to Ethical Practices**: Committed to ethical professional activities that benefit individuals with exceptionalities and their families

## COURSE REQUIREMENTS

**INTERNS:** Most students progress through the University Internship in four semesters.

SPED 506DHA and SPED 506DHB are considered beginning fieldwork experiences.

Candidates

are expected to demonstrate “developing practice” (rating 2) on the Deaf Education Evaluation form.

SPED 506DHC and SPED 506DHD are used as culminating fieldwork experiences.

Candidates are expected to demonstrate “maturing practice” (rating 3) or higher, on the Deaf Education Evaluation form.

**STUDENT TEACHERS:** Master Teachers/ Cooperating Teachers will work daily with the student teacher. Written feedback should be provided a minimum of 3 times during the student teaching semester. Student teachers are responsible for turning in the written observation feedback from their Master Teachers to their University Supervisor.

University Supervisors will complete a minimum of 6 observations during the semester, at least two of them will be in person. Observations will be followed with a summary and feedback of the observation. Candidates are required to submit responses/ reflections to this feedback within one week of the observation.

Candidates are required to submit Lesson Plans to the University Supervisor prior to individual lesson observations.

**Evaluations:** University supervisors will complete a midterm (for student teachers) and final evaluation. **On the final evaluation, students must get an average of “3” (with no scores of “1”) on all competencies in order to pass student teaching.**

Student teachers will receive a midterm and final evaluation conducted by their Master Teacher.

### **Fieldwork Support**

Participate and teach in a deaf education birth-age 21 program. For each scheduled observation, you will plan and implement an asset-based, UDL-focused, lesson that aligns with the common core standards and embeds students’ individual IEP goals. Based on the visit (your preparation, lesson plan, instruction, and analysis) and other documentation that you provide, your University Supervisor will complete an observation feedback form to evaluate and discuss your progress in relation to the program competencies. Please submit a lesson plan to your University Supervisor for feedback prior to your scheduled observations. Make modifications to the lesson plan based on the feedback, submit the completed data collection form(s), and provide a reflection on the lesson activity.

**Weekly Reflections:** ALL candidates must reflect **weekly** with their university supervisor via Canvas.

Respond to the following 3 prompts:

1. Describe your week.
2. Identify one or two of the CSTPs/TPEs that you feel were areas of STRENGTH for you this week. Explain the situation and why you felt good about your efforts in this area.
3. Identify one or two of the CSTPs/TPEs that you feel were areas of STRUGGLE for you this week. Explain the situation and why you felt concern about your efforts in this area.

### **SPED 580DHH and 506DH C and D**

#### **Literacy Performance Assessment**

See separate guidelines for the requirements for the Literacy Performance Assessment (LPA).

DHH STANDARD 7.1 7.1 DHH 7.2 DHH 7.2 DHH 7.3 DHH 7.3 DHH 7.4 DHH 7.4  
DHH 7.5cdefg DHH 7.5cdefg DHH 7.6 DHH 7.6 DHH 7.7 DHH 7.7 DHH 7.8 DHH 7.8  
DHH 7.9 DHH 7.9 DHH 7.10 DHH 7.10 DHH 7.11 DHH 7.11

**Math Lesson Plan, Video & Write-Up**

For this requirement, you will provide math instruction and informal assessment with appropriate support and instructional adaptations for deaf students. Plan and record (with consent) a video (submit 1 to 3 video clips, totaling no more than 15 minutes) with a commentary that showcases your own teaching performance in an asset-based, UDL-focused math lesson. The video clips should demonstrate your instructional competencies and show the students' engagement with the lesson. After the lesson, you will submit a reflection on what you learned and discuss how you will apply what you learned. See specific requirements and rubric for the write-up of the math activity on Canvas.

### DHH Fieldwork Evaluation

Early Fieldwork SPED 403D, Methods courses (SPED 504D, 560, 561, 563, 565, 566, 567D)  
 Student teaching SPED 580DHH  
 Intern SPED 506 DHA-D

<b>Candidate:</b>	<b>Student ID:</b>
<b>CSUN Supervisor:</b>	<b>Support Provider:</b>
<b>Year/ Semester:</b>	<b>Site (School/ District):</b>
<b>Grade level of students:</b>	

UJ	1	2	3	4
unable to judge/ insufficient evidence	practice not consistent with standard	developing practice	maturing practice	practice that exemplifies standard

Average of 2 for SPED 403D and SPED 506A & B  
 Average of 3 for SPED 506 C & D and SPED 580



Early fieldwork	Student teaching/ Univ Intern		UJ	1	2	3	4
Semester & Course	TPE 1: Engaging and Supporting All Students in Learning						
		1.1 Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to <b>foster social and academic discourse and comprehension</b> , using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning. <b>DHH 1.1 DHH 1.1</b>					
		<ul style="list-style-type: none"> <li>Motivates students for learning effectively</li> </ul>					
		<ul style="list-style-type: none"> <li>Provides clear and concise directions/instructions to let students know what is expected</li> </ul>					
		1.2 Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan. <b>DHH 1.2 DHH 1.2</b>					
		<ul style="list-style-type: none"> <li>Demonstrates flexibility with subject matter to address students' cognitive and linguistic abilities</li> </ul>					

		<ul style="list-style-type: none"> <li>Communicates key concepts, skills and themes in an accurate and clear manner</li> </ul>					
		<ul style="list-style-type: none"> <li>Uses American Sign Language Effectively</li> </ul>					
		<ul style="list-style-type: none"> <li>Effectively uses facial expression/mime/gestures to engage and motivate students for learning</li> </ul>					
Observe/ assist with collaboration		<p>1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, &amp; cultural development) and additional special needs.</p> <p>DHH 1.3 DHH 1.3</p>					
		<p>Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i>, and addresses individual IEP goals.</p> <p>DHH 7.13 DHH 7.13 DHH 7.13</p>					
		<p>1.4 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p>					

		<p>1.5 Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communication Devices as appropriate).  DHH 1.5 DHH 1.5 DHH 1.5  DHH 7.12. DHH 7.12 DHH 7.12</p>					
		<ul style="list-style-type: none"> <li>• Ties activities to the IEP goals and curriculum</li> </ul>					
		<ul style="list-style-type: none"> <li>• Monitors student progress toward stated objectives</li> </ul>					
		<ul style="list-style-type: none"> <li>• Designs effective teacher-made assessment tools to evaluate student progress  DHH 7. 10</li> </ul>					
		<ul style="list-style-type: none"> <li>• Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways. DHH 7.14 DHH 7.14 DHH 7.14  DHH 7.4</li> </ul>					
		<p>1.6 Connect subject matter to deaf-related events and experiences to make learning personal, meaningful and culturally relevant to students.  DHH 1.6 DHH 1.6</p>					

		<ul style="list-style-type: none"> <li>Connects students' prior knowledge and experience to new learning</li> </ul>					
		<ul style="list-style-type: none"> <li>Uses creativity in providing multiple and varied opportunities for students to access information</li> </ul>					
		<p>1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.</p> <p>DHH 1.7 DHH 1.7</p>					
		<ul style="list-style-type: none"> <li>Paces lessons appropriately providing sufficient wait time and repetition</li> </ul>					
		<ul style="list-style-type: none"> <li>Effectively teaches students representing a wide range of diverse abilities and needs</li> </ul>					
Observe/ assist in preparation		<p>1.8 Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.</p> <p>DHH 1.8 DHH 1.8</p>					
<b>TPE 2: Creating &amp; Maintaining Effective Environments</b>							
		<p>2.1 Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively</p>					

		and independently. DHH 2.1 DHH 2.1					
		2.2 Design learning environments that maximize opportunities to progress from emerging to formal language to further language competency. DHH 2.2 DHH 2.2					
		7.11 Provide instruction in English language development (ELD) for deaf students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. DHH 7.11					
		2.3 Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and, develop and maintain interpersonal relationships. DHH 2.3 DHH 2.3					
		2.4 Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students. DHH 2.4 DHH 2.4					
		2.5 Select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs. DHH 2.5 DHH 2.5					
		2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual,					

		auditory, and/or tactile) to develop self-advocacy for deaf students and their families. <b>DHH 2.6</b> <b>DHH 2.6</b>					
		2.7 Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. <b>DHH 2.7</b> <b>DHH 2.7</b> <b>DHH 2. 7</b>					
		2.8 Provide ongoing opportunities for safe, meaningful social interactions between language model peers and adults who are deaf, as appropriate to each student's identity. <b>DHH 2.8</b> <b>DHH 2.8</b>					
		2.9 Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student. <b>DHH 2.9</b> <b>DHH 2.9</b>					
<b>TPE 3: Understanding &amp; Organizing Subject Matter</b>							
		3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language to enhance vocabulary knowledge. <b>DHH 3.1</b> <b>DHH 3.1</b>					
		3.2 Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction utilizing strategies appropriate to					

		deaf students. DHH 3.2 DHH 3.2					
		3.3 Demonstrate knowledge of appropriate expressive and receptive language skills strategies and <b>assessments</b> . DHH 3.3 DHH 3.3					
		3.4 Demonstrate knowledge of <b>translanguaging</b> and <b>transliterating techniques</b> (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge. DHH 3.4 DHH 3.4					
		3.5 Demonstrate knowledge of differentiation, and/or modification of instruction to meet the needs of each student. DHH 3.5 DHH 3.5					
		<ul style="list-style-type: none"> <li>Adapts and creates instructional materials to effectively organize and present content</li> </ul>					
		3.6 Construct accessible learning experiences to facilitate meaningful and authentic learning for all students. DHH 3.6 DHH 3.6					
		3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge. DHH 3.7 DHH 3.7					
		3.8 Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity. DHH 3.8 DHH 3.8					
<b>TPE 4: Planning Instruction and Designing Learning Experiences</b>							

		<p>4.1 Demonstrate the ability to design and implement effective learning activities for diverse learners of all ages (birth to 22) using essential elements of instruction that are culturally relevant, and driven by progress monitoring and standards.</p> <p>DHH 4.1 DHH 4.1</p>					
		<p>4.2 Understand and apply knowledge of typical and atypical language development to help inform instructional planning and learning experiences.</p> <p>DHH 4.2 DHH 4.2</p>					
		<p>4.3 Design reasonable language and content objectives across content areas, using a variety of resources &amp; techniques that are accessible to all learners.</p> <p>DHH 4.3 DHH 4.3</p>					
		<p>4.4 Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.</p> <p>DHH 4.4 DHH 4.4</p>					
		<p>4.5 Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues</p> <p>DHH 4.5 DHH 4.5</p>					
		<p>4.6 Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.</p> <p>DHH 4.6 DHH 4.6</p>					
		<ul style="list-style-type: none"> <li>• Uses developmentally appropriate questioning techniques with students</li> </ul>					
		<ul style="list-style-type: none"> <li>• Provides positive and constructive feedback on student performance</li> </ul>					



		4.7 Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, <b>service providers</b> , parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions. DHH 4.7 DHH 4.7					
<b>TPE 5: Assessing Student Learning</b>							
		5.1 Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring. DHH 5.1 DHH 5.1					
		5.2 Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications. DHH 5.2 DHH 5.2					
		5.3 Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress. DHH 5.3 DHH 5.3 DHH 5.3					
		5.4 Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders. DHH 5.4 DHH 5.4 DHH 5.4					
		5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and					

		content goals based on assessments of student growth to determine level of proficiency for each deaf student. DHH 5.5 DHH 5.5 DHH 5.5					
		5.6 Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access, and independence. DHH5.6 DHH 5.6					
<b>TPE 6: Developing as a Professional Educator</b>							
		6.1 Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today. DHH 6.1 DHH 6.1					
		6.2 Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. DHH 6.2 DHH 6.2					
		6.3 Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students. DHH 6.3 DHH 6.3					

		<p>6.4 Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.</p> <p>DHH 6.4 DHH 6.4 DHH 6.4</p>					
		<p>6.5 Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.</p> <p>DHH 6.5 DHH 6.5</p>					
		<p>6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p> <p>DHH 6.6 DHH 6.6</p>					
		<p>6.7 Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.</p> <p>DHH 6.7 DHH 6.7</p>					
		<p>6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.</p> <p>DHH 6.8 DHH 6.8</p>					

Areas of strength	Areas of development

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DHH 4.4 DHH 4.4	16		

DHH 4. 5	DHH 4. 5		16		
DHH 4.6	DHH 4.6		16		
DHH 4.7	DHH 4.7		17		
DHH 5.1	DHH 5.1		17		
DHH 5.2	DHH 5.2		17		
DHH 5.3	DHH 5.3	DHH 5.3	17		
DHH 5.4	DHH 5.4	DHH 5.4	17		
DHH 5.5	DHH 5.5	DHH 5.5	18		
DHH 5.6	DHH 5.6		18		
DHH 6.1	DHH 6.1		18		
DHH 6.2	DHH 6.2		18		
DHH 6.3	DHH 6.3		18		
DHH 6.4	DHH 6.4	DHH 6.4	19		
DHH 6. 5	DHH 6. 5		19		
DHH 6.6	DHH 6.6		19		
DHH 6.7	DHH 6.7		19		
DHH 6.8	DHH 6.8		19		
DHH 7.1	DHH 7.1		6		
DHH 7.2	DHH 7.2		6		
DHH 7.3	DHH 7.3		6		
DHH 7.4	DHH 7.4		6	DHH 7.4	11
DHH 7. 5cdefg	DHH 7. 5cdefg		6		
DHH 7.6	DHH 7.6		6		
DHH 7.7	DHH 7.7		6		
DHH 7.8	DHH 7.8		6		
DHH 7.9	DHH 7.9		6		
DHH 7.10	DHH 7.10		6	DHH 7.10	11
DHH 7.11	DHH 7.11		6	DHH 7.11	13
DHH 7.12	DHH 7.12	DHH 7.12	11		
DHH 7.13	DHH 7.13	DHH 7.13	10		
DHH 7.14	DHH 7.14	DHH 7.14	11		