DHH PROGRAM STUDENT TEACHING EVALUATION

Evaluator: _____

Student: _____

Self-Evaluation: ☐ YES ☐ NO

How to Score – **Emerging**: Inconsistent, needs support | **Developing**: Partial, some accuracy | **Proficient:** Consistent, independent | **Exemplary**: Highly effective, model practice | **Not Observed**: Not yet observed in practice

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TPE Standards 1. Engaging and supporting ALL students in learning

DHH TPE 1.1. Provide and sustain a language-rich environment informed by deaf pedagogy, translanguaging, and evidence-based practice.

Examples / What to Look For:

- Models ASL/English consistently throughout instruction.
- Uses rich visual language supports (labels, charts, ASL posters) and references them.
- Students retell/sign key vocabulary and concepts to build discourse.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 1.2. Communicate proficiently in ASL and/or English to support comprehension and learning as required by the IEP/IFSP/ITP.

Examples / What to Look For:

- Signs/speaks clearly with appropriate grammar, pacing, and facial grammar.
- Adjusts modality (signing, fingerspelling, visuals) to match individual student needs.
- Rephrases/demonstrates and checks for understanding to ensure comprehension.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 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, & cultural development) and additional special needs.

Examples / What to Look For:

- Uses student/family input (home language, routines, cultural values) to shape examples, texts, and tasks.
- Adjusts instruction to match linguistic, cognitive, and socio-emotional development (scaffolds, pacing, supports).
- Collaborates with family/student/team to revise strategies for additional needs (IEP goals, behavior, attention, access).
- Send home notes or newsletters of content the students are learning and how they can support. example: send home new signs.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Plans instruction using student language data and considers atypical language development/disability impacts.
- Explicitly teaches/practices communication skills & social pragmatics (turn-taking, repair, perspective-taking).
- Builds executive functioning and vocabulary/semantic development (visual routines, chunking, semantic mapping).

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 1.6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.

Examples / What to Look For:

- Integrates Deaf events, history, or community experiences as lesson hooks (e.g., Deaf Awareness Week, local Deaf clubs).
- Uses Deaf role models, narratives, and current events to make content culturally relevant.
- Students make personal connections by sharing experiences and applying content to Deaf community contexts.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Uses multimodal teaching (visuals, tactile materials, movement, listening supports) so all learners can access content.
- Differentiates tasks/outputs based on learning styles and language levels (choice boards, tiered activities, flexible grouping).
- Integrates students' funds of knowledge (home language/culture, family experiences, community perspectives) into examples and projects.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Works with students/families to set transition goals and instruction aligned with IFSP/IEP/ITP/504.
- Teaches and practices self-advocacy skills (requesting accommodations, explaining needs, goal setting).
- Connects curriculum to post-school outcomes (career exploration, vocational tasks, community-based instruction, independent living skills).

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

TPE Standards 2. Creating and Maintaining Effective Environments for Student Learning

DHH TPE 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 and independently.

Examples / What to Look For:

- Establishes visual norms/routines; students participate responsibly and demonstrate independence/self-advocacy.
- Creates a safe climate where students take intellectual risks and reflect on learning without fear.
- Structures collaborative and independent work; teaches group roles, turn-taking, and accountability.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 2.2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.

Examples / What to Look For:

- Arranges seating/lighting/visual access to support language learning from emerging to formal language use.
- Uses translanguaging strategies (ASL↔English connections, bilingual supports) matched to student language needs.
- Plans routines that build language development (modeling, guided practice, feedback) across modalities.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Monitors communication access for all students (sightlines, pacing, clarity) and adjusts to ensure equity.
- Models communication strategies for comprehension (checks understanding, repair strategies, rephrasing).
- Facilitates peer interactions that build relationships and ensure all students can participate meaningfully.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 2.5. Select, adapt, create and use culturally-relevant language-rich resources to support deaf students with diverse language and learning needs.

Examples / What to Look For:

- Uses culturally relevant Deaf-centered texts/media/resources and adapts for language levels.
- Creates/adjusts visuals, ASL supports, graphic organizers, and bilingual materials to support learning.
- Ensures resources reflect diverse identities and support varied learning needs and accessibility.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Checks and maintains assistive technology (FM/DM, captions, visual alerts, tactile supports) consistently.
- Teaches students/families how to use supports and request troubleshooting/repairs appropriately.
- Students practice self-advocacy related to technology (request captions, report device issues, choose supports).

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Holds high expectations and provides scaffolds for language deprivation/behavior/mental health/medical needs.
- Uses specialists/providers/staff effectively (clear roles, aligned goals, supports reinforce student learning).
- Connects students to community resources/services while maintaining instructional rigor and access. [Deaf Coach, Advocacy organization]

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Plans structured peer interactions with strong language models (partners, groups) that feel safe and respectful.
- Provides regular interaction opportunities with Deaf adults (in person/virtual) aligned to student identity.
- Guides reflection/discussion so students connect interactions to language growth and identity development.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Integrates Deaf community role models and leadership contributions into lessons and discussions.
- Facilitates collaborative conversations that support identity, belonging, and well-being (strengths-based).
- Students analyze role models, connect to personal goals, and discuss leadership/advocacy in Deaf community.
- For preschool/K, showing songs signed by young Deaf signers.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

TPE Standards 3. Understanding and Organizing Subject Matter for Student Learning

DHH TPE 3.1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.

Examples / What to Look For:

- Pre-teaches technical vocabulary using ASL/English, visuals, and student-friendly definitions.
- Students use the terms in academic discussion/signing/writing with feedback.
- Builds semantic networks (categories, word families, concept maps) to deepen meaning.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 3.2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.

Examples / What to Look For:

- Uses evidence-based strategies (visual scaffolds, explicit modeling, guided practice, frequent comprehension checks).
- Delivers content clearly in ASL/English with appropriate pacing, repetition, and chunking.
- Students demonstrate understanding through multiple outputs (ASL, writing, visuals, projects).

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 3.3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).

Examples / What to Look For:

- Builds expressive skills with models, sentence frames, and structured practice in ASL/spoken/written forms.
- Uses receptive strategies/assessments (retell, comprehension questions, viewing/reading tasks, listening checks when appropriate).
- Collects language samples and uses rubrics/checklists to monitor language growth and inform instruction.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 3.4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.

Examples / What to Look For:

- Makes ASL↔English connections by translating key concepts and teaching differences in language structure through Teacher's modeling utilizing the "I Do, We Do, You Do" process.
- Uses transliteration/print mapping supports (captioning, fingerspelling-to-print links) when appropriate.
- Students practice moving between languages to show comprehension (bilingual glossaries, summaries) through Teacher's modeling utilizing the "I Do, We Do, You Do" process.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 3.5. Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.

Examples / What to Look For:

- Provides accommodations/modifications (captioning, DM/FM, visual cues, tactile supports) aligned to student needs.
- Differentiates instruction by language level, cognition, and SEL needs (choice, pacing, chunking, supports).
- Monitors regulation/engagement and adjusts supports (breaks, sensory tools, social supports).

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 3.6. Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.

Examples / What to Look For:

- Builds lessons with assistive tools (captioned media, interactive visuals, tactile models, manipulatives) for access. [manipulatives for math]
- Designs authentic learning tasks with accommodations embedded from the start. [appropriate learning tools, scissors, pens/pencils, etc]

- Students independently use assistive materials/technology as part of learning routines. [students will use the internet to further explore their interests or find books to support their exploratory curiosity]

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 3.7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.

Examples / What to Look For:

- Selects multimedia with language access (captions, ASL interpretation, clear visuals).
- Uses multimedia tools to clarify concepts (interactive slides, simulations, videos, apps).
- Students use/create multimedia products (digital posters, video summaries, presentations) to demonstrate learning. *for preschool this could look like a video of the students signing a short ASL poetry

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 3.8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.

Examples / What to Look For:

- Integrates current Deaf-related materials (ASL literature, Deaf studies, linguistics/culture resources).
- Highlights diverse Deaf experiences and perspectives to build identity and belonging.
- Students reflect/discuss connections to identity, community, and leadership/advocacy.
  - Preschool/K: videos of similar aged Deaf signing vocabulary or other

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

TPE Standards 4. Planning Instruction and Designing Learning Experiences for All Students

DHH TPE 4.1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.

Examples / What to Look For:

- Uses visual supports, hands-on materials, and auditory supports (DM/FM) when appropriate.
- Includes Deaf-related connections and culturally relevant examples.
- Uses student data to change instruction and provide needed accommodations/supports.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 4.2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

Examples / What to Look For:

- Plans instruction based on the student's current language level (ASL and/or English).
- Uses language scaffolds (modeling, sentence frames, vocabulary supports) and supports executive functioning (chunking, checklists).
- Uses language data (samples/observations) to monitor progress and adjust instruction.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 4.3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.

Examples / What to Look For:

- Posts language & content objectives with clear benchmarks
- Uses ongoing checks for understanding (quick responses, retell, exit tickets) and adjusts instruction as needed.
- Uses ELL/ESL [multi-lingual] and ASL/English bilingual support (visuals, vocabulary scaffolds, ASL preview → English reading → ASL review).

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 4.4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to age 22.

Examples / What to Look For:

- Teaches and models self-advocacy skills (asking for repetition, accommodations, captions/supports).
- Students practice goal-setting and reflection about what supports they need.
- Students use self-advocacy in real situations (discussion, group work, technology needs) and connect it to transition skills.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 4.5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

Examples / What to Look For:

- Uses Deaf/HOH/DeafBlind community expertise and Deaf-centered resources to support planning and access.
- Collaborates with colleagues and service providers (co-planning/co-teaching, feedback/coaching, PLCs).
- Uses professional resources and research (tools, trainings, curriculum resources) to improve instruction.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 4.6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.

Examples / What to Look For:

- Builds receptive language skills (view/read/listen with supports such as captions/visuals) and checks comprehension.
- Builds expressive language skills (ASL, speaking, writing) using modeling, guided practice, and specific feedback.
- Uses a variety of strategies (retell, discussion, journaling, partner work) to promote academic language and repeated practice.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 4.7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.

Examples / What to Look For:

- Collaborates with agencies/providers (TOD, interpreter, SLP, audiologist) to align instruction, supports, and accommodations.
- Communicates with families/students in accessible formats and documents follow-through.
- Supports transition planning (IFSP→IEP/ITP/postsecondary) by teaching transition skills and connecting students to Deaf community resources.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

Standard 5. Assessment, Planning, and Collaboration

DHH TPE 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.

Examples / What to Look For:

- Understands assessment laws and requirements.
- Selects tools aligned with legal and ethical guidelines.
- Follows correct testing protocols (standardization; accommodations vs. modifications).
- Explains results clearly to teams and families in accessible formats.

- Documentation supports accurate placement and progress decisions.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 5.2. Gather relevant information through reading, interpreting, and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans to develop differentiated instruction and to make appropriate accommodations or modifications.

Examples / What to Look For:

- Reviews IFSP/IEP/ITP/504 data when planning.
- Uses data to differentiate instruction and supports.
- Provides appropriate accommodations/modifications.
- Monitors effectiveness of supports and adjusts as needed.
- Keeps evidence linking assessment to instructional decisions.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 5.3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress.

Examples / What to Look For:

- Uses assessments in the language/modality students understand (ASL/English/bilingual).
- Adjusts assessment procedures for visual access (positioning, lighting, pacing).
- Selects culturally and linguistically appropriate tools/materials.
- Uses results to adjust instruction and access supports.
- Monitors progress over time with data points.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 5.4. Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.

Examples / What to Look For:

- Collects evidence (work samples, checklists, rubrics, language samples, SEL data).
- Records/monitors progress over time (graphs, logs, progress notes).
- Evaluates instructional effectiveness and adjusts based on evidence.
- Shares progress with stakeholders using accessible formats (ASL video, translated notes, visuals).
- Documents collaboration/communication and next steps (meeting notes, logs).

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Writes measurable language and content goals with clear criteria.
- Uses assessment data to set appropriate targets/proficiency levels.
- Aligns goals with strengths/needs and access supports.
- Monitors growth toward proficiency and updates goals.
- Ensures goals reflect language modality needs and content outcomes.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 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.

Examples / What to Look For:

- Collaborates with interdisciplinary team for transition planning.
- Identifies student language/communication strengths and needs for postsecondary settings.
- Develops transition goals supporting independence and access.
- Supports student self-advocacy (rights, accommodations).
- Monitors and revises transition plans as needed.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

TPE Standards 6. Developing as a Professional Educator

TPE 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.

What to Look For (examples):

- Identifies major historical trends in deaf education.
- Explains philosophies (oralism, manualism, bilingual-bicultural) and impact.
- Connects historical knowledge to current policy/practice and equity.

- Additional evidence may include: References legal foundations shaping deaf education services.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

TPE 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.

What to Look For (examples):

- Presents balanced perspectives on deafness (medical/cultural/bilingual).
- Explains range of educational opportunities/program models.
- Supports family decision-making without bias or pressure.
- Additional evidence may include: Provides regulations info and connects families to supports/agencies/Deaf role models.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes / Evidence:

TPE 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.

What to Look For (examples):

- Collaborates respectfully with families and service providers.
- Communicates clearly with general education and related service staff.
- Engages with Deaf community resources and perspectives.
- Additional evidence may include: Clarifies roles/responsibilities and follows through.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes / Evidence:

TPE 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.

What to Look For (examples):

- Explains UDL (engagement, representation, expression).
- Identifies common accommodations (captioning, interpreters, visuals, seating/lighting).
- Distinguishes accommodations vs modifications.
- Additional evidence may include: Ensures access supports meet linguistic/cognitive/SEL needs consistently.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes / Evidence:

TPE 6.6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

What to Look For (examples):

- Explains second language development patterns (including bilingual deaf learners).

- Distinguishes language difference vs disorder/disability using evidence.
- Uses CLD-responsive interpretation and avoids deficit framing.
- Additional evidence may include: Collaborates with SLP/team when concerns arise.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes / Evidence:

TPE 6.8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

What to Look For (examples):

- References current evidence-based practices in deaf education.
- Applies research to technology use, policies, and instructional decisions.
- Engages in professional learning (PLCs, trainings, journals).
- Additional evidence may include: Reflects on trends/policies and implications for students and families.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes / Evidence:

TPE Standard 7. Effective Literacy Instruction for Deaf Students

DHH TPE 7.1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards); the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language

Development, Effective Expression, and Content Knowledge) and their integration; and the California Infant/Toddler Curriculum Framework and California Preschool Curriculum Framework.

Examples / What to Look For (at least 3):

- References applicable standards (CCSS, CA ELD, Foundations, ASL Content Standards) to justify literacy decisions and materials.
- Connects planning to CA ELA/ELD Framework themes and integrates multiple themes in instruction.
- Aligns literacy routines/materials to Infant/Toddler or Preschool Curriculum Frameworks (as applicable) and uses age-appropriate practice.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

Examples / What to Look For (at least 3):

- Uses UDL planning (representation, engagement, expression) to support access for deaf learners.
- Explains/shows MTSS alignment (Tier 1 core, Tier 2 targeted, Tier 3 intensive interventions).
- Demonstrates structured literacy characteristics: explicit, systematic, cumulative, and multimodal addressing phonology/orthography/phonics/morphology/syntax/semantics.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.3. Incorporate asset-based pedagogies, inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

Examples / What to Look For (at least 3):

- Uses asset-based language and affirming practices that center Deaf identity and student strengths.
- Uses inclusive bilingual practices (ASL/English bridging, translanguaging, visual scaffolds) matched to communication needs.
- Selects texts/materials reflecting diverse cultures/languages/dialects and validates home language practices.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5a. Print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter-to-handshape mapping.

Examples / What to Look For (at least 3):

- Models/teaches letter identification using print + fingerspelling/handshape mapping.
- Connects letters to fingerspelling and supports matching print to handshape.
- Teaches print concepts in context (tracking, spaces, title/author) with visual supports.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5b. Phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning.

Examples / What to Look For (at least 3):

- Guides rhyme/alliteration/phoneme identification with auditory access supports.
- Uses explicit routines (segmenting, blending, deleting sounds) with visual supports as needed.
- Checks responses and adjusts pacing/scaffolds based on hearing access and comprehension.
- Implement techniques such as Visual Phonics

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5c – Part 1. Phonics (auditory and/or visual representation such as Visual Phonics/Cued Speech), spelling, and word recognition including letter-to-handshape, letter-sound.

Examples / What to Look For (at least 3):

- Teaches correspondences using structured routines (Visual Phonics/Cued Speech/fingerspelling mapping).
- Builds spelling/word recognition with repeated practice and access supports.
- Prompts decoding using taught correspondences rather than guessing.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5c – Part 2. Spelling-sound and sound-symbol correspondences.

Examples / What to Look For (at least 3):

- Links spelling patterns to sounds/symbols (CVC, digraphs, blends) with modeling.
- Uses error analysis of spelling to reteach specific sound-symbol gaps.
- Has students apply correspondences in reading/writing with corrective feedback.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5d. Decoding and encoding; morphological awareness.

Examples / What to Look For (at least 3):

- Teaches decoding + encoding with aligned routines (dictation, word building).
- Teaches morphemes (prefix/suffix/root) connecting meaning to spelling.
- Supports breaking words into parts (syllables/morphemes) to decode/encode.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5e. Text reading fluency: accuracy (sign concept), prosody (expression/facial movement in ASL), and rate (automaticity).

Examples / What to Look For (at least 3):

- Models fluent reading (ASL or spoken) and provides rereading practice.

- Monitors fluency (accuracy/rate/expression) and gives targeted feedback.
- Uses routines (choral/echo/timed reads, signed reading) with access supports.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 7.5f – Instruction that is structured and organized, as well as direct, systematic, and explicit.

Examples / What to Look For (at least 1 in each category):

- Structured and organized- Uses routine (teach → guided practice → independent practice → review).
- Structured and organized- Materials prepared/visually accessible; smooth transitions.
- Structured and organized- Posts objectives/steps visually and keeps students oriented.
- Direct & Explicit- Clearly names and explicitly teaches the skill using an *I do / We do / You do* structure.
- Direct & Explicit- Models thinking aloud and provides clear directions with multiple examples and nonexamples.
- Direct & Explicit- Checks for understanding and provides immediate guided practice.
- Direct & Explicit- Gives prompt, corrective feedback and avoids overly indirect instructional approaches.
- Systematic-Follows sequence simple → complex (mastery-based).
- Systematic- Revisits prior skills before new patterns; tracks progress.
- Systematic- Uses consistent routines and cumulative review.

Level (check one):

☐ Emerging   ☐ Developing   ☐ Proficient   ☐ Exemplary   ☐ Not Observed

Notes:

DHH TPE 7.5g. Practice in connected, decodable text.

Examples / What to Look For (at least 3):

- Uses decodable text aligned to taught patterns and access needs.
- Prompts application of decoding strategies in connected text.
- Checks comprehension while maintaining focus on decoding accuracy.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5h. Instruction in text reading fluency emphasizing spelling/syllable patterns, semantics, morphology, syntax.

Examples / What to Look For (at least 3):

- Connects fluency to word study (syllable types/patterns/morphemes).
- Supports semantics and syntax during fluency practice.
- Uses teach points before/after reading to strengthen structures.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.5i. Advance foundational skills, language, and cognitive skills to support comprehension and effective expression in complex disciplinary texts.

Examples / What to Look For (at least 3):

- Uses disciplinary literacy scaffolds (visuals, vocab, sentence frames, ASL/English bridging).
- Teaches comprehension strategies (main idea, inference, text structure) and checks understanding.
- Supports effective expression using evidence from texts.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken /signed /tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

Examples / What to Look For (at least 3):

- Builds on prior knowledge using previews, concept maps, and ASL/English bridging.
- Uses complex texts and questioning/discussion to develop literal + inferential comprehension.
- Prompts higher-order thinking and supports evidence-based analysis.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.7. Language Development. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-

specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

Examples / What to Look For (at least 3):

- Teaches vocabulary (general + discipline-specific) and checks student use in context.
- Supports grammar/syntax and discourse structures for comprehension and expression.
- Engages students in creating diverse texts and encourages translanguaging using home languages/dialects.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes:

DHH TPE 7.8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres.

Examples / What to Look For (at least 3):

- Engages students in frequent collaborative discussions and extended conversations with language supports.
- Teaches writing/presentation process (plan → draft → peer feedback → revise → edit → publish/present) across genres.
- Provides feedback on language conventions and uses rubrics/exemplars for varied purposes, audiences, and contexts.

Level (check one):

☐ Emerging ☐ Developing ☐ Proficient ☐ Exemplary ☐ Not Observed

Notes: