

Standards for Teaching Students Who Are Deaf or Hard of Hearing Listening and Speaking Programs

Teacher:	Date:	
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1. Engaging and Supporting all Students in Learning

2. Creating & Maintaining Effective Environments for Student Learning

3. Understanding & Organizing Matter for Student Learning

1. Engaging and Supporting all Students in Learning			2. Creating & Maintaining Effective Environments for Student Learning			3. Understanding & Organizing Matter for Student Learning		
Yes	No		Yes	No		Yes	No	
		Engaging and supporting all students' learning using listening and speaking strategies.			Students amplification is checked daily and documented • battery check • LING Six-Sound Test			Utilizing Listening and Speaking – Auditory /Oral strategies
		Is knowledgeable about child and language development. Appropriate activities at each grade level.			Teacher is knowledgeable of all amplification types and is able to trouble-shoot the equipment.			Uses realia DAILY to provide support for students' auditory challenges & vocabulary development. Pictures, real objects and technology.
		Provides clear language models for students. Expects the student to respond using expanded or complete sentences. [Part to whole] e.g. Put the pencil on the table T. Put the pencil. S. repeats T. On the table. S. repeats T. Put the pencil on the table. (Child repeats)			An amplification center and auditory equipment area is present. Students know how to change their Cochlear Implant (CI) or Hearing Aids (HA) or Bone Conduction (BC) batteries. Battery tester, batteries, etc.			Incorporates Auditory goals (ASIPS) into the core curriculum. Auditory goals and objectives are clear. E.g., Follows multi-element directions; recalls details in a story.
		Holds students' accountable for LISTENING during instruction. Utilizes strategies such as the "hand cue" by covering mouth.			Student and teacher are engaged in rigorous learning •student to teacher interactions • student to student interactions •student to realia interactions • evidence of verbal/ written cognition			Opportunities for active interaction between teacher and students and students with other students are evident.
		Shows knowledge of how student's speech is related to the audiogram/hearing loss. Evidence of individualized instruction within whole group instruction.			The classroom environment reflects the current theme of lessons taught and reflects grade level standards. • Writing samples • Technology • Art etc.			Teacher provides wait time for student responses by giving students the time to listen, process and respond.
		Adapts curriculum to provide appropriate learning opportunities based on students' audition, language and speech development. () audition () language receptive/expressive () speaking			The classroom environment is: () inviting () engaging () well organized () age level appropriate			Expects the students to listen to each other by asking and modeling questioning and clarification strategies such as: "what did say?" "Say that again please" "What did you hear?" Prompts students by saying e.g., "Listen again". "Ask her what did you say?"
		Provides pre-teaching and post teaching for the mainstreamed students. () attends grade level meetings () articulates with general education teachers () is prepared			The teacher is aware of "acoustic hygiene" and creates and manages an acoustically appropriate environment where all students have opportunities to listen to the best of their ability.			Appropriately uses grade level materials with accommodations for successful access to learning in addition to strategies for auditory-oral DHH students. Realia, vocabulary development, slower pace, auditory learning in place etc.
		Teacher demonstrates consistent high expectations for student performance. () instruction () transitions () social times						Teacher scaffolds instruction in order to move students from their current levels to grade level.
								Differentiates instruction to meet each student's needs, e.g., • centers with adult supervision • vocabulary development • language development • comprehension strategies
								Vocabulary development is systematic, e.g., • vocabulary lists , word maps, student work & graphic organizers

4. Planning Instruction & Designing Experiences for all Students

Yes	No	
		Language is taught across all curricula areas using appropriately tiered vocabulary.
		Language Arts instruction includes providing activities and concepts for carry-over from the lesson to the home.
		Is aware of the differing needs of the students' families and assists them in becoming effective teachers at home
		Instruction is correlated to the students' needs as reflected in assessments as well as the students' needs and challenges in the IEP.
		Schedules conferences Attends and is prepared for: IEP meetings, Parent Conferences, Back to School, Open House , Parent Meetings and other school or DHH related activities.
		Actively informs and educates parents on their children's physical and academic needs.

5. Assessing Student Learning

Yes	No	
		Utilizes a developmental and sequential language curriculum using appropriate assessment tools such as but not limited to the Auditory Perception Test for the Hearing Impaired (APTHI) or the Teacher Assessment of Spoken Language (TASL).
		Develops IEP goals based upon the present levels of individual student needs using a variety of assessment tools.
		Reading assessment tools such as, but not limited to DIBELS are performed so as to establish students' (a) knowledge (b) needs (c) progress.
		On the IEP effectively communicates students' needs and next steps for students growth in the present levels and goals using a variety of assessment data.

6. Developing as a Professional Educator

Yes	No	Developing as a professional educator
		Attends conferences and workshops related to deafness to learn new information related to teaching and audiology.
		Is aware of changes in technology as it relates to their students listening and speaking opportunities.
		Knows and understands grade level standards and curriculum.
		Provides support for the mainstream teacher. <ul style="list-style-type: none"> • Management of equipment • Understanding hearing loss • Demonstrates understanding of basic instructional strategies for DHH students.
		Attends grade level meetings.
		Collaborates with the general education teacher.
		Evaluates the effectiveness of students' mainstream experiences through on-going interactions and meetings with the general education teacher.
		Participates in the development of parent knowledge and activities.
		Encourages families to be full participants in their child's education.
		Collaborates with other district specialists.