

# Nebraska Department of Education Rule 24 Report

## SPECIAL EDUCATION-DEAF OR HARD OF HEARING PK-12

(Content Area)

### Educator Preparation Content Program Review

Name of institution	University of Nebraska-Lincoln
Date Submitted	August 9, 2024
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Folio type:  Regular  Mini  Advanced Program

**Program(s) Covered by this Folio**

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
<b>SPECIAL EDUCATION DEAF OR HARD OF HEARING</b>	<b>FIELD</b>	<b>PK-12</b>	<b>POST-BACCALAUREATE</b>

Is the endorsement offered at more than one site?  Yes  No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status:  National  State

Is this a Nationally Accredited Program?  Yes  No

If Yes, list Accrediting Organization:

Attach National Letter to Cover Sheet

## **1a. Institutional Background**

### ***The University of Nebraska-Lincoln***

The University of Nebraska at Lincoln (UNL) was chartered as a land grant university on February 15, 1869, as part of the Morrill Act, and serves as the comprehensive public university for Nebraska. UNL is part of the University of Nebraska system that includes the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The elected state Board of Regents governs the system and has designated UNL the flagship campus.

UNL is a member of the Big 10 Conference, the Big 10 Academic Alliance and the Association of Public and Land Grant Universities (APLU). Nebraska is classified within the Carnegie “R1 Doctoral Universities-Highest Research Activity Category,” accredited by the Higher Learning Commission and consists of eight academic colleges: Arts and Sciences, Business, Education and Human Sciences, Engineering, Fine and Performing Arts, Graduate Studies, Journalism and Mass Communications and Law. The university’s continuous improvement strategic plan, N2025, centers on the premise that every person and every interaction matters.

Enrollment in the Fall of 2023 reflected the national trend of small enrollment declines from UNL’s historical enrollment in 2017. UNL had 18,959 undergraduates and 4,641 graduate/professional students.

### ***The College of Education and Human Sciences***

The College of Education and Human Sciences (CEHS) was established in 2003 when the College of Human Resources and Family Studies and the Teachers College were combined. It is home to more than 3,100 students, 220 faculty, and 175 staff members, with 25% of students identifying as first-generation college students. CEHS includes seven academic units: Child, Youth and Family Studies (CYAF), Educational Administration (EDAD), Educational Psychology (EDPS), Nutrition and Health Sciences (NHS), Special Education and Communication Disorders (SECD), Teaching, Learning and Teacher Education (TLTE), and Textiles Merchandising and Fashion Design (TMFD). The college offers bachelor, master, specialist, and doctoral degree programs and certificate and endorsement-only programs.

UNL’s programs that are nationally accredited include Speech Language Pathology Audiology (SLPA), accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association (ASHA) and School Psychology, accredited by the National Association of School Psychologists (NASP). Music education, offered in the College of Fine and Performing Arts, is nationally accredited by the National Association of Schools of Music.

### ***Department of Special Education and Communication Disorders***

The Department of Special Education and Communication Disorders (SECD) offers advanced programs leading to endorsements through a Master of Education Degree (M.ED.) in special education or a Master of Science Degree (M.S.) in Speech Language Pathology. Doctorate

degrees are also offered with the ability to embed endorsement programs if appropriate. SECD also provides graduate certificates and non-degree endorsement programs.

The UNL SECD is proud to be the only university in the United States providing interdisciplinary training in Speech-Language Pathology, Audiology, and Deaf Education through the Mid-Plains Professional Upgrade Partnership (MPUP-SPADE). This program provides participant scholars with degree choices, one of which is a Master degree and teaching endorsement as a Teacher of the Deaf. Candidates in the Deaf Education program will earn a Master of Education (M.Ed.) in Special Education with a Specialization in the Education of the Deaf or Hard of Hearing (DHH) or qualify for the endorsement only if preferred.

**1b. Standards for Admission, Retention, Transition, and Completion**

Describe the standards for admission, retention, transition and completion of the institution’s overall EPP, including GPA and other minimum grade requirements for the courses accepted for the endorsement.

Institutional & Program Criteria	Gateway #1	Gateway #2	Gateway #3
	Admission	Professional Coursework	Program Capstone and Completion
	<ul style="list-style-type: none"> <li>Admission to UNL</li> <li>Minimum GPA of 3.0</li> <li>Transcripts</li> <li>Current Nebraska Teaching license (if adding supplemental endorsement)</li> <li>Resume/Vita</li> <li>Personal Statement</li> <li>Three Letters of Recommendation</li> <li>Writing Sample (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a 3.0 GPA</li> <li>Successfully complete all required coursework (grade of B- or better) and field experiences</li> <li>Demonstrate Sign Language Proficiency to advance to student teaching</li> <li>Survey/Field Experience and Journal</li> </ul>	<ul style="list-style-type: none"> <li>Minimum GPA of 3.0</li> <li>Comprehensive Exam (for degree programs)</li> <li>Student Teaching</li> </ul>

Graduate programs at UNL admit new graduate candidates based on the following criteria:

- A minimum undergraduate GPA or 3.0
- A valid teaching certificate or concurrently pursuit of initial certificate (only required if adding a supplemental endorsement)
- Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States must meet the minimum language proficiency score requirement to be considered for admission. Some advanced programs allow candidates to concurrently pursue initial licensure.
- Candidates must meet the UNL graduate student admission requirements. Some programs require a secondary application to the specific endorsement program with additional requirements.

Graduate applicants for all SECD endorsement programs and/or degrees must meet the following criteria:

- Complete the UNL Graduate Studies application and meet all UNL admission requirements
  - The following documents must be attached to the SECD graduate application:
    - Resume/Vita
    - Personal statement addressing 1) Why do you want to pursue a Master's degree and what skill set do you want to acquire that you wouldn't otherwise have without this degree? 2) What challenges do you anticipate experiencing in graduate school (e.g., balancing work and/or family, time management), and what strategies will you use to overcome the challenges? 3) How do you monitor learning, at what stage do you determine you need to alter your approach to studying, and what would those changes entail?
    - Complete all prerequisite courses
    - Names of and contact information for three references
    - Writing Sample (optional)

Application materials are evaluated by the SECD faculty to determine eligibility for admission to the program. A valid teaching certificate may be requested based on the specific endorsement program for which a candidate is applying. The personal statement and resume are reviewed holistically for graduate level writing and professionalism. The letters of recommendation should speak to the candidates' experience, ability and potential and are evaluated using these criteria.

## **Retention**

### *GPA*

A minimum GPA of 3.0 must be maintained to continue in the program. The Graduate College establishes "quality of work" standards for GPA and SECD requirements meet those parameters and are compliant with Rule 20. GPA is monitored by the faculty advisor throughout the program. Candidates who do not meet academic and/or field or clinical experience performance standards may be placed on probation or dismissed.

### *Field Experience and Journal*

Throughout the DHH program, candidates are enrolled in SPED 896D Directed Field Experiences Deaf and Hard of Hearing. Course requirements continue for the duration of the program and are completed the semester prior to the Student Teaching semester. Candidates must use their experiences through classroom observation, survey experiences and tutoring or group experiences as the foundation for required journal entries. Faculty seminars and scheduled discussions provide opportunities to reflect and discuss the journal and experiences to provide additional knowledge, skills and instructional strategies for candidates to use.



### *Sign Language Proficiency*

Students in the DHH program must demonstrate sign language proficiency to advance to student teaching and meet full endorsement requirements. Sign Language proficiency can be met by:

1. Earn a grade of B or better in at least four college-level courses of ASL AND show evidence of at least 20 hours of conversational use of ASL  
OR
2. Earn a rating of Intermediate proficiency or higher on the Sign Language Proficiency Interview in American Sign Language or another nationally/regionally-approved sign language assessment.

Verification of transcripts, completion verification documents and/or official evaluation results must be submitted and meet the criteria the semester prior to student teaching.

### *Student Teaching*

Candidates in the Special Education DHH endorsement program complete an internship, typically completed on the job, to demonstrate their overall proficiency of knowledge and skill. Candidates work with program faculty to secure placements and supervisors to meet requirements. Interns are evaluated based on the Scholar-Practitioner Model (APA, 2007) and the standards for beginning teacher of the deaf and hard of hearing outlined by the Council for Exceptional Children (CEC). The DHH evaluation has been aligned with the NDE Clinical Practice Evaluation.

### **Completion (Advanced Degree Candidates only)**

#### *Comprehensive Examination*

Candidates completing the M.Ed. program fulfill UNL's comprehensive examination requirement by completing an exam. This requirement applies only to candidates wishing to complete the advanced degree and is not directly related to completing the DHH endorsement.

[Table 006.02-1 Field Experience for Advanced Program](#)

**1d – Program Completers and Level**

Program Completers and Level – Content Area:					Special Education Deaf or Hard of Hearing					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	NA	3	NA	1	0	0
20	23	to	20	24	NA	2	NA	0	0	0

**Praxis II Content Exam**

**Special Education: Deaf or Hard of Hearing**

2022-2023				2023-2024			
UNL N=3		Nebraska N= 3		UNL N= 4		Nebraska N=6	
Mean	% Passing	Mean	% Passing	Mean	% Passing	Mean	% Passing
*	*	*	*	*	*	169	66.67%

1e. See Appendix A for Advising Worksheet

**Section 2: Endorsement Program Key Assessments and Related Data**

**Artifact 1-Summary Table of Endorsement Program Key Assessments-Advanced Program**

Name of Assessment used for the following areas		Assessment	Brief Description of Assessment	When Assessment is Administered
1	Content Knowledge	Summative	Praxis Content exams are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each exam measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores.	Completed toward the end or after completion
	Praxis II Content			
	Sign Language Proficiency	Summative	Students must achieve a B or higher in four or more college-level ASL courses and document at least 20 hours of conversational sign language OR pass the Sign Language Proficiency Exam at the intermediate proficiency level or above	Prior to admission to student teaching
2	Knowledge of Learner/Learning Environments	Project	This project is a focused case study involving a child/student who is deaf or hard of hearing. The project includes researching, reflecting, discussion and reporting on areas focused on specific elements of DHH education. Candidates must produce a one-page case information document that would be useful to caregivers, educators and other personnel on the child’s team.	SPED/SLPA 884
	Case Study			
	Journal & Discussion	Project	The journal is an ongoing requirement for the duration of the DHH endorsement program. Candidates must write reflections, questions and other observations regarding their experiences in the classroom to assist in learning about DHH education. These reflections are further explored through faculty discussion	SPED 896D

3	Knowledge of Effective Use of Instructional Practices	Project	This project is a focused case study involving a child/student who is deaf or hard of hearing. The project includes researching, reflecting, discussion and reporting on areas focused on specific elements of DHH education. Candidates must produce a one-page case information document that would be useful to caregivers, educators and other personnel on the child’s team.	SPED/SLPA 884
		Project	The journal is an ongoing requirement for the duration of the DHH endorsement program. Candidates must write reflections, questions and other observations regarding their experiences in the classroom to assist in learning about DHH education. These reflections are further explored through faculty discussion	SPED 896D
	Case Study			
4	Journal & Discussion			
	Professional Responsibility and Overall Proficiency	Summative	The CEC Evaluation is completed during the internship and is based on the national CEC standards.	SPED 897
	CEC Evaluation			
	NDE Clinical Practice Assessment	Summative	The NDE Clinical Practice Assessment is completed during the internship.	SPED 897

## **Key Assessments – Descriptions and Information**

### **Key Program Assessment #1: Content Knowledge**

#### Praxis II Content Exam

Praxis II examinations are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each examination measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores. The Nebraska Department of Education determines the required test to be taken and the minimum overall passing score for each certification area.

#### Sign Language Proficiency

Students must achieve a B or higher in four or more college-level ASL courses and document at least 20 hours of conversational sign language OR pass the Sign Language Proficiency Exam at the intermediate proficiency level or above to advance to student teaching.

### **Key Program Assessment #2: Knowledge of Learners and Learning Environments**

#### Case Study

This project is a focused case study involving a child/student who is deaf or hard of hearing. The project includes researching, reflecting, discussion and reporting on areas focused on specific elements of DHH education. Candidates must produce a one-page case information document that would be useful to caregivers, educators and other personnel on the child's team.

#### Journal

SPED 896D requires candidates complete a journal for the duration of the DHH endorsement program with content taken from experiences in an observation role, individual and group work situations and tutoring experiences. Candidates write reflections, questions and other observations regarding these experiences to assist them in learning about DHH education. These reflections are further explored through faculty discussion with assessment being rated at Pass (completed) or No Pass (did not complete).

### **Key Program Assessment #3: Knowledge of Effective Use of Instructional Practices**

#### Case Study

This project is a focused case study involving a child/student who is deaf or hard of hearing. The project includes researching, reflecting, discussion and reporting on areas focused on specific elements of DHH education. Candidates must produce a one-page case information document that would be useful to caregivers, educators and other personnel on the child's team.

#### Journal

SPED 896D requires candidates complete a journal for the duration of the DHH endorsement program with content taken from experiences in an observation role, individual and group work situations and tutoring experiences. Candidates write

reflections, questions and other observations regarding these experiences to assist them in learning about DHH education. These reflections are further explored through faculty discussion with assessment being rated at Pass (completed) or No Pass (did not complete).

#### **Key Program Assessment #4: Professional Responsibility and Overall Proficiency**

The CEC Evaluation, based on the national ECE standards and the NDE Clinical Placement Assessment are completed during the internship. They are aligned and are comprehensive in their overall assessment.

#### **Artifact 2: Key Assessment Data by Endorsement**

Data tables with summarized program completer data for at least two complete academic years for each key assessment for all candidates. Report the data separately by levels/tracks (e.g. baccalaureate, post baccalaureate, alternate routes, Masters, Ed. Specialist, or Doctorate).

All DHH endorsement candidates complete the same sequence of courses and are in the same classes regardless of whether they are pursuing a degree, a certificate or the endorsement option. It is not possible to disaggregate key assessment data for the endorsement as all candidates pursue the same path.

#### **Key Assessment 1: Content Knowledge**

Less than five completers completed the Praxis Content Exam so data is not available.

#### **NDE Clinical Practice Assessment – 2022-2024**

<b>Item</b>	<b>Indicator</b>	<b>Mean</b>
4	Content Knowledge – Uses accurate content and academic vocabulary	2.50
5	Application of Content – Engages students in critical thinking and collaborative problem solving	2.25
6	Application of Content – Develops literacy and communications skills through content	2.25

**Key Assessment 2: Knowledge of Learning/Learner Environments**

NDE Clinical Practice Assessment 2022-2024

Item	Indicator	Mean
1	Learner Development-Uses knowledge of students to meet needs	3.00
2	Learner Differences – Differentiates instruction to meet student needs	2.50
3	Learning Environments – Promotes a positive classroom environment through clear expectations	2.75

**Key Assessment 3: Knowledge of Effective Use of Instructional Practices**

NDE Clinical Practice Assessment 2022-2024

Item	Indicator	Mean
7	Assessment – Uses classroom assessment	2.50
8	Assessment – Assess for Learning	2.15
9	Planning for Instruction – Plans for Instruction	2.53
10	Instructional Strategies – Incorporates digital tools into instruction	2.50
11	Instructional Strategies – Uses research-based instructional strategies	2.11
12	Instructional Strategies – Uses engagement to enhance learning	2.50

**Artifact 3. Summary of Findings****Key Assessment 1: Content Knowledge**

Praxis II Content Exam

Less than 5 completers of the DHH endorsement program completed the Praxis II content exam so data is not available.

Sign Language Proficiency

All completers meet or exceed sign language proficiency through one of the two options. It is a requirement to advance to student teaching and program completion.

**Key Assessment 2: Knowledge of Learning/Learning Environments**

### Case Study

This partner project is completed in a course near the end of the preparation program. It results in the production of a one-page information document related to the specific case assigned, that would be useful to caregivers, educators and other personnel on the child's team. Candidates must utilize their knowledge, additional research, and contextual information to assess and prepare an accurate summary. All candidates meet proficient or above levels for this assessment to be able to proceed through the program.

### Journal

The SPED 896D journal provides faculty with a comprehensive, anecdotal assessment of candidate knowledge of learners, their environments, and instructional practices as skill acquisition progresses. These reflections are further explored through faculty discussion with assessment being rated at Pass (completed) or No Pass (did not complete). All candidates completed were proficient for this assessment to advance to student teaching.

## **Key Assessment 3: Knowledge of Effective Use of Instructional Practice**

### Case Study

This partner project is completed in a course near the end of the preparation program. It results in the production of a one-page information document related to the specific case assigned, that would be useful to caregivers, educators and other personnel on the child's team. Candidates must utilize their knowledge, additional research, and contextual information to assess and prepare an accurate summary. All candidates meet proficient or above levels for this assessment to be able to proceed through the program.

### Journal

The SPED 896D journal provides faculty with a comprehensive, anecdotal assessment of candidate knowledge of learners, their environments, and instructional practices as skill acquisition progresses. These reflections are further explored through faculty discussion with assessment being rated at Pass (completed) or No Pass (did not complete). All candidates completed were proficient for this assessment to advance to student teaching.

## **Key Assessment 4: Professional Responsibility and Overall Proficiency**

Two assessments are completed during the student teaching semester, the CEC Evaluation (based on national CEC standards and the NDE Clinical Practice Assessment). All completers were rated proficient or above at completion.

## **Section 3. Use of Related Data and Information for Continuous Program Improvement of Endorsement Program**



The Special Education Deaf or Hard of Hearing endorsement program's goal is to increase the number of qualified teachers of the deaf. The program is offered online or through a hybrid structure and more than half of the candidates pursuing the endorsement reside in states other than Nebraska. A significant number of candidates complete the endorsement only program, or are enrolled in a Masters program but may complete the endorsement and then slow or stop advancing to degree completion.

This program is proud to be the only university partner in the MPUP-IP initiative. This collaboration increases the capacity for educating teachers of the deaf. Faculty can have a more comprehensive approach to preparation through this multidisciplinary approach.

Faculty in the DHH program continue to revise course content to remain current and anticipating future needs of teachers of the deaf, while remaining in compliance with Nebraska Rule requirements.

## Appendix A

Name \_\_\_\_\_ NU ID \_\_\_\_\_ Date \_\_\_\_\_



**Deaf Education Master's + Endorsement Advising Form**  
 Department of Special Education and Communication Disorders  
 University of Nebraska – Lincoln

GENERAL SPED DEFICIENCY COURSEWORK REQUIRED FOR DHH ENDORSEMENT & MASTER'S (12 Credits or Equivalent – Must be approved by Dr. Thomas; Will need to build into sequence below)
Introduction to Special Education (3)
SPED Assessment (3)
SPED Methods (3)
Behavior Management (3)
SIGN LANGUAGE REQUIREMENT FOR ENDORSEMENT
All students must obtain a <b>B</b> or better in 4 college-level ASL courses <b>and</b> show evidence of <b>at least 15 hours</b> of conversational use of ASL <i>prior</i> to student teaching <b>OR</b> obtain a rating of intermediate proficiency or better on an approved <a href="#">Sign Language Proficiency Exam</a> (e.g., SLPI, EIPA). SLPI scores <b>OR</b> ASL course transcripts + evidence of conversational ASL must be emailed to Dr. Thomas by end of the semester <i>prior</i> to student teaching. <a href="#">See ASL Resource Sheet</a> for more information.
ASL I
ASL II
ASL III
ASL IV
DHH CONTENT COURSEWORK/SEQUENCE
<b>2023 Summer Courses</b>
Deficiency courses?
<b>Year Fall Courses</b>
SPED 872 (3) Characteristics of Students who are DHH SLPA 901 (1) Auditory Physiology & Assessment SPED 896D-Sec. 700 (2) DHH Directed Field Experiences (Observations AND Tutoring OR Group) <i>Begin SPED 896D Survey (Observation) Experiences + Journal</i> ASL?
<b>Year Spring Courses</b>
SPED 873 (3) Content Methods - DHH (Prereq. – SPED 872) SPED 805 (3) Systematic Review (Master's research course) <i>Cont. SPED 896D Survey (Observation) Experiences + Journal</i> ASL?
<b>Year Summer Courses</b>
SLPA 905 (1) Intermediate Clinical Techniques SPED 876 (3) Normal Language Development for Teachers <i>Cont. SPED 896D Survey (Observation) Experiences + Journal</i> <i>Begin SPED 896D Tutoring OR Group Experience + Journal?</i> ASL?
<b>Year Fall Courses</b>
SPED 874 (4) Language Arts and Literacy for the DHH (Prereq. – SPED 872) SLPA 907 (1) - Pediatrics & Electrophysiology <i>Take Exit Exam – See <a href="#">Master's Degree Requirements</a></i> <i>Cont. SPED 896D Survey (Observation) Experiences + Journal</i> <i>Cont. SPED 896D Group OR Tutoring Field Experience + Journal</i> ASL?
<b>Year Spring Courses</b>
SLPA 884 (3) Speech and Language Development of the DHH (Prereq. – SPED 872) SPED 861 (3) Infants & Home Visiting <i>Cont. SPED 896D Survey (Observation) Experiences + Journal</i> <i>Cont. SPED 896D Group OR Tutoring Field Experience + Journal</i> <i>Cont. developing ASL skills</i>
<b>Year Summer Courses</b>
SPED 877 (3) Sensory Disabilities: Itinerant Teaching <i>MPUP-IP Post-Program Summer Seminar (in Lincoln, TBD)</i> <i>Finish SPED 896D Survey (Observation) Experiences + Journal</i> <i>Finish SPED 896D Group OR Tutoring Field Experience + Journal</i> <a href="#">Sign Language Proficiency Exam</a> – must pass in order to do student teaching <a href="#">PRAXIS II Exam DHH (5272)</a> – review <a href="#">Praxis Preparation</a> and register for after completing last DHH course <a href="#">Apply for Student Teaching by mid-June</a> (email Anne)

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 cehs.unl.edu/sec
 
Revised Summer 2022

<b>Year Fall Courses</b>
SPED 897 (3) Deaf & Hard of Hearing – Student Teaching <i>Apply for Master's Graduation by first Friday in Sept.</i> <i>Apply for Deaf Ed. Endorsement in your state after completing student teaching and passing Praxis (if required)</i>

ADDITIONAL COURSEWORK/PROGRAM REQUIREMENTS	
- Exit Exam (Master's) See <a href="#">Master's Degree Requirements</a>	
- Human Relations Course (Only if applying for certification in NE)	
- PRAXIS II Exam – DHH (5272; Check to see if you state requires – NE does)	
TOTAL CREDIT HOURS REQUIRED FOR DEAF ED. ENDORSEMENT + MASTER'S	
General SPED Course Requirements	12 credit hours
ASL Coursework (I-IV)	16 credit hours
DHH Content Course Requirements	30 credit hours
Research Methods Course (Master's)	3 credit hours
<b>Total Requirements for End. + MEd.</b>	<b>61 credit hours*</b>
<small>*Varies depending on coursework students come in with.</small>	

**Appendix B**  
**Key Assessment Descriptions and Scoring Rubrics**  
**Key Assessment 2 & 3: Case Study**

**SPED/SLPA 884 Case Study #1: Xavier**

**Instructions:** Over the next two weeks, you will work **collaboratively** with your assigned partners to answer questions and complete activities related to a case study involving a child/student who is deaf or hard of hearing. Information in the case study will relate to topics/content you are currently learning (in Weeks 6 & 7) and have previously learned (Weeks 1-5) in this course.

Here are the assigned partners/groups for this assignment:

Group 1									
Group 2									
Group 3									
Group 4									
Group 5									
Group 6									
Group 7									
Group 8									
Group 9									
Group 10									

Your group must use either **Google Docs** OR an MS Word Doc saved to **OneDrive** to complete this assignment. Someone in your group must volunteer to 1) start a new Google Doc or MS Word Doc saved to OneDrive, 2) copy and paste the case study information below into the Doc, and 3) share the link to the Doc with all other members of the group. To contact your partners, click on the "People" button on the left sidebar in Canvas, click on your partners' names, and click "Send Message". **Please Note: You need to ensure that your Doc is accessible and *editable* to all your group members and instructors.**

**Therefore, you are asked to change the share settings to "Anyone with the Link can EDIT"** and share the link with everyone. (Please see [Google Docs Sharing Permissions Tutorial](#) for information on how to ensure editing access is enabled.)

How you chose to collaborate on this assignment is up to your group, *however*, in order to earn full points, **we must see evidence of collaboration on this assignment through the use of comments, questions, and feedback to each other using the comment button AND revisions/edits of the answers provided by partners.** (You are welcome to resolve your comments once addressed/acknowledged by your partner(s) but please DO NOT delete them!). This assignment may be completed asynchronously without any real-time meetings with your partner(s). If you choose to meet in-person/remotely to

work on this assignment with your partner(s), please note your meeting dates on your Google/OneDrive Doc.

You will have a total of **two weeks** to complete this assignment, however, you must show evidence of touching base with your groupmate(s), getting started on this assignment, and posting a link to your Doc in Canvas within the first week (see **Part A** below). **We will review the history of your Doc and comments posted to grade this assignment. Please note that this is a *group* assignment, which means you will receive a single (group) grade based on how well all groupmates collaborate and address the questions/activities in the case study. Any edits/changes that occur on your Google Docs after Sunday, March 10 will not be viewed or accepted.**

### CASE STUDY INFORMATION

#### [SPED/SLPA 884 Case Study #1: Xavier](#)

##### PART A (Due 3/3)

In order to earn full points for Part A of this assignment, you must complete the following by 3/3:

- Show evidence that you have gotten in touch with your groupmate(s) and have discussed how you will approach completion of the case study questions & activities (either via comments in your Doc. and/or a Zoom meeting).
- Get started on at least **three** of the teaming discussion questions
- Submit the link to your Doc in Canvas (**Make sure the share settings are changed to “Anyone with the Link can EDIT”!**)

##### PART B (Due 3/10)

- Complete the remainder of the teaming discussion questions and activities.

**Teaming Discussion Questions (20 points) – Please answer the questions using a colored font (e.g., dark blue, green, or purple – Please NO light colors!). Be sure to address all questions *completely*.**

1. (5 pts) Examine Xavier’s audiogram.
  - a. How would you describe Xavier’s **degree, type and configuration** of hearing difference *unaided*? How do you know? (Be sure to pay attention to his bone conduction results!)
  - b. Describe his hearing status when he is *aided*.
  - c. Using the speech banana/audiogram of familiar sounds, describe the access to sounds Xavier has **with AND without** his hearing aids.
2. (6 pts) Briefly describe some of the potential **advantages and disadvantages** (at least **two each**) for **each** of the different placements Xavier’s IEP team considered for him. (Be sure to **cite & reference** your sources!)
3. (4 pts) Xavier’s parents “were worried that introducing sign language would

further complicate Xavier’s language progress”. In addition to your Week 3 readings, review the article by Davidson et al. (2013) [Spoken English Language Development Among Native Signing Children with Cochlear Implants](#) and address the following: Is there evidence to suggest that Xavier’s parents have a valid concern supported by research? Why or why not? (Provide at least **two** examples supported by evidence. Be sure to **cite & reference** your sources!)

4. (5 pts) Suppose Xavier’s parents chose to introduce him to sign language.
  - a) How would you approach collecting a language sample from him given that he would be multi-modal (i.e., uses/combines spoken & signed utterances)? Describe what this process might look like.
  - b) What would be some questions (identify at least **two**) you might ask that you would not ask on a sample from a child who uses only one modality?

**Teaming Activities (20 points) – Please answer the questions using a colored font (e.g., dark blue, green, or purple – Please NO light colors!). Be sure to address all activities completely.**

5. (6 pts) Most children with Treacher Collins syndrome have an abnormality with the external ear. Research Treacher Collins syndrome and address the following questions. (Be sure to **cite & reference** your sources!)
  - c) What is Treacher Collins syndrome?
  - d) What are 3 symptoms children with this syndrome tend to experience *and* the potential impact these symptoms may have on the child’s development.
  - e) What abnormalities of the syndrome can be treated and/or corrected with surgery and which cannot?
6. (10 pts) Create a 1-page “Cover Sheet” for Xavier based on his case study information and copy & paste or post the link to it below. Think of this sheet as a “snapshot” of Xavier’s relevant developmental history. Your audience for this sheet includes caregivers, educators (general ed. and special), and related service providers (SLP, OT, PT, etc.). This Cover Sheet could be especially helpful as new teachers, staff, therapists, or others come on to a child’s team. Refer to the [SCALES Profile Example \(Veronica\)](#) for a **guide** of the *type* of information to include on, but yours will be much more *condensed*. **Please note:** There is some information that may not be included in Xavier’s case study. Your job is to complete the Cover Sheet as best you can using the information you have. **Be creative!** Make this sheet something that’s easily accessible and gives the reader a “snapshot” of what Xavier is like without having to read his entire cumulative file.

In your Cover Sheet for Xavier, you must include/address the following:

- The child’s name and age
- A brief introduction to the child. (The SCALES model calls this the “child profile”. This is a brief “highlight” of the child's strengths, interests, and/or talents. The purpose of this profile is to describe the child apart from his/her disability or assessment information.)

- Caregivers' goals for the child
  - Hearing information (this *could* include degree, type, etiology, age of onset – you are responsible for deciding which information is relevant to your audience)
  - Hearing Experience (How long has the child been using hearing technology?)
  - Hearing technology details
  - Communication approach
  - Brief assessment history
  - Brief summary of skills (strengths, concerns) as determined by the SCALES model
  - Other areas you think are relevant at-a-glance (e.g., accommodations, effective strategies, and more)
7. (4 pts) Based on the information in Xavier's recent speech-language evaluation:
- a) Develop **one** *challenging, ambitious, and measurable* annual goal that addresses an area of need. (We recommend using the MacIver-Lux et al., 2016 chapter and CASLLS from Week 5 to help with this.)
  - b) Explain your **rationale** for this goal (why did you choose to focus on this skill/behavior?) **and** how you know it is challenging, ambitious and measurable.

#### Case Study Resources:

- American Speech-Language-Hearing Associations (ASHA) language development charts  
<https://www.asha.org/public/speech/development/chart/>
- Genetics Home Reference-A guide to understanding genetic conditions  
<https://medlineplus.gov/genetics/condition/teacher-collins-syndrome/>

# 15

## Xavier

## KEY TOPICS

*Assistive Technology; Audiological Management; Inclusion; Modality; Placement*

Xavier Casabianca is 7 years old and lives with his family in a suburban community. Xavier was born with *Treacher Collins syndrome*, a rare condition that affects bone and tissue development. In Xavier's case, this syndrome caused an absence of the right *pinna* (i.e., *microtia*) as well as *atresia* (small ear canal); thus he did not pass his newborn *hearing screening*. Xavier's parents, Jimenez and Dora, could recall no other family members who were *deaf* in their family lineage. When Xavier was approximately 3 months old, his *hearing loss* was determined to be a

- The loss is a characteristic with children who have *Treacher Collins syndrome*. Xavier's parents were referred to and actively participated with all *early intervention* recommendations, including the use of *hearing aids*.

At 6 months of age Xavier was fitted with *softband bone-conduction* hearing aids. At approximately 12 months old, Xavier began to *babble* and vocalize single utterances such as "da da" and "ba ba." Xavier's language development continued on a steady path of growth over the course of the next year and a half. At the age of 3, Xavier expressed over 100 words, which represented a language delay of approximately 6-12 months compared to his typically hearing peers. When Xavier transitioned to preschool, the Casabiancas chose an *inclusion* setting so he would be exposed to as much spoken language as possible during the school day.

Xavier attended an inclusive preschool classroom within the local public elementary school. The classroom was diverse with approximately 12 typically developing hearing peers and 3 children with special needs, including Xavier. During his preschool program, Xavier received consistent services from a *Speech Language Pathologist* (SLP) as well as a *teacher of the d/Deaf and hard of hearing* (TODHH). Because Xavier had a language delay upon entering preschool, the pace of the inclusive setting was challenging. Furthermore, the level of constant noise in the preschool setting made it



difficult for Xavier to have good language *uptake*. Xavier made adequate linguistic progress over the course of the next two years. When he transitioned from preschool to kindergarten, Xavier was functioning linguistically at a 4-year-old level. Xavier's parents opted to keep him at the preschool for an additional year in hopes that he might increase his language skills to a level comparable with his peers before entering kindergarten.

At the age of 5, Xavier was eligible for *bone-anchored hearing aids*. However, his parents were fearful of putting Xavier through surgery and felt that the *softband bone-conduction hearing aid* was sufficient for his age. Boch Jimenez and Dora agreed that they would reconsider this option once Xavier reached an older age.

Following Xavier's sixth birthday, an *Individual Education Program* (IEP) meeting was held to determine if the current inclusive elementary school was the best kindergarten setting for Xavier. Other educational settings the team considered were a *self-contained* classroom for students who are *d/Deaf* and *hard of hearing* (d/Dhh) in a different public elementary school or a private school specializing in *listening and spoken language* (LSL) located two hours from the Casabianca's residence. The self-contained classroom teacher used *American Sign Language* (ASL) to support the students' learning. Jimenez and Dora were worried that introducing *sign language* would further complicate Xavier's language progress, and the private school was too far from home. His parents decided to keep Xavier in his current setting with some educational and service changes.

Xavier's speech and language therapy was increased to 180 minutes per week. Instead of staying in the inclusion setting all day, Xavier would now go to a *resource* room for one hour every day to receive intensive and individualized language instruction by a special educator.

The summer before Xavier entered first grade, his parents decided to move ahead with the *bone-anchored hearing aid* surgery. Xavier recovered quickly from the surgery and is in the middle of first grade successfully benefiting from the use of his new hearing aids.





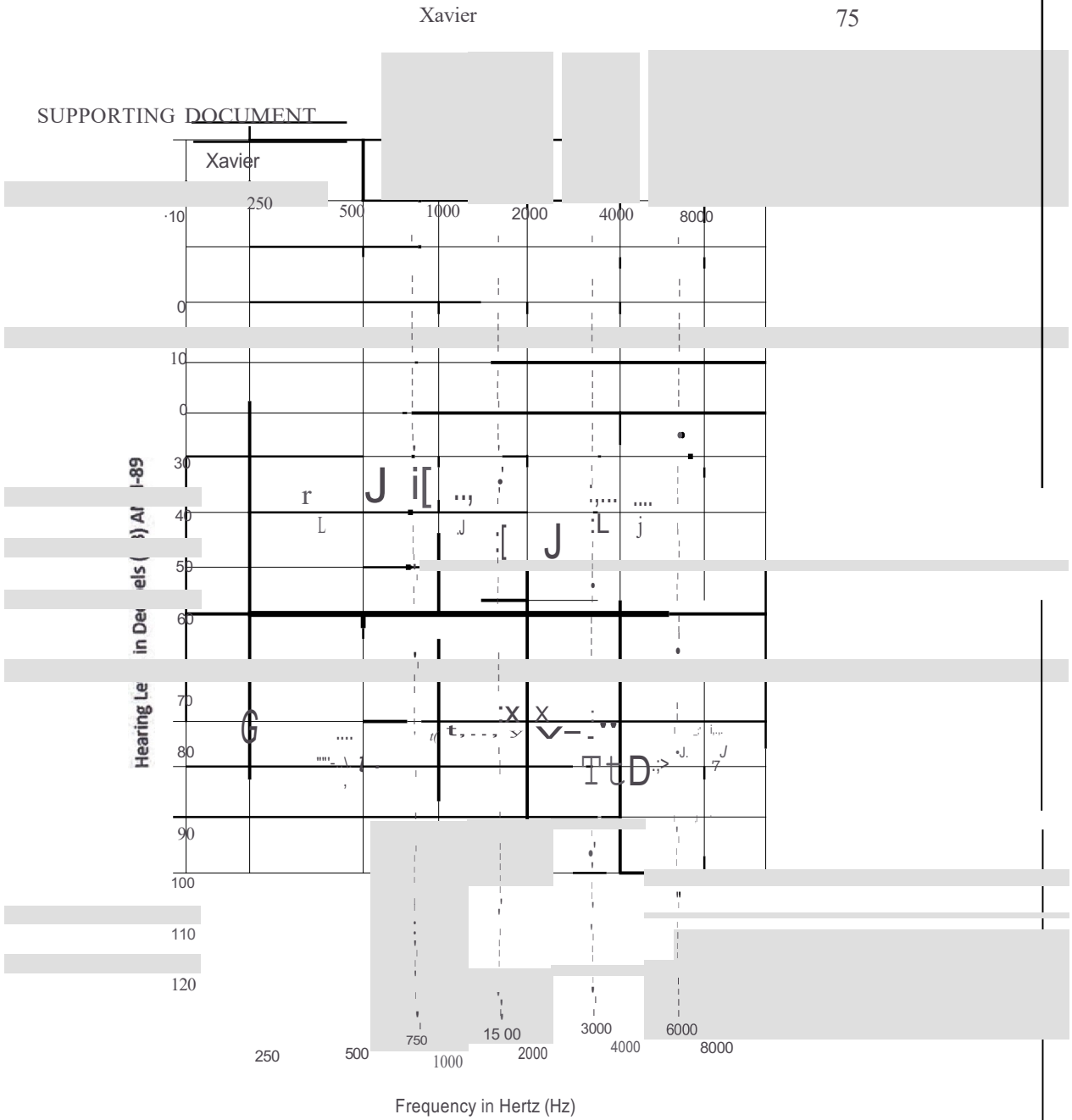


Figure 15.1. Xavier's audiogram.

PATIENT: [redacted], Boy  
 D.O.B.: XXXX

DATE SEEN: XXXX

**SPEECH-LANGUAGE EVALUATION**

Boy, age 7 years, participated in a speech -language evaluation as part of his bone-anchored hearing aids surgery follow-up. He was accompanied by his mother.

**BACKGROUND INFORMATION:**

- Born term with Treacher Collins syndrome; absence of right pinna (microtia) and atresia
- All milestones except speech/language met at expected ages
- Early intervention services through ESU #X
- Attended preschool in Public Schools
- Will be in 1<sup>st</sup> grade in Fall
  - Resource with SPED teacher: 5 hrs/week
  - Speech-language: 180 mins/week
  - Deaf educator: 4x/month
- Uses spoken English

**TESTS ADMINISTERED:**

(Tests used were standardized on children with typical hearing. The average standard score = 100 with the average range of 85-115. The average percentile= 50. The age equivalency refers to the age at which other children, on average, get the same number of items correct. The average scaled score = 10 with the average range of 7-13.)

***Clinical Evaluation of Language Fundamentals - Sf.h***

*Edition Age: 7 years*

Subtest	Scaled Score	Percentile	Aae Equivalent	Interpretation
Sentence Comprehension	5	5	5;3	Below average
Formulated Sentences	1	0.1	4;6	Below average
Recalling Sentences	1	0.1	3;2	Below average
Word Structure	1	0.1	<3	Below average
Core Language Score	50	<0.1		Below average

**Previous Testing: CELF-P2**

**Age: 5;9**

**Clinical Evaluation of Language Fundamentals-2**

Sentence Structure	1	0.1	<3
Word Structure	1	0.1	<3
Expressive Vocabulary	1	0.1	<3
Concepts & Following Directions	1	0.1	<3
Recalling Sentences	1	0.1	<3
Word Classes: Receptive	9	37	<4
Word Classes: Expressive	0	0.1	<3
Word Classes Total	4	2	<4

Core Language Standard Score=45; Percentile= <0.1

**Goldman-Fristoe Test of Articulation - 2**

	Raw Score	Standard Score	Percentile	Age Equivalent
<b>June 2014</b>	17	75	7	3;11
<b>March 2013</b>	37	60	1	2;7

**DISCUSSION:**

Tests were administered using spoken language.

Boy's performance on the CELF-5 continues to reveal delayed expressive and receptive language skills when compared to peers with typical hearing. Boy used some exclamations during testing which he likely learned incidentally including "geez" and "dang it."

*Sentence Comprehension:* This subtest evaluates the student's ability to interpret sentences of increasing length and complexity and select the pictures that represent the meaning of the sentences. Sentence comprehension is important for listening to stories or descriptions of events as well as when matching sentences that are spoken or read to pictured references. This subtest appeared to reveal a strength for Boy with the highest scaled score obtained. He may have benefitted from the visual supports in picture choices, opportunities for repetition, and relatively short target sentences presented. Boy had difficulty with passive voice (e.g., The boy is being followed by the dog), modification (e.g., The first two children are in line, but the third child is still playing.); and interrogatives (e.g., The woman asked, "How much does that chair cost?"). Boy's scaled score of 5 is below average for his age.

*Formulated Sentences:* This task requires the child to generate a sentence when given a target word and a picture to establish context. Accuracy of the sentence produced is scored partially on semantics (was the target word used appropriately) and partially on the grammar of the sentence. Deficits on this subtest may impact performance in the classroom on the following skills: storytelling, sentence completion and combination, written narratives and other texts, editing and other activities related to literacy. Boy's early attempts had errors in helping verbs being either incorrect in subject-verb agreement or omitted (e.g., They is washing hands. They (are) reading.) Boy did revise some of his sentences to correct for pronoun and subject-verb agreement. Boy's scaled score of 1 on this task is significantly delayed for his age.

*Recalling Sentences:* This task requires the child to repeat exactly a sentence spoken by the examiner. Deficits on this subtest may impact performance in the classroom on the following skills: following directions and academic instructions, writing to dictation, note taking, learning vocabulary and related words and subject content. Boy omitted word endings, substituted "a" for "the" and had difficulty with all lengths of sentences presented. Boy's scaled score of 1 on this task is significantly delayed for his age.

*Word Structure:* This subtest evaluates the student's ability to apply word structure rules and select and use appropriate pronouns to refer to people, objects and possessive relationships. Knowledge and use of word structure to modify or extend word meanings are skills directly

related to early and later acquisition of literacy. Boy used regular plurals and possessive pronouns correctly but had difficulty with all other structures (e.g., irregular plurals, third person singular, regular past tense, etc.) Boy's scaled score of 1 on this task is significantly delayed for his age.

#### Language Sample

Mean Length of Utterance: 3.25 Brown's Stage IV

Age Equivalent: 35-40 months

Sample utterances included:

They is washing hands They reading

Big dog in truck

My shoes new He playing

I go zoo giraffe

I wanna get a drink

Articulation: An articulation assessment was conducted using the Goldman-Fristoe Test of Articulation-2 (GFTA-2). Boy's sound errors have decreased since the last administration in March 2013 from 37 errors to 17 errors. Boy demonstrated gliding (w/r, w/l) and stopping by substitution of b/f, b/v, f/th, d/th. A majority of his errors were gliding substitutions within clusters (kw/kl, fw/fr, etc.). Boy was quite intelligible in conversation and during testing; this clinician judged his intelligibility at greater than 85% intelligible.

#### SUMMARY:

Boy is a friendly, pleasant 7 year old who received bilateral bone anchor hearing aides at 6 years. Testing performed today revealed Boy's language skills continue to be below average for his age. Boy will continue to require intensive classroom and individual, pull-out supports to support his language, speech and academic development. Boy's fall into the 3-5 year old range while he is being taught at the 7 year level. Boy will likely struggle to access the language of instruction without significant accommodations and modifications to his educational program.

## Key Assessment 4: Professional Responsibility and Overall Proficiency CEC Evaluation

### FINAL STUDENT TEACHING EVALUATION AND RECOMMENDATION Department of Special Education and Communication Disorders – Deaf Education Program University of Nebraska - Lincoln

Student Teacher Name: _____	NU ID: _____
Date: _____	Grade Level(s) Taught: _____
District/City: _____	
Site Supervisor/ Mentor Teacher: _____	University Supervisor: _____

The knowledge base of the UNL Deaf Education Program is based upon the Scholar-Practitioner Model (APA, 2007) and the standards for beginning teachers of the deaf and hard of hearing (DHH) outlined by the Council for Exceptional Children (CEC). Student teachers must demonstrate competency in the following CEC-DHH approved standards. For each standard, check the box that best describes the level of performance of the teacher candidate at the conclusion of their student teaching practicum. The following descriptors apply:

- P = Proficient** level of performance *as a teacher candidate* and is ready to work independently as a teacher beginning a professional career. (Rating of 2)
- B = Basic** level of performance *as a teacher candidate* and will need modest assistance and practice in order to grow to full professional competence. (Rating of 1)
- U = Unsatisfactory** level of performance *as a teacher candidate* and will require major growth and practice before being placed in charge of a classroom. (Rating of 0)

Final mean ratings lower than a B (2) on two or more standards on the Final Student Teaching Evaluation and Recommendation form will result in a NO PASS of student teaching.

<b>Standard 1. Learner Development and Individual Learning Differences</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how hearing loss may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with hearing loss.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>
<b>Standard 2. Learning Environments</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>
<b>Standard 3. Curricular Content Knowledge</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of general and specialized curricula to individualize learning for individuals with hearing loss.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>
<b>Standard 4. Assessment</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use multiple methods of assessment and data-sources in making educational decisions.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>
<b>Standard 5. Instructional Planning and Strategies.</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with hearing loss.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>
<b>Standard 6. Professional Learning and Ethical Practice</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>
<b>Standard 7. Collaboration</b> Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind collaborate with families, other educators, related service providers, individuals with hearing loss, and personnel from community agencies in culturally responsive ways to address the needs of individuals with hearing loss across a range of learning experiences.	U <input type="checkbox"/>	B <input type="checkbox"/>	P <input type="checkbox"/>

**Written Recommendation**

The written recommendation includes statements that describe the context of the student teaching situation, the student teacher's performance at the conclusion of the experience, and a prediction of professional potential as a teacher.

1. Context: Classroom organization, class size, number of classes, socioeconomic levels, cultures, specific handicapping conditions and abilities of students.
2. Performance at conclusion of experience: Examples of ability, skills and talents demonstrated in the areas of the previously stated CEC competencies
3. Professional potential: Contexts in which the student teacher will most likely be successful and goals for the continued professional growth based on the summative performance evaluation.

Reference for: \_\_\_\_\_

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor/Mentor Signature

\_\_\_\_\_  
Date





Updated 12.19.17

### Nebraska Clinical Practice Rubric

Teacher Candidate: \_\_\_\_\_

For Office use only: CT/ TC/ US

Evaluator's Name: \_\_\_\_\_

Evaluator's Role: \_\_\_\_\_

Date: \_\_\_\_\_

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with the coordinator of field experiences.

	Advanced	Proficient	Developing	Below Standard
<p><i>Uses knowledge of students to meet needs</i></p> <p><b>Standard 1</b> Learner Development InTASC 1; CAEP 1.1</p>	<p>Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.</p>	<p>Uses data about students and their development to adjust teaching.</p>	<p>Collects data about students and their development but does not adjust teaching.</p>	<p>Lacks evidence of data collection and use related to students and their development.</p>
<p><i>Differentiates instruction to meet student needs</i></p> <p><b>Standard 2</b> Learner Differences InTASC 2; CAEP 1.1</p>	<p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.</p>	<p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.</p>	<p>Identifies students' needs for differentiation.</p>	<p>Does not identify students' needs for differentiation.</p>
<p><i>Promotes a positive classroom environment through clear expectations</i></p> <p><b>Standard 3</b> Learning Environments InTASC 3; CAEP 1.1</p>	<p>Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.</p>	<p>Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.</p>	<p>Communicates and reinforces clear task and behavior expectations to students.</p>	<p>Attempts to communicate and reinforces clear task and behavior expectations to students.</p>
<p><i>Uses accurate content and academic vocabulary</i></p> <p><b>Standard 4</b> Content Knowledge InTASC 4; CAEP 1.1</p>	<p>Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.</p>	<p>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.</p>	<p>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.</p>	<p>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.</p>



Updated 12.19.17

<p><i>Engages students in critical thinking and collaborative problem solving</i></p> <p><b>Standard 5</b> Application of Content InTASC 5; CAEP 1.1</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</p>	<p>Links concepts to help students make connections in the discipline.</p>	<p>Does not assist students in making connections in the discipline.</p>
<p><i>Develops literacy and communication skills through content</i></p> <p><b>Standard 5</b> Application of Content InTASC 5; CAEP 1.1</p>	<p>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.</p>	<p>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.</p>	<p>Engages students in developing literacy and communication skills.</p>	<p>Provides few opportunities for students to develop literacy and communication skills.</p>
<p><i>Uses classroom assessment</i></p> <p><b>Standard 6</b> Assessment InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions.</p>	<p>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.</p>
<p><i>Assesses for learning</i></p> <p><b>Standard 6</b> Assessment InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.</p>	<p>Uses student performance data and knowledge of students to identify interventions that support students.</p>	<p>Does not use student performance data and/or knowledge of students to identify interventions that support students.</p>
<p><i>Plans for instruction</i></p> <p><b>Standard 7</b> Planning for Instruction InTASC 7; CAEP 1.1</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments.</p>	<p>Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.</p>
<p><i>Incorporates digital tools into instruction</i></p> <p><b>Standard 8</b> Instructional Strategies InTASC 8; CAEP 1.1</p>	<p>Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>	<p>Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>	<p>Provides relevant learning experiences that incorporate digital tools to stimulate interest.</p>	<p>Provides learning experiences that incorporate digital tools infrequently or ineffectively.</p>





Updated 12.19.17

<p><b>Uses research-based instructional strategies</b></p> <p><b>Standard 8</b> Instructional Strategies InTASC 8; CAEP 1.1</p>	<p>Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills.</p>	<p>Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</p>	<p>Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.</p>	<p>Uses strategies and poses questions.</p>
<p><b>Uses engagement to enhance learning</b></p> <p><b>Standard 8</b> Instructional Strategies InTASC 8; CAEP 1.1</p>	<p>Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.</p>	<p>Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</p>	<p>Manages the learning environment for student engagement.</p>	<p>Attempts to manage the learning environment for student engagement.</p>
<p><b>Accepts critique and input regarding performance</b></p> <p><b>Standard 9</b> Professional Learning and Ethical Practice InTASC 9; CAEP 1.1</p>	<p>Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.</p>	<p>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.</p>	<p>Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.</p>	<p>May resist constructive feedback or fail to implement goals to improve practice.</p>
<p><b>Conveys professional demeanor</b></p> <p><b>Standard 10</b> Leadership and Collaboration InTASC 10; CAEP 1.1</p>	<p>Conveys a confident, professional demeanor when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.</p>	<p>Conveys a confident, professional demeanor when interacting with learners, peers, colleagues and the community in small and large group situations.</p>	<p>Conveys professional demeanor when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.</p>	<p>Conveys a lack of professional demeanor when interacting.</p>
<p><b>Uses professional communication</b></p> <p><b>Standard 10</b> Leadership and Collaboration InTASC 10; CAEP 1.1</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings).</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.</p>	<p>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.</p>

