****

**Appendix**

**Teacher of the Deaf and Hard-of-Hearing:**

***American Sign Language/Total Communication***

**Structured Guidance & Supports (SG&S)**

**Performance Rubrics and Required Forms**

This Appendix includes a performance rubric to assess the candidate’s performance against indicators aligned to the subject matter knowledge requirements for the Teacher of Students with Moderate Disabilities License. The rubric should be reviewed at the Initial, Formative, and Summative meetings and it should be used for guidance and supports as well as for evaluation for meeting the competency review requirements. This Appendix also includes the required SG&S form (found on pages 8-10) that should be submitted to the licensure office as documentation of the completed process.

Upon completion of the SG&S process, conducted over a 150-hour field-based experience, the candidate and supervising educator should review progress and fill out the required licensure forms at the end of this appendix. The candidate must submit these forms to the licensure office toTea document completion of the competency review requirement. The forms may also be used to verify the successful completion of a 150-hour internship with a qualified mentor during the SG&S process for teacher candidates seeking to obtain an additional Initial or Professional license.

Candidates must meet at least a Needs Improvement readiness threshold across all indicators on the specific license with the exception of two indicators have been deemed as priority indicators; on these, the candidate must meet a readiness threshold of at least Proficient. Priority indicators are marked with an asterisk (\*) on the SG&S form. The ultimate determination of competency is to be made by the supervising educator based on a holistic evaluation of the candidate’s demonstrated skills across the indicators. This is indicated by selecting Met Requirements or Not Met Requirements on the SG&S form. See the “Performance Level” section of the SG&S Guidelines for more information on using the rubric.

If the supervising educator and supervising administrator determine that the licensure candidate has Not Met Requirements, the candidate may still submit the SG&S forms as partial fulfillment of this requirement. The candidate could then complete an additional 150 hour field-based experience or internship with an emphasis on high quality professional support growth opportunities and intensive supervision and support on areas where improvement is needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric for Deaf and Hard-of-Hearing License: *American Sign Language/Total Communication (ASL/TC)*** | | | |
| **1. Theories of language acquisition for ASL and English in deaf and hard of hearing students** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis. | Has demonstrated knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis. | Frequently demonstrates knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis. | Consistently demonstrates comprehensive knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis. |
| \* Candidates must meet at least a Needs Improvement readiness threshold across all indicators on the specific license with the exception of two indicators have been deemed as priority indicators; on these, the candidate must meet a readiness threshold of at least Proficient. Priority indicators are marked with an asterisk (\*) on the SG&S form. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **2. Theories on the relationship between ASL and English language** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates the knowledge and application of strategies necessary for the teaching of English and/or ASL when working with students who are deaf or hard of hearing. | Has demonstrated the knowledge and application of strategies necessary for the teaching of English and/or ASL when working with students who are deaf or hard of hearing. | Frequently demonstrates the knowledge and application of strategies necessary for the teaching of English and/or ASL when working with students who are deaf or hard of hearing. | Consistently demonstrates comprehensive knowledge and application of strategies necessary for the teaching of English and/or ASL when working with students who are deaf or hard of hearing. |

|  |  |  |  |
| --- | --- | --- | --- |
| **3. Theories in child development of cognitive, emotional, social, physical and intellectual development, as they relate to children who are deaf or hard of hearing** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates a thorough understanding of the basic theories of intellectual, emotional, and social development from childhood through adolescence.  Does not consistently apply this knowledge to identify characteristics and instructional implications to meet the individualized needs of deaf or hard of hearing students, across the range of program types (from general education classrooms to schools for the deaf and hard of hearing) serving this population. | Has demonstrated a knowledge and understanding of the basic theories of intellectual, emotional, and social development from childhood through adolescence.  Consistently applies this knowledge to identify characteristics and instructional implications to meet the individualized needs of deaf or hard of hearing students, across the range of program types (from general education classrooms to schools for the deaf and hard of hearing) serving this population. | Frequently demonstrates a thorough understanding of the basic theories of intellectual, emotional, and social development from childhood through adolescence.  Consistently applies this knowledge to identify characteristics and instructional implications to meet the individualized needs of deaf or hard of hearing students, across the range of program types (from general education classrooms to schools for the deaf and hard of hearing) serving this population. | Consistently demonstrates a comprehensive understanding of the theories of intellectual, emotional, and social development from childhood through adolescence.  Consistently applies this knowledge to identify characteristics and instructional implications to meet the individualized needs of deaf or hard of hearing students, across the range of program types (from general education classrooms to schools for the deaf and hard of hearing) serving this population. |

|  |  |  |  |
| --- | --- | --- | --- |
| **4. Designs and makes modifications of curricular and instructional materials to ensure accessibility of the curriculum for deaf or hard of hearing students\*** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates curricular design and curricular modifications that utilize evidence-based practices making academic content and learning environments accessible for students who are deaf or hard of hearing (with or without special needs). | Has demonstrated knowledge of curricular design and curricular modifications that utilize evidence-based practices making academic content and learning environments accessible for students who are deaf or hard of hearing (with or without special needs). | Frequently demonstrates knowledge of curricular design and curricular modifications that utilize evidence-based practices making academic content and learning environments accessible for students who are deaf or hard of hearing (with or without special needs). | Consistently demonstrates knowledge and comprehensive application of curricular design & curricular modifications that utilize evidence-based practices making academic content and learning environments accessible for students who are deaf or hard of hearing (with or without special needs). |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. Modifications of theories of reading for hearing students necessary for the learning of reading by deaf and hard of hearing students** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates a consistent application of strategies related to the teaching of literacy skills for students who are deaf or hard of hearing. | Has demonstrated application of strategies related to the teaching of literacy skills for students who are deaf or hard of hearing. | Frequently demonstrates a knowledge and application of strategies related to the teaching of literacy skills for students who are deaf or hard of hearing. | Consistently demonstrates a comprehensive knowledge and application of strategies related to the teaching of literacy skills for students who are deaf or hard of hearing. |

|  |  |  |  |
| --- | --- | --- | --- |
| **6. Knowledge of state of the art diagnostic instruments, testing materials and tools, and amplification equipment** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates understanding or application of knowledge of the clinical foundations of hearing including information related to medical implications and related equipment for students who are deaf or hard of hearing (i.e., diagnostic instrument, assessment tools and review of results, amplification equipment). | Has demonstrated an understanding and application of knowledge of the clinical foundations of hearing including information related to medical implications and related equipment for students who are deaf or hard of hearing (i.e., diagnostic instrument, assessment tools and review of results, amplification equipment). | Frequently demonstrates an understanding and application of knowledge of the clinical foundations of hearing including information related to medical implications and related equipment for students who are deaf or hard of hearing (i.e., diagnostic instrument, assessment tools and review of results, amplification equipment). | Consistently demonstrates a comprehensive understanding and application of the clinical foundations of hearing including information related to medical implications and related equipment for students who are deaf or hard of hearing (i.e., diagnostic instrument, assessment tools & review of results, amplification equipment). |

|  |  |  |  |
| --- | --- | --- | --- |
| **7. Knowledge of how deaf people live their daily lives** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates a clear knowledge of deaf culture, deaf history, the deaf community and deaf resource supports and services and does not apply this knowledge to the work with students who are deaf or hard of hearing and their families. | Has demonstrated a clear knowledge of deaf culture, deaf history, the deaf community and deaf resource supports and services and applies this knowledge to the work with students who are deaf or hard of hearing and their families. | Frequently demonstrates a clear knowledge of deaf culture, deaf history, the deaf community and deaf resource supports and services and applies this knowledge to the work with students who are deaf or hard of hearing and their families. | Consistently demonstrates a comprehensive knowledge of deaf culture, deaf history, the deaf community & deaf resource supports & services & applies this knowledge to the work with students who are deaf or hard of hearing & their families. |

|  |  |  |  |
| --- | --- | --- | --- |
| **8. Knowledge of current and historic medical, social, ethical and educational research related to educating students who are deaf or hard of hearing including the effects of cochlear implants on language learning** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates understanding and application of medical, social and ethical issues relative to the education of students who are deaf or hard of hearing.  Consistently demonstrates critical analysis and application of relevant research connected to the education of students who are deaf or hard of hearing. | Has demonstrated understanding and application of medical, social and ethical issues relative to the education of students who are deaf or hard of hearing.  Consistently demonstrates critical analysis and application of relevant research connected to the education of students who are deaf or hard of hearing. | Frequently demonstrates understanding and application of medical, social and ethical issues relative to the education of students who are deaf or hard of hearing**.** Consistently demonstrates critical analysis and application of relevant research connected to the education of students who are deaf or hard of hearing. | Consistently demonstrates a comprehensive understanding and application of medical, social & ethical issues relative to the education of students who are deaf or hard of hearing. Consistently demonstrates critical analysis and application of relevant research connected to the education of students who are deaf or hard of hearing. |

|  |  |  |  |
| --- | --- | --- | --- |
| **9. Knowledge of Federal and State Education laws pertaining to special education\*** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates sound knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education as related to carrying out the responsibilities necessary to successfully educate students who are deaf or hard of hearing. | Has demonstrated knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education as related to carrying out the responsibilities necessary to successfully educate students who are deaf or hard of hearing. | Frequently demonstrates sound knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education as related to carrying out the responsibilities necessary to successfully educate students who are deaf or hard of hearing. | Consistently demonstrates a comprehensive knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education as related to carrying out the responsibilities necessary to successfully educate students who are deaf or hard of hearing. |

**Teacher of the Deaf and Hard-of-Hearing License: *(ASL/TC)*: SG&S Form (Page 1 of 3)**

**\*Please Print**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| General Information | | | | | | | | |
| Candidate Information | | | | | | | | |
| First Name |  | | Last Name | | |  | | |
| Street Address |  | | | | | | | |
| City |  | | State |  | | Zip | |  |
| Massachusetts Educator License Number or MEPID |  | | | | | | | |
| SG&S Setting (150-hour minimum) | | | | | | | | |
| School District |  | | School Name | | |  | | |
| License Field |  | | License Grade Levels of Field Experience | | |  | | |
| Select only one of the following. Was this experience a/an: | | | | | | | | |
| * Internship to meet the requirements of adding an Initial or Professional license? | | | * Field experience to meet the requirements of earning a Provisional license? | | | | | |
| Supervising educator  *(to be completed by the Supervising educator – see Guidelines for requirements for this role)* | | | | | | | | |
| First Name |  | | Last Name | | |  | | |
| School District |  | | School Name | | |  | | |
| Position |  | | License Field(s) | | |  | | |
| Massachusetts Educator License Number or MEPID |  | | | | | | | |
| Number of years experience under license | |  | | | Type of license | | * Initial * Professional | |
| Was your most recent summative evaluation proficient or higher? | | | | | * Yes * No | |  | |
| Supervising administrator  *(to be completed by the Supervising administrator – see Guidelines for requirements for this role)* | | | | | | | | |
| First Name | |  | | | Last Name | |  | |
| School District or Institution | |  | | | Position | |  | |

**Teacher of the Deaf and Hard-of-Hearing License: *(ASL/TC)*: SG&S Form (Page 2 of 3)**

**\*Please Print**

|  |  |  |
| --- | --- | --- |
| **Initial Meeting** | | |
| Supervising educator (signature) | Date: | |
| Supervising administrator (signature) | Date: | |
| Candidate (Signature) | Date: | |
| **Formative Meeting** | | |
| Supervising educator (signature) | Date: | |
| Supervising administrator (signature) | Date: | |
| Candidate (Signature) | Date: | |
| **Supervising educator:** Document how candidate has demonstrated competency in each indicator. Note that starred (\*) indicators must be rated Proficient or higher. All indicators must be at least “Needs Improvement.” | | |
| **Indicator** | **Rating** | **Form of Evidence Documented**  **(*select all that apply*)** |
| Theories of language acquisition for ASL and English in deaf and hard of hearing students | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| Theories on the relationship between ASL and English language | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| Theories in child development of cognitive, emotional, social, physical and intellectual development, as they relate to children who are deaf or hard of hearing | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| **Designs and makes modifications of curricular and instructional materials to ensure accessibility of the curriculum for deaf or hard of hearing students\*** | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| Modifications of theories of reading for hearing students necessary for the learning of reading by deaf and hard of hearing students | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| Knowledge of state of the art diagnostic instruments, testing materials and tools, and amplification equipment | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| Knowledge of how deaf people live their daily lives | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |

|  |  |  |
| --- | --- | --- |
| **Teacher of the Deaf and Hard-of-Hearing License: *(ASL/TC)*: SG&S Form (Page 3 of 3)** | | |
| Knowledge of current and historic medical, social, ethical and educational research related to educating students who are deaf or hard of hearing including the effects of cochlear implants on language learning | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| **Knowledge of Federal and State Education laws pertaining to special education\*** | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| Based on the candidate’s performance in the SG&S process, we have determined this candidate to be: | * Ready to teach | * Not Yet Ready |
| **Summative Meeting**  By signing, I acknowledge that this experience has been completed factually as represented in this form and described in official Department Guidelines. I acknowledge that the Department may conduct an audit of the candidate’s portfolio for verification purposes. | | |
| Supervising educator (signature) | Date: | |
| Supervising administrator (signature) | Date: | |
| Candidate (Signature) | Date: | |