

Deaf and Hard of Hearing Early Field Experience Evaluation

Overview: This Deaf and Hard of Hearing Early Field Experience Evaluation Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The Deaf and Hard of Hearing Early Field Experience Evaluation Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on Deaf and Hard of Hearing Early Field Experience Evaluation evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory*, *emerging*, *satisfactory*, and *proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. To reiterate, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

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Note: Use the following scale to rate the performance of the intern in each of the assessment items:

(1) U= Unsatisfactory: Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback

(2) E= Emerging: Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback

(3) S= Satisfactory: Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback

(4) P= Proficient: Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

Please note: Although this evaluation is part of the overall grade for student teaching, it is balanced with other requirements. For Early Field Experience (EFE) it is expected that the majority of ratings will be at the Emerging or Satisfactory level; proficiency typically comes with ongoing practice. It is possible that some ratings could be at the unsatisfactory or proficient levels and it is hoped that your comments will reflect your rationale for those ratings.

Completing the Overall Rating for each Category (I-VIII): Please refer to the document, Internship Evaluation Overall Rating Rubric. The objectives underneath each category do not provide the overall rating, but it is anticipated that there will be some alignment between the Overall Rating and the ratings for each indicator.

Further note: The early field experience is the first true teaching experience our teacher candidates engage in so it is to be expected that they will begin the placement with emerging skills and will progress with mentoring, scaffolding, and practice throughout the experience to higher levels of proficiency .

CATEGORY I: CONTENT KNOWLEDGE				
<i>Beginning Special Education Professionals in early field placements:</i>				
	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT

<p>1: Demonstrate understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach. (CEC 3.1)</p> <p><input type="checkbox"/> N/A</p>				
<p>2: Organize the above knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions. (CEC 3.1)</p> <p><input type="checkbox"/> N/A</p>				
<p>3: Understand and use general and specialized content knowledge for teaching across</p>				

<p>curricular content areas to individualize learning. (CEC 3.2)</p> <p><input type="checkbox"/> N/A</p>				
<p>4: Understand the importance of integrating affective, social, and life skills with academic curricula. (ISCI 3 S2)</p> <p><input type="checkbox"/> N/A</p>				
<p><i>Observations and comments addressing Category I strengths and areas for improvement:</i></p>				
<p><i>(Empty space for observations and comments)</i></p>				
<p>CATEGORY II: CONTENT PEDAGOGY</p>				
<p><i>Beginning Special Education Professionals in early field placements:</i></p>				
	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>

1: Modify general and specialized curricula to make them accessible. (CEC 3.3) <input type="checkbox"/> N/A				
2: Relate the content to students' lives and interests. (ISCI 1 K11). <input type="checkbox"/> N/A				
3: Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities (ISCI 3 S1) <input type="checkbox"/> N/A				
4: Integrate language instruction into academic				

<p>areas. (DHH3S2)</p> <p><input type="checkbox"/> N/A</p>				
<p>Observations and comments addressing Category II strengths and areas for improvement:</p>				
<p>CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES</p>				
<p>Beginning Special Education Professionals in early field placements:</p>				
	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>
<p>1: Understand how language (including spoken and visual/sign communication modes), culture, and family background influence learning. (CEC 1.1, DHH1K4, DHH1K8)</p> <p><input type="checkbox"/> N/A</p>				
<p>2: Use understanding of</p>				

<p>child/adolescent development and individual differences (i.e. auditory, cognitive, medical, physical, psychological, sensory, social-emotional, and/or visual) to respond to the needs of students. (CEC 1.2, DHH1K1, DHH1K7)</p> <p><input type="checkbox"/> N/A</p>				
<p>3: Use understanding of language development (spoken /signed, linguistic and non-linguistic) and communication modalities to respond to the diverse needs of students. (DHH1K5,</p>				

<p>DHH1K8, DHH1K9)</p> <p><input type="checkbox"/> N/A</p>				
<p>4: Understand how the onset of hearing loss, age of identification, provision of early intervention, educational placements, cultural identity, and family communication affect all developmental domains. (DHH1K2, DHH1K3, DHH1K6, DHH2K1)</p> <p><input type="checkbox"/> N/A</p>				
<p><i>Observations and comments addressing Category III strengths and areas for improvement:</i></p>				
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<p><i>CATEGORY IV: CULTURE FOR LEARNING</i></p>				
<p><i>Beginning Special Education Professionals in early field placements:</i></p>				
	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>

<p>1: Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to actively engage students in meaningful learning activities and social interactions in which diversities are valued. (CEC 2.1, ISCI 2 S1, ISCI 2 S4)</p> <p><input type="checkbox"/> N/A</p>				
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<p>2: Use motivational and instructional interventions to teach students how to adapt to different environments and positively transition across service continuums. (CEC 2.2, DHH3S1)</p> <p><input type="checkbox"/> N/A</p>				
<p>3: Identify and/or reinforce realistic expectations for personal and social behavior in various settings. (ISCI 2 S2)</p> <p><input type="checkbox"/> N/A</p>				

<p>4: Use the least intensive but effective and varied behavior management strategies. (ISCI 2 S5, ISCI 2 S10, and ISCI 2 S11, ISCI 2 S12)</p> <p><input type="checkbox"/> N/A</p>				
<p>5: Design and/or maintain daily routines to create multisensory environments that provide access to incidental language experiences and encourage self-advocacy and increased independence. (ISCI2S9, ISCI 2 S12, DHH2S2, DHH2S5)</p> <p><input type="checkbox"/> N/A</p>				
<p>6. Develop and sustain learning</p>				

<p>environments that support positive intra-cultural and intercultural experiences (ISCI 2 S13)</p> <p><input type="checkbox"/> N/A</p>				
<p>7: Support the activities of interpreters, paraeducators, volunteers, and tutors. (ISCI 2 S15)</p> <p><input type="checkbox"/> N/A</p>				
<p>8: Demonstrate understanding of the benefit in encouraging interactions between individuals who are deaf/hard of hearing with peers and with role models who are deaf or hard of hearing.</p>				

<p>(DHH2S1)</p> <p><input type="checkbox"/> N/A</p>				
<p>9: Demonstrate knowledge of strategies that would help individuals who are deaf or hard of hearing learn to use interpreters and/or manage assistive technology. (DHH2S3, DHH2S4)</p> <p><input type="checkbox"/> N/A</p>				

Observations and comments addressing Category IV strengths and areas for improvement:

CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION				
Beginning Special Education Professionals in early field placements:				
	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT
<p>1: Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for students. (CEC 5.1)</p> <p><input type="checkbox"/> N/A</p>				
<p>2. Provide support for successful inclusion experiences. (DHH5S6)</p> <p><input type="checkbox"/> N/A</p>				
<p>3: Use technologies to support instructional</p>				

<p>assessment, planning, and delivery, using specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing. (CEC 5.2, DHH5S5)</p> <p><input type="checkbox"/> N/A</p>				
<p>4: Use augmentative and alternative communication systems and or assistive technologies to support the communication and learning as needed. (CEC 5.3)</p> <p><input type="checkbox"/> N/A</p>				

<p>5: Use strategies to facilitate cognitive, language and communicative development which will facilitate independent communication in all contexts. (CEC 5.4, ISCI 5 S20, DHH5S1, DHH5S3)</p> <p><input type="checkbox"/> N/A</p>				
<p>6: Develop an understanding of the need for a variety of education and transition plans for students across a wide range of settings and different learning experiences in collaboration with individuals, families, and</p>				

<p>teams. (CEC 5.5, ISCI5S19)</p> <p><input type="checkbox"/> N/A</p>				
<p>7: Implement and monitor comprehensive, longitudinal individualized programs in collaboration with team members, including the student and family (ISCI 5 S1, ISCI 5 S2)</p> <p><input type="checkbox"/> N/A</p>				
<p>8: Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to students. (CEC5.7)</p> <p><input type="checkbox"/> N/A</p>				

<p>9: Teach to mastery using strategies to facilitate maintenance and generalization of skills across learning environments. (CEC 5.6 and ISCI 5 S16)</p> <p><input type="checkbox"/> N/A</p>				
<p>10: Plan and implement lessons to maximize instructional time, using research-supported methods that provide balance among explicit instruction, guided instruction, peer learning and reflection. (ISCI 5 S8, ISCI 5 S9, ISCI 5 S10, DHH5S10)</p>				

<input type="checkbox"/> N/A				
11: Use visual tools and organizers that support content mastery and retention by individual who are deaf or hard of hearing.(DHH5K 1) <input type="checkbox"/> N/A				
12: Collect and analyze spoken/sign or written communication samples. (DHH4S3) <input type="checkbox"/> N/A				
13: Modify instructional practices in response to ongoing assessment data (ISCI 5 S21)				

<input type="checkbox"/> N/A				
<p>14: Implement strategies for stimulating and using residual hearing and for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals. (DHH5S2, DHH5S4)</p> <input type="checkbox"/> N/A				
<p>15: Apply first and second language teaching strategies to instruction. (DHH5S9)</p> <input type="checkbox"/> N/A				
<p>16: Provide</p>				

<p>activities to promote print literacy and content area reading and writing through instruction via spoken language and /or the signed language indigenous to the Deaf community. (DHH5S8)</p> <p><input type="checkbox"/> N/A</p>				
<p><i>Observations and comments addressing Category V strengths and areas for improvement:</i></p>				
<p>CATEGORY VI: ASSESSMENT FOR STUDENT LEARNING.</p>				
<p><i>Beginning Special Education Professionals in early field placements:</i></p>				
	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>
<p>1: Administer technically</p>				

<p>sound, nonbiased, formal and informal assessments through the students' preferred mode and language of communication. (CEC 4.1, ISCI 4 S2, DHH4S1)</p> <p><input type="checkbox"/> N/A</p>				
<p>2. Develop assessment procedures incorporating specialized terminology specific to individuals who are deaf and hard of hearing and allow for alternative forms of expression. (DHH4K1, DHH4S2)</p> <p><input type="checkbox"/> N/A</p>				

<p>3: Interpret assessment results, evaluate instruction, and monitor progress of students. (CEC 4.2, ISCI 4 S5, and ISCI 4 S8)</p> <p><input type="checkbox"/> N/A</p>				
<p>4: In collaboration with colleagues and families use multiple types of assessment information in making decisions about students. (CEC 4.3)</p> <p><input type="checkbox"/> N/A</p>				
<p>5: Engage students to work toward quality learning and performance</p>				

<p>and provide timely and helpful feedback to guide them. (CEC 4.4)</p> <p><input type="checkbox"/> N/A</p>				
<p><i>Observations and comments addressing Category VI strengths and areas for improvement:</i></p>				
<p>CATEGORY VII: PROFESSIONALISM</p>				
<p><i>Beginning Special Education Professionals in student teaching placements:</i></p>				
	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>
<p>1: Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)</p>				

<input type="checkbox"/> N/A				
<p>2: Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)</p> <input type="checkbox"/> N/A				
<p>3: Demonstrate sensitivity for the family, culture, language, religion, gender, disability, socioeconomic status and sexual orientation of individuals. (Develop and enrich cultural competence relative to the Deaf community). (ISCI 6 S6,</p>				

<p>DHH6S4)</p> <p><input type="checkbox"/> N/A</p>				
<p>4: Conduct self-evaluation/r eflex on own practice to improve instruction and guide professional growth as a lifelong learner, committing to maintaining language competence. (ISCI 6 S9, ISCI6 S11, DHH6S2)</p> <p><input type="checkbox"/> N/A</p>				
<p>5: Act ethically in activities such as advocating for appropriate services and mentoring students. (ISCI 6 S3)</p> <p><input type="checkbox"/> N/A</p>				

<p>6. Explain historical foundations and research evidence upon which educational practice is based. (DHH6S3)</p> <p><input type="checkbox"/> N/A</p>				
<p>7. Understand and explain foundational information related to education of students who are deaf/hard of hearing (incidence and prevalence figures, educational placements, etiologies of hearing loss-including that which causes co-morbid disabilities, and sociocultural,</p>				

<p>historical and political forces that affect education of the deaf. (DHH6K1,DHH6K5, DHH6K6, DHH6K7)</p> <p><input type="checkbox"/> N/A</p>				
<p>8: Understand the roles and responsibilities of teachers and support personnel and provide guidance and direction. (I.e., interpreters, paraeducators, tutors, and volunteers.) (CEC 6.6, DHH6K2)</p> <p><input type="checkbox"/> N/A</p>				
<p>9: Articulate knowledge of professional organizations and resources</p>				

<p>in the field of deaf education. (DHH6K3, DHH6K4)</p> <p><input type="checkbox"/> N/A</p>				
<p>10: Use evidence based practices to promote the highest education and quality-of-life potential of students. (ISCI 6 S2, ISCI 6 S13)</p> <p><input type="checkbox"/> N/A</p>				
<p>11: Engage in professional activities that benefit individuals with exceptionalities , their families, and one's colleagues. (ISCI 6 S12)</p> <p><input type="checkbox"/> N/A</p>				

<p>12. Express self well orally, communicating ideas and using voice effectively (for all candidates who use speech for communication)</p> <p><input type="checkbox"/> N/A</p>				
<p>13. Communicate proficiently in Sign Language indigenous to the Deaf Community. (DHH6S1, DHH5S7)</p> <p><input type="checkbox"/> N/A</p>				
<p>14. Use editing strategies to ensure that writing is clear, organized, and error free.</p> <p><input type="checkbox"/> N/A</p>				

<p>15: Is punctual and reliable and follows procedure if going be absent or tardy.</p> <p><input type="checkbox"/> N/A</p>				
<p><i>Observations and comments addressing Category VII strengths and areas for improvement:</i></p>				
<p>CATEGORY VIII: COMMUNICATION AND COLLABORATION</p>				
<p><i>Beginning Special Education Professionals in early field placements:</i></p>				
	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>
<p>1: Use the theory and elements of effective collaboration. (CEC 7.1)</p> <p><input type="checkbox"/> N/A</p>				

<p>2: Serve as a collaborative resource to colleagues. (CEC 7.2)</p> <p><input type="checkbox"/> N/A</p>				
<p>3: Use collaboration to promote the well-being of students across a wide range of settings and collaborators. (CEC 7.3)</p> <p><input type="checkbox"/> N/A</p>				
<p>4. Foster active inquiry, collaboration, and supportive interaction for colleagues and students with exceptionalities and their families. (ISCI 7 S5).</p> <p><input type="checkbox"/> N/A</p>				

<p>5. Foster respectful and beneficial relationships between families and professionals (ISCI 7 S3)</p> <p><input type="checkbox"/> N/A</p>				
<p>6. Maintain confidential communication about individuals with exceptional learning needs. (ISC17 S1)</p> <p><input type="checkbox"/> N/A</p>				
<p>7. Identify and articulate services, organizations, and networks that support individuals who are deaf/hard of hearing. (DHH7K1)</p> <p><input type="checkbox"/> N/A</p>				

<p>8. Provide families with support to make informed choices regarding communication modes, amplification options, philosophies, accommodations and modifications and educational options. (DHH7S1)</p> <p><input type="checkbox"/> N/A</p>				
<p><i>Observations and comments addressing Category VIII strengths and areas for improvement:</i></p>				