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**Appendix**

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

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

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

**Performance Rubrics and Required Form**

This Appendix includes a performance rubric to assess the candidate’s performance against indicators aligned to the subject matter knowledge requirements for the license being sought. 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 (3 pages) that should be submitted to the licensure office as documentation of the completed process.

Upon completion of the SG&S process, conducted over a supervised 150-hour field-based experience, the candidate and supervising educator should review progress and fill out the required licensure forms. The candidate must submit these forms to the licensure office to 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 licensure candidates seeking to obtain an additional Initial or Professional license.

Candidates must meet at least a Proficient readiness threshold across all indicators on the specific license. 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 Form 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. Knowledge of the perception, acquisition, and processing of language, both spoken and sign, and strategies for supporting language acquisition in sign language**. | | | |
| **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. Does not implement strategies for supporting language acquisition in sign language. | Has demonstrated knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis  and implements strategies for supporting language acquisition in sign language. | Frequently demonstrates knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis and  implements strategies for supporting language acquisition in sign language. | Consistently demonstrates comprehensive knowledge of the perception, acquisition and processing of language including both spoken and sign language with varying levels of emphasis  emphasis and implements strategies for supporting language acquisition in sign language. |

| **2. Knowledge of the relationship between ASL and English language and strategies for translating between ASL and English** | | | |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates the knowledge and application of strategies necessary for the teaching of English and 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 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 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 ASL when working with students who are deaf or hard of hearing. |

| **3. Theories in typical and atypical child 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 and  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 and 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 and 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 with and without special needs** | | | |
| --- | --- | --- | --- |
| **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. Knowledge of strategies for promoting literacy among students who are deaf or hard of hearing** | | | |
| --- | --- | --- | --- |
| **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 the clinical foundation of hearing as measured using diagnostic instruments, testing materials and tools** | | | |
| --- | --- | --- | --- |
| **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). | 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). | 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). | 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** | | | |
| --- | --- | --- | --- |
| **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 and the implications of these laws on the development and implementation of IEPs and 504 plans** | | | |
| --- | --- | --- | --- |
| **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. |

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

\*Please print where signature is not required

| General Information | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate Information (Please Print) | | | | | | | | | |
| 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-based 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-based 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 of 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 | |  | |
| Superintendent’s Verification  I have reviewed the attached information and attest that the candidate listed above has completed the SG&S process. | | | | | | | | | |
| Print name of superintendent/or equivalent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of superintendent/or equivalent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |

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

| **Initial Meeting** | | |
| --- | --- | --- |
| Supervising educator (Print Name) | |  |
| Supervising educator (Signature) | | Date: |
| Supervising administrator (Print Name) | |  |
| Supervising administrator (Signature) | | Date: |
| Candidate (Print Name) | |  |
| Candidate (Signature) | | Date: |
| **Formative Meeting** | | |
| Supervising educator (Signature) | | Date: |
| Supervising administrator (Signature) | | Date: |
| Candidate (Signature) | | Date: |
| **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:** Document how candidate has demonstrated competency in each indicator. All indicators must be rated Proficient or higher. | | |
| **Indicator** | **Rating** | **Form of Evidence Documented**  **(*select all that apply*)** |
| 1. Knowledge of the perception, acquisition, and processing of language, both spoken and sign, and strategies for supporting language acquisition in sign language. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of the relationship between ASL and English language and strategies for translating between ASL and English | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Theories in typical and atypical child 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 |
| 1. Designs and makes modifications of curricular and instructional materials to ensure accessibility of the curriculum for deaf or hard of hearing students with and without special needs | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of strategies for promoting literacy among students who are deaf or hard of hearing | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of the clinical foundation of hearing as measured using diagnostic instruments, testing materials and tools | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. 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)** | | |
| --- | --- | --- |
| 1. Knowledge of current and historic medical, social, ethical and educational research related to educating students who are deaf or hard of hearing | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of Federal and State Education laws pertaining to special education and the implications of these laws on the development and implementation of IEPs and 504 plans | * 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:** | * **Met Requirements** | * **Not Met Requirements** |
| **Supervising educator (Print Name)** |  | |
| **Supervising educator (Signature)** | Date: | |
| **Supervising administrator (Print Name)** |  | |
| **Supervising administrator (Signature)** | Date: | |
| **Candidate (Print Name)** |  | |
| **Candidate (Signature)** | Date: | |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/). | | |