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**Appendix**

**Teacher of the Deaf and Hard-of-Hearing: *Oral/Aural***

**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: *Oral/Aural (O/A)*** | | | |
| --- | --- | --- | --- |
| | **1. Knowledge of the anatomy and physiology of the ear and neural pathways** | | --- | | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate knowledge of the anatomy and physiology of the ear. Is unable to articulate and explain how the brain receives and processes the information from the ear. 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/educational settings (from general education classrooms to schools for the deaf and hard of hearing) serving this population. | Demonstrates knowledge of the anatomy and physiology of the ear. Is able to articulate and explain how the brain receives and processes the information from the ear 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/educational settings (from general education classrooms to schools for the deaf and hard of hearing) serving this population. | Frequently demonstrates knowledge of the anatomy and physiology of the ear. Is able to articulate and explain how the brain receives and processes the information from the ear 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/educational settings (from general education classrooms to schools for the deaf and hard of hearing) serving this population. | Consistently demonstrates a thorough knowledge of the anatomy and physiology of the ear. Is able to articulate and explain how the brain receives and processes the information from the ear 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/educational settings (from general education classrooms to schools for the deaf and hard of hearing) serving this population. |

| **2. Knowledge of the impact of environmental acoustics on auditory and speech perception** | | | |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate knowledge of how the acoustics of various environments such as the classroom, cafeteria, auditorium and playground impact the student’s auditory perception and speech production. | Has demonstrated knowledge of how the acoustics of various environments such as the classroom, cafeteria, auditorium and playground impact the student’s auditory perception and speech production. | Frequently demonstrates knowledge of how the acoustics of various environments such as the classroom, cafeteria, auditorium and playground impact the student’s auditory perception and speech production. | Consistently demonstrates comprehensive knowledge of how the acoustics of various environments such as the classroom, cafeteria, auditorium and playground impact the student’s auditory perception and speech production. |
| **3. Knowledge of typical neurological, auditory and speech development and the impact hearing loss has on each of these developmental areas.** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates a basic understanding of neurological, auditory or speech development (neuroplasticity; anatomy and physiology of the speech and hearing mechanism; acoustic properties of speech; hierarchy of auditory development, impact of hearing loss and the use of hearing aids and cochlear implants on speech perception and speech production, phonetics and assessments of speech perception and speech production).  Does not consistently apply this knowledge to their classroom practice to meet the individualized needs of deaf or hard of hearing students. | Has demonstrated a basic knowledge and understanding of neurological, auditory or speech development (neuroplasticity, anatomy and physiology of the speech and hearing mechanism; acoustic properties of speech; hierarchy of auditory development, impact of hearing loss and the use of hearing aids and cochlear implants on speech perception and speech production, phonetics and assessments of speech perception and speech production) and applies this knowledge to their classroom practice to meet the individualized needs of deaf or hard of hearing students. | Frequently demonstrates a thorough understanding of neurological, auditory or speech development (neuroplasticity; anatomy and physiology of the speech and hearing mechanism; acoustic properties of speech; hierarchy of auditory development, impact of hearing loss and the use of hearing aids and cochlear implants on speech perception and speech production, phonetics and assessments of speech perception and speech production)and applies this knowledge to their classroom practice to meet the individualized needs of deaf or hard of hearing students. | Consistently demonstrates a comprehensive understanding of neurological, auditory or speech development (neuroplasticity; anatomy and physiology of the speech and hearing mechanism; acoustic properties of speech; hierarchy of auditory development, impact of hearing loss and the use of hearing aids and cochlear implants on speech perception and speech production, phonetics and assessments of speech perception and speech production) and applies this knowledge to their classroom practice to meet the individualized needs of deaf or hard of hearing students. |

| **4. Knowledge of hearing measurement and related test interpretation** | | | |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates an understanding of the types and uses of various screening and test measurement tools and the ability to interpret the results. Unable to apply knowledge of the test results to explain hearing levels and the impact on listening and speech perception. Is unable to use the results to increase the development of auditory skills and maximize the use of residual hearing and provide an environment of intense auditory training. | Has demonstrated an understanding of the types and uses of various screening and test measurement tools and the ability to interpret the results and demonstrates knowledge of the test results to explain hearing levels and the impact on listening and speech perception and uses the results to increase the development of auditory skills and maximize the use of residual hearing and provide an environment of intense auditory training. | Frequently demonstrates an understanding of the types and uses of various screening and test measurement tools and the ability to interpret the results and demonstrates knowledge of the test results to explain hearing levels and the impact on listening and speech perception and uses the results to increase the development of auditory skills and maximize the use of residual hearing and provide an environment of intense auditory training. | Consistently demonstrates an understanding of the types and uses of various screening and test measurement tools and the ability to interpret the results and demonstrates knowledge of the test results to explain hearing levels and the impact on listening and speech perception and uses the results to increase the development of auditory skills and maximize the use of residual hearing and provide an environment of intense auditory training. |

| **5. Knowledge of the function and use of available sensory devices and hearing assistive technology** | | | |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates understanding and application of knowledge of the clinical foundations of hearing including information related to medical implications and the use of related hearing assistive technology and sensory devices for students who are deaf or hard of hearing (i.e. benefits and limitations of amplification equipment and cochlear implants, basic troubleshooting of hearing assistive technology and sensory devices) to access spoken language | Has demonstrated an understanding and application of knowledge of the clinical foundations of hearing including information related to medical implications and the use of related hearing assistive technology and sensory devices for students who are deaf or hard of hearing (i.e. benefits and limitations of amplification equipment and cochlear implants, basic troubleshooting of hearing assistive technology and sensory devices) to access spoken language | Frequently demonstrates an understanding and application of knowledge of the clinical foundations of hearing including information related to medical implications and the use of related hearing assistive technology and sensory devices for students who are deaf or hard of hearing (i.e. benefits and limitations of amplification equipment and cochlear implants, basic troubleshooting of hearing assistive technology and sensory devices) to access spoken language | Consistently demonstrates an understanding and application of knowledge of the clinical foundations of hearing including information related to medical implications and the use of related hearing assistive technology and sensory devices for students who are deaf or hard of hearing (i.e. benefits and limitations of amplification equipment and cochlear implants, basic troubleshooting of hearing assistive technology and sensory devices) to access spoken language |

| **6. Knowledge of the anatomy and physiology of the speech/voice mechanism and the typical and atypical development of speech production** | | | |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate knowledge of the anatomy and physiology of the speech/voice mechanism. Is unable to articulate a basic understanding of typical speech milestones and delays in reaching those milestones. | Has demonstrated a knowledge of the anatomy and physiology of the speech/voice mechanism and articulate a basic understanding of typical speech milestones and delays in reaching those milestones. | Frequently demonstrates knowledge of the anatomy and physiology of the speech/voice mechanism and articulates an understanding of typical speech milestones and delays in reaching those milestones. | Consistently demonstrates a knowledge of the anatomy and physiology of the speech/voice mechanism and articulates a thorough understanding of typical speech milestones and delays in reaching those milestones. |

| **7. Use of formal and informal speech production assessments** | | | |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates the use of both screening and comprehensive assessment tools that are both culturally and linguistically sensitive. Is unable to identify and administer assessments of speech that include the evaluation of accurate speech production, speech sound errors, and error patterns. Does not provide increased opportunity for spoken language work in all classroom activities. | Has demonstrated the use of both screening and comprehensive assessment tools that are both culturally and linguistically sensitive and identifies and administers assessments of speech that include the evaluation of accurate speech production, speech sound errors, and error patterns while providing increased opportunity for spoken language work in all classroom activities. | Frequently demonstrates the use of both screening and comprehensive assessment tools that are both culturally and linguistically sensitive and identifies and administers assessments of speech that include the evaluation of accurate speech production, speech sound errors, and error patterns while providing increased opportunity for spoken language work in all classroom activities. | Consistently demonstrates the use of both screening and comprehensive assessment tools that are both culturally and linguistically sensitive and identifies and administers assessments of speech that include the evaluation of accurate speech production, speech sound errors, and error patterns while providing increased opportunity for spoken language work in all classroom activities. |

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

\*Please print where signature is not required

| 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-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: *(Oral/Aural)*: 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 anatomy and physiology of the ear and neural pathways | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of the impact of environmental acoustics on auditory and speech perception | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of typical neurological, auditory and speech development and the impact hearing loss has on each of these developmental areas | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of hearing measurement and related test interpretation | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of the function and use of available sensory devices and hearing assistive technology | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of the anatomy and physiology of the speech/voice mechanism and the typical and atypical development of speech production | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Use of formal and informal speech production assessments | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |

| **Deaf and Hard-of-Hearing License: *(Oral/Aural)*: SG&S Form (Page 3 of 3)** | | |
| --- | --- | --- |
| **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/). | | |