



Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

EDUCATION OF PERSONS WITH HEARING LOSS

LEARNER:

Outcome 1: **Demonstrates adequate skills in use of pupil's preferred mode of communication (American Sign and for formal instructional purposes.**

Performance

- Indicators:
- communicates effectively using student's and/or parent's preferred communication system
 - includes incidental speech, speechreading, and auditory training as a component of each lesson
 - judges accurately correct/incorrect speech or sign production
 - employs corrective measures for articulation/respiration/voice and sign language production errors
 - when appropriate, is accurate in recording articulation/sign production

Outcome 2: **Applies educational/psychological principles in the classroom that promote motivation and behavioral changes, and reinforces the expected outcomes appropriately.**

Performance

- Indicators:
- uses appropriate verbal reinforcement and correction in response to student behavior
 - avoids reinforcing attention-seeking behavior on part of students
 - is aware of student attention and uses appropriate reinforcement to increase or maintain attention
 - maintains an orderly classroom which minimizes distractions without stifling creativity or student participation
 - develops and implements behavior management plans when necessary to reduce or eliminate undesirable behavior
 - makes appropriate use of school resources when special discipline problems arise

COMMITMENT:

Outcome 1: **Demonstrates adaptability, flexibility, creativity, and initiative in meeting the changing needs of students with hearing loss in a variety of learning environments (e.g., self-contained classrooms, resource rooms, and inclusion settings).**

Performance

- Indicators:
- adapts to school schedules and plans effectively within that schedule
 - plans appropriately depending upon classroom structure and student needs
 - adapts well when schedule changes and other incidents cause changes in school schedules
 - plans well in coordination with other teachers' schedules and schedules of other school activities
 - plans according to students' various performance levels
 - prepares creative materials that promote student learning

CONTENT:

Outcome 1: **Accurately interprets the results of aural habilitation/rehabilitation assessment procedures for students with hearing loss and properly uses the information during teaching/remediation.**

Performance
Indicators

- is familiar with hearing test procedures: screening; pure-tone air and bone threshold assessment
- is able to conduct screening assessment effectively
- demonstrates general knowledge and use of the audiometer
- is able to provide a cursory explanation of assessment results

Outcome 2: **Demonstrates knowledge of and ability to administer and interpret a variety of formal and informal diagnostic tests pertaining to specialized curriculum areas appropriate for use with students with hearing loss at different age/grade levels.**

Performance
Indicators

- demonstrates knowledge of a variety of appropriate tests designed to measure performance in speech, language, and academic areas
- interprets test results accurately and meaningfully
- constructs appropriate informal academic assessment measures to evaluate progress and identify areas in need of additional instruction

COLLABORATION:

Outcome 1: **Collaborates well with professionals and paraprofessionals.**

Performance
Indicators

- makes effective use of teaching aides when available
- presents requests and responses to others in the educational setting in a positive, cooperative manner
- responds promptly and effectively to supervisory requests
- receives constructive criticism well and implements feedback appropriately
- presents constructive criticism in a positive manner
- avoids personal conflicts with others in the educational setting
- interacts with regular education faculty in a manner that achieves positive results for mainstreamed students

COMPETENCE:

Outcome 1: **Identifies individual needs of students with hearing loss and uses this information for instructional planning.**

Performance
Indicators:

- demonstrates understanding of the development of speech/language as related to intelligence, maturity, social factors, and the limitations imposed by sensory deficit
- sets attainable goals for individual students and/or the class as a whole
- employs teaching techniques which capitalize on student strengths
- modifies instructional procedures to enhance goal attainment
- maintains realistic performance expectations

Outcome 2: **Demonstrates skill in planning/conducting aural habilitation/rehabilitation programs for students with hearing loss.**

Performance
Indicators:

- encourages maximum use of residual hearing at all times
- programs for individual needs to promote auditory skills development
- provides consistent reinforcement for student's use of auditory skills in academic and nonacademic environments

Outcome 3: Writes daily lesson plans which state objectives in behavioral terms and are specifically designed to achieve general long-range goals.

Performance

Indicators: -identifies goals that reflect students' overall curriculum goals
-writes objectives which lead to specific goals
-writes objectives which can be evaluated or measured by teachers
-writes objectives which relate to curriculum goals and not to performance on lessons

Outcome 4: Identifies, adapts, and uses paper/textbook instructional materials which are appropriate for facilitating language, speech, and academic development and/or remediation of students with hearing loss.

Performance

Indicators: -makes effective use of all available material (bulletin board, charts, etc.)
-when necessary, designs and constructs instructional materials
-when necessary, rewrites/modifies instructional materials to match linguistic needs of students

Outcome 5: Uses appropriate curriculum materials as indicated by the type of classroom for students with hearing loss, under the guidance of the cooperating teacher.

Performance

Indicators: -utilizes commercially produced materials appropriately for students in case load
-adapts commercially produced curriculum materials when necessary for student with hearing loss.
-develops original curriculum materials appropriate for lesson goals and objectives
-develops and utilizes original curriculum materials to supplement commercial materials as needed

Outcome 6: Uses instructional language that is appropriate for the language levels of the class and individual students with hearing loss.

Performance

Indicators: -uses appropriate vocabulary and syntax for English levels of deaf and/or hard-of-hearing students
-uses American Sign Language adequately when necessary and as part of a bilingual/bicultural approach
-adapts curriculum materials when necessary for the English levels of students
-phrases explanations in language contexts that can be understood by students
-uses good spoken and/or signed models of English as appropriate for classroom settings

Outcome 7: Identifies, adapts, and uses computer and other technologically-based instructional materials and adaptive devices which are appropriate for facilitating language, speech, and academic development and/or remediation of students with hearing loss.

Performance

Indicators: -makes effective use of all available hardware and software
-trouble-shoots equipment malfunctions (auditory trainer, language master, hearing aid, etc.)
-identifies appropriate materials and devices for individual needs of students