Council on Education of the Deaf

Individual Teacher Certification Review Report Forms and Formats

Approved, February 2022

Individual Teacher Certification Review Report Format and Forms

C O V E R   S H E E T

Name: **Date submitted**

Place of Work: **Position**:

Address:

Phone: **Email:**   **Fax:**

Table of Contents

Standard 1.1 Narrative

- Provide a brief history of your professional and deaf education training, work history, and current professional accreditation status. Please also include a copy of your curriculum vita, course and professional activity transcripts.
- Describe your communication, education and instructional philosophy regarding the education of DHH students.
- Describe how your training and philosophy supports your perspectives on the roles and responsibilities of teachers of DHH students.

Standard 1.2 Curriculum Components

Standard: 1.2.1 The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC-CED Special Education Initial Special Educator Preparation Standards, Specialty Set: Deaf and Hard of Hearing:

https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20DHH%20%20Revalidated%202018.pdf: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.

Standard 1.2.2 Language and Communication: *The specialized portion of curriculum prepares candidates to meet the unique language and communication needs of D/HH students. The curriculum should include, as appropriate to program objectives, experience, coursework and training in skills that optimize language development, learning and literacy.*

Standard 1.2 Narrative

- Describe how you have met CED-CEC standards through professional training and experience. In Appendix C, include a matrix of the CED-CEC standards and where they have been addressed in your professional preparation.
- Describe how Standard 1.2.2 is met using one of the performance-based assessments (indicate the assessment on the matrix below).

Tables for Standard 1.2

Course Alignment with CED-CEC Initial Preparation Standards

Show coursework that aligns to the 2018 CED-CEC initial teacher preparation standards. Include a copy of each course or training syllabus that addresses one or more of these standards.

Course Title and Number, or Professional Activity	Year and institution where completed	CED-CEC Standard Number

Professional Preparation Assessment Matrix

List the 6-8 assessments that provide evidence of your meeting the 7 CED-CEC initial licensure standards. These may include one state licensure or standardized content area test. Course grades are not appropriate evidence of skills. All but one standardized assessment must be performance-based evaluations of skills.

- Each assessment must be a rubric that uses observable and measurable terms to describe performance outcomes. Grades, course performance percentages, or cumulate points earned are not appropriate evidence of skills.
- Performance outcomes for each CED-CEC standard must be assessed and reported separately. Assessments may examine multiple CED-CEC standards within one project or instructional activity, but each standard must be evaluated and reported separately. This provides the necessary evidence (required by national accreditations), that candidates are competent across each of the 7

standards.

One assessment must address standard 1.2.2 as well as the following to be listed on the assessment matrix below:

1. Content Knowledge
2. Language and Communication Skills, aligned with program philosophy, for example, ASLPI, SLPI, TOEFL, Praxis I Basic Skills, GRE or other assessments of foundational skills.
3. Pedagogical and Professional Knowledge or Skills for Lesson or Unit Instruction
4. Pedagogical and Professional Knowledge or Skills during Student Teaching/Internship
5. Candidate Effects on Student Learning
6. Assessment(s) of CED Standard 1.2.2
7. Optional Assessment of remaining CED Standards
8. Optional Assessment of remaining CED Standards

	CED-CEC Standard #	Type or Name of Assessment	Activity or Course during which assessment occurred	When Administered	Documentation of Proficiency (e.g., rubric score)
1					
2					
3					
4					
5					
6					
7 (optional)					
8 (optional)					

Standard 1.3.1 **Practicum Length and Sequence:** *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING.* Indicate the total hours spent in direct observation and participation (150 hrs minimum) and in student teaching (250 hrs minimum).

Standard 1.3.2 **Practicum Facilities***: A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/HH students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals. List the 5 most frequently used settings on the Practicum Centers* and *Personnel form below.*

Standard 1.3 Narrative

- Briefly describe the scope and nature of your practicum and/or professional experiences and the facilities where each occurred (complete the charts below).
  - o Describe how the practica and field experiences are aligned with your language/communication and instructional philosophy.
  - o Describe how the practica and field experiences included a range of program facilities and exposure to children from diverse cultural, racial and economic backgrounds.

Practicum/Field Experience Form

List field experiences by course name and number or professional experiences, from earliest to latest order through student teaching/internship.	Total hours of field experience	Location of field experience and supervising institution	Language/communication approach, type of placement (residential, day, itinerant)	Student ages, grades, content area, and presence of additional challenges
Total Observation/Participation Hours: Total Student Teaching Hours:				

Appendix A: Curriculum vita
Appendix B: Transcripts for coursework, workshops, and professional activities
Appendix C: Copies of assessments and project results for Standards 1.2 and 1.3 with outcomes for each CED-CEC assessment reported individually (see below). For each rubric, indicate the program and course number, or professional development activity title, location, and date.

Assessment Rubrics: Example 1

Training program and course number:
Professional development title, location, and date:

Assessment activity: Students complete at least two language and communication assessments and use these to plan a lesson that utilizes student strengths to increase learning and performance in areas of need.

Activity and Standard	Exceed	Met Standard	Partially Met	Not Met

CED-CEC 4: Assesses language and communication strengths and needs of a DHH student Individual Score:	The candidate followed all required assessment protocol, with at least two elements that exceeded requirements. Summary of skills and needs showed comprehensive understandings of language and communication development with at least wo unique insights or perspectives regarding the student's strengths and needs.	The candidate followed required assessment protocol with several perceptive performance notes. Summary of skills and needs showed thorough understandings of language and communication development with accurate descriptions of individual strengths and needs.	The candidate followed most assessment requirements with 1-2 minor or 1 major error or omission. Summary of skills and needs showed basic understandings of language and communication development of DHH students with no more than 1 major error.	The candidate made major assessment errors or omissions in conducting the assessments. Skill summaries showed several misunderstandings of language and communication development of DHH students.
CED-CED 5: Utilizes assessment results to plan an effective language/ communication lesson Individual Score:	The candidate insightfully applied language/ communication assessment results to development of an individually-relevant and engaging with at least two exceptional lesson plan elements.	The candidate skillfully applied language/ communication assessment results to development of an individually-relevant lesson that addressed all lesson plan elements.	The candidate utilized several of language/ communication assessment results to develop a lesson with several minor errors and/or several minor or no more than 1 major error in lesson plan elements.	The candidate utilized few appropriate language/ communication assessment results to develop a lesson, with several major errors or omissions in lesson plan elements.

Individual Assessment Rubric, Example 2

Training program and course number:
Professional development title, location, and date:

Assessment activity: Students complete at least two assessments in a single subject area and use these to plan and implement an effective lesson that utilizes student strengths to increase learning and performance in areas of need.

CED-CEC 4: Assesses learning strengths and needs of a DHH student	Identify & select assessments ___/2 __/1 Describe subject area and available assessments with information on their	Implementation ___/4 __/1 Clear description of assessment situation: time, date and setting; room characteristics; student motivation and	Summary ___/3 __/2 Clear identification of student's strengths and needs including unique response or	Recommen-dations: ___/1 Clearly prioritized sequence with logical

Individual Score: __/10 points > 10: Exceed 8-10: Met 6-7: Partial <6: Not met	validity and/or endorse-ment by the state, district, or program. __/1 Provide brief description of student with reasons for choosing the 2 final assessments for this student. Provide assessment title, publication place/date, and weblinks.		behavior. __/1 Description of procedure, any deviations or modifications due to setting or student concerns. __/2 Clear and accurate data or score sheets for each assessment		learning patterns for each assessment. __/1 Complete results information for each assessment with no substantial omissions or misunderstandings of scoring or responses.	explanations and reasons based on child development and individual learning characteristics
CED-CED 5: Plans and conducts an effective instructional lesson **Individual Score: __/15 points** > 15: Exceed 12-14: Met 6-7: Partial <6: Not met	**State standards, lesson goals and lesson context: __/1** Appropriate standard that matches overall lesson goals and context of the lesson within unit.	**Lesson objective: ___/1** Clear, measurable and behavioral that fits the standard, lesson goals, and procedure.	**Materials, Key vocabulary and signs; Prerequisite skills, know-ledge, & ex-periences: __/1** All elements identified and relevant, lesson builds from prerequisite expectations.	**Key teaching methods: __/1** Methods include building from direct instruction (basic skills) to higher order application and usage **Use: __ /1** Effective support of student's learning	**Procedure:** *Introduction*: __/1 *Development:* __/3 *Wrap-up:* __/1 Introduction links to prior learning, engages and motivates students. Development provides sufficient description, exploration, practice and hands-on use, to achieve mastery. Wrap-up asks summar-izing and application questions to review and reinforce learning. **Use: __/3** Reviews and introduces content, builds new skills, with effective closing.	**Assessment and Expansion: __/1** Lesson ends with a clear assessment to document skills that meets the lesson objective. Expansion modifies plan for students who have unique learning needs at either above or below expectations. **Use: __/1** Assessment matches object-tive, special needs are met.