

## Education Specialist: Deaf and Hard of Hearing\* TPEs Course Matrix

### Education Specialist DHH Candidate Competencies and Course Matrix

In the matrix below, denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate **introduces (I)**, **practices (P)**, and **assesses (A)** the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

| <b>TPE 1: Engaging and Supporting All Students in Learning – Deaf and Hard of Hearing TPEs (DHH TPEs)</b>  | <b>Deaf ED Online Modules (Prerequisite)</b> | <b>CSDS 201 Working with Families</b> | <b>CSDS 203 Research</b>          | <b>CSDS 206 Speech &amp; Audiology</b> | <b>CSDS 255 Assessments</b>      | <b>CSDS 262 E/LA Literacy</b>    | <b>CSDS 263 Math Literacy</b>    | <b>CSDS 264 Technology</b>       | <b>CSDS 260 Clinical Practicum</b> | <b>CSDS 258 Student Teaching</b> | <b>CSDS 268 Externship</b>       | <b>CSDS 271 Foundations of Teaching</b> | <b>CSDS 272 Advanced Studies of Deaf ED</b> | <b>CSDS 273 Curriculum and Instruction</b> |
|--|--|---------------------------------------|-----------------------------------|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|------------------------------------|----------------------------------|----------------------------------|---|---|--|
| <b>1.1</b> Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a <b>heritage language</b> ), <b>research-based bilingual education methodology</b> , <b>translanguaging</b> practices and current effective learning.                                   | Overview                                     | <a href="#">I</a><br>(p. 4)           | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P, A</a><br>(p. 5-7)        |
| <b>1.2</b> Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.   |  | <a href="#">I</a><br>(p. 4)           | <a href="#">I</a><br>(p. 5)       | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P, A</a><br>(p. 5-7)        |
| <b>1.3</b> Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.   |  | <a href="#">I, P, A</a><br>(p. 4)     | <a href="#">I</a><br>(p. 5)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P, A</a><br>(p. 5-7)        |
| <b>1.4</b> Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.  |  | <a href="#">I, P</a><br>(p. 4)        | <a href="#">I</a><br>(p. 5)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 3)      | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 4)             | <a href="#">I</a><br>(p. 4)                 | <a href="#">I, P</a><br>(p. 5-7)           |
| <b>1.5</b> Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on <b>language planning</b> that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of <b>Assistive Technology</b> and <b>Augmentative and Alternative Communicative Devices</b> as appropriate). |  | <a href="#">I, P</a><br>(p. 4)        | <a href="#">I</a><br>(p. 5)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P, A</a><br>(p. 5-7)        |

|  |                                       |                                   |                                   |                                     |                                     |                                     |                                     |                                     |                                  |                                  |                                  |                                     |                                      |  |
|--|---------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------------|--------------------------------------|--|
| 1.6 Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.  | Advanced                              | <a href="#">I, P</a><br>(p. 4)    | <a href="#">I</a><br>(p. 5)       | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)    | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P</a><br>(p. 5-7)       |
| 1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.   |                                       | <a href="#">I, P</a><br>(p. 4-6)  | <a href="#">I</a><br>(p. 5)       | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)    | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P</a><br>(p. 5-7)       |
| 1.8 Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.                           | Overview                              | <a href="#">I</a><br>(p. 5)       | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)       | <a href="#">I</a><br>(p. 5)         | <a href="#">I</a><br>(p. 4)         | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 5)         | <a href="#">I</a><br>(p. 4)          | <a href="#">I, P, A</a><br>(p. 5-7)    |
| <b>TPE 2: Creating and Maintaining Effective Environments for Student Learning – Deaf and Hard of Hearing TPEs (DHH TPEs)</b>  | Deaf ED Online Modules (Prerequisite) | CSDS 201 Working with Families    | CSDS 203 Research                 | CSDS 206 Speech & Audiology         | CSDS 255 Assessments                | CSDS 262 ELA Literacy               | CSDS 263 Math Literacy              | CSDS 264 Technology Across          | CSDS 260 Clinical Practicum      | CSDS 258 Student Teaching        | CSDS 268 Externship              | CSDS 271 Foundations of Teaching    | CSDS 272 Advanced Studies of Deaf ED | CSDS 273 Topics & Trends in Curriculum |
| 2.1 Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.   | Intermediate                          | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 3-7) | <a href="#">I, P, A</a><br>(p. 4-6)  | <a href="#">I, P, A</a><br>(p. 5-7)    |
| 2.2 Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.  | Intermediate                          | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 3-7) | <a href="#">I, P, A</a><br>(p. 4-6)  | <a href="#">I, P, A</a><br>(p. 5-7)    |
| 2.3 Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and, develop and maintain interpersonal relationships.   | Advanced                              | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 3-7) | <a href="#">I, P, A</a><br>(p. 4-6)  | <a href="#">I, P, A</a><br>(p. 5-7)    |
| 2.4 Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.   | Advanced                              | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)       | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 4)         | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 5)         | <a href="#">I</a><br>(p. 5)          | <a href="#">I, P, A</a><br>(p. 5-7)    |
| 2.5 Select, adapt, create and use culturally-relevant language-rich resources to support deaf students with diverse language and learning needs.   | Advanced                              | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I, P</a><br>(p. 6)    | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)    | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P, A</a><br>(p. 5-7)    |
| 2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.   | Intermediate                          | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I, P</a><br>(p. 6)    | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)    | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P, A</a><br>(p. 5-7)    |
| 2.7 Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. |                                       | <a href="#">I, P, A</a><br>(p. 5) | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)       | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 4)         | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 5)         | <a href="#">I</a><br>(p. 5)          | <a href="#">I, P, A</a><br>(p. 5-7)    |

|  |  |                                       |                                   |  |                                     |                                     |                                     |   |                                    |                                  |                                  |   |   |   |
|--|--|---------------------------------------|-----------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|---|------------------------------------|----------------------------------|----------------------------------|---|---|---|
| 2.8 Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.  |  | <a href="#">I, P</a><br>(p. 5)        | <a href="#">I, P</a><br>(p. 6)    | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P</a><br>(p. 4-6)    | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P, A</a><br>(p. 5-7)               |
| 2.9 Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.    |  | <a href="#">I</a><br>(p. 5)           | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)       | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 4)               | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 5)             | <a href="#">I</a><br>(p. 5)                 | <a href="#">I, P, A</a><br>(p. 5-7)               |
| <b>TPE 3: Understanding and Organizing Subject Matter for Student Learning – Deaf and Hard of Hearing TPEs (DHH TPEs)</b>  | <b>Deaf ED Online Modules (Prerequisite)</b> | <b>CSDS 201 Working with Families</b> | <b>CSDS 203 Research</b>          | <b>CSDS 206 Speech &amp; Audiology</b> | <b>CSDS 255 Assessments</b>         | <b>CSDS 262 ELA Literacy</b>        | <b>CSDS 263 Math Literacy</b>       | <b>CSDS 264 Technology Across Content</b> | <b>CSDS 260 Clinical Practicum</b> | <b>CSDS 258 Student Teaching</b> | <b>CSDS 268 Externship</b>       | <b>CSDS 271 Foundations of Teaching</b> | <b>CSDS 272 Advanced Studies of Deaf ED</b> | <b>CSDS 273 Topics &amp; Trends in Curriculum</b> |
| 3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.   | Intermediate                                 | <a href="#">I, P</a><br>(p. 5)        | <a href="#">I, P</a><br>(p. 6)    | <a href="#">I</a><br>(p. 4-7)          | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P</a><br>(p. 5-7)                  |
| 3.2 Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research. | Advanced                                     | <a href="#">I, P, A</a><br>(p. 5)     | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 6)          | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P, A</a><br>(p. 5-7)               |
| 3.3 Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).                   |  | <a href="#">I, P</a><br>(p. 5)        | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P</a><br>(p. 5-7)                  |
| 3.4 Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.   | Advanced                                     | <a href="#">I, P</a><br>(p. 5)        | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I, P</a><br>(p. 4-7)    | <a href="#">I, P</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7)        | <a href="#">I, P</a><br>(p. 4-6)            | <a href="#">I, P</a><br>(p. 5-7)                  |
| 3.5 Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.   | Overview                                     | <a href="#">I, P, A</a><br>(p. 5)     | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)       | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 4)               | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 5)             | <a href="#">I</a><br>(p. 5)                 | <a href="#">I, P, A</a><br>(p. 5-7)               |
| 3.6 Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.                                   |  | <a href="#">I</a><br>(p. 5)           | <a href="#">I</a><br>(p. 6)       | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)       | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 4)               | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 5)             | <a href="#">I</a><br>(p. 5)                 | <a href="#">I, P</a><br>(p. 5-7)                  |
| 3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge.  |  | <a href="#">I, P, A</a><br>(p. 5)     | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 3-7)     | <a href="#">I, P, A</a><br>(p. 4-6)         | <a href="#">I, P, A</a><br>(p. 5-7)               |
| 3.8 Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.  | Intermediate                                 | <a href="#">I, P, A</a><br>(p. 5)     | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 4-7)    | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)          | <a href="#">P, A</a><br>(p. 4-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 3-7)     | <a href="#">I, P, A</a><br>(p. 4-6)         | <a href="#">I, P, A</a><br>(p. 5-7)               |

| <b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Deaf and Hard of Hearing TPEs (DHH TPEs)</b>   | Deaf ED Online Modules (Prerequisite) | CSDS 201 Working with Families    | CSDS 203 Research           | CSDS 206 Speech & Audiology         | CSDS 255 Assessments             | CSDS 262 ELA Literacy            | CSDS 263 Math Literacy              | CSDS 264 Technology Across               | CSDS 260 Clinical Practicum      | CSDS 258 Student Teaching        | CSDS 268 Externship              | CSDS 271 Foundations of Teaching | CSDS 272 Advanced Studies of Deaf ED | CSDS 273 Topics & Trends in Curriculum and Instruction |
|---|---------------------------------------|-----------------------------------|-----------------------------|-------------------------------------|----------------------------------|----------------------------------|-------------------------------------|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------------|--|
| 4.1 Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related. |                                       | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)              | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 5)          | <a href="#">I, P, A</a><br>(p. 5-7)                    |
| 4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.  |                                       | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)              | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 5)          | <a href="#">I, P, A</a><br>(p. 5-7)                    |
| 4.3 Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.  | Advanced                              | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)              | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 5)          | <a href="#">I, P, A</a><br>(p. 5-7)                    |
| 4.4 Plan and design instruction that develops students’ self-advocacy skills and learning needs from ages birth to 22.  | Overview                              | <a href="#">I, P</a><br>(p. 6)    | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)         | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7) | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P</a><br>(p. 5-7)                       |
| 4.5 Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.   |                                       | <a href="#">I</a><br>(p. 6)       | <a href="#">I</a><br>(p. 7) | <a href="#">I</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5)              | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)          | <a href="#">I, P</a><br>(p. 5-7)                       |
| 4.6 Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.  |                                       | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 4-6)    | <a href="#">I, P</a><br>(p. 3-6)         | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7) | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P, A</a><br>(p. 5-7)                    |
| 4.7 Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.  |                                       | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)    | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5)              | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)          | <a href="#">I, P, A</a><br>(p. 5-7)                    |
| <b>TPE 5: Assessing Student Learning – Deaf and Hard of Hearing TPEs (DHH TPEs)</b>   | Deaf ED Online Modules (Prerequisite) | CSDS 201 Working with Families    | CSDS 203 Research           | CSDS 206 Speech & Audiology         | CSDS 255 Assessments             | CSDS 262 ELA Literacy            | CSDS 263 Math Literacy              | CSDS 264 Technology Across Content Areas | CSDS 260 Clinical Practicum      | CSDS 258 Student Teaching        | CSDS 268 Externship              | CSDS 271 Foundations of Teaching | CSDS 272 Advanced Studies of Deaf ED | CSDS 273 Topics & Trends in Curriculum and Instruction |
| 5.1 Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.  | Overview                              | <a href="#">I, P, A</a><br>(p. 6) | <a href="#">I</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I, P</a><br>(p. 3-6)         | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7) | <a href="#">I, P</a><br>(p. 4-6)     | <a href="#">I, P, A</a><br>(p. 5-7)                    |

|   |              |  |                                       |                                     |  |                                  |                                     |                                  |   |                                    |                                  |                                  |   |   |  |
|---|--------------|--|---------------------------------------|-------------------------------------|--|----------------------------------|-------------------------------------|----------------------------------|---|------------------------------------|----------------------------------|----------------------------------|---|---|--|
| 5.2 Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.   |              | <a href="#">I, P, A</a><br>(p. 6)            | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P, A</a><br>(p. 5-7)         |  |
| 5.3 Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.   |              | <a href="#">I, P, A</a><br>(p. 6)            | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P</a><br>(p. 5-7)            |  |
| 5.4 Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.   |              | <a href="#">I, P, A</a><br>(p. 6)            | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 4-7)          | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P, A</a><br>(p. 5-7)         |  |
| 5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.  |              | <a href="#">I</a><br>(p. 6)                  | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P</a><br>(p. 5-7)            |  |
| 5.6 Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.  | Overview     | <a href="#">I</a><br>(p. 6)                  | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P</a><br>(p. 5-7)            |  |
| <b>TPE 6: Developing as a Professional Educator – Deaf and Hard of Hearing TPEs (DHH TPEs)</b>  |              | <b>Deaf ED Online Modules (Prerequisite)</b> | <b>CSDS 201 Working with Families</b> | <b>CSDS 203 Research</b>            | <b>CSDS 206 Speech &amp; Audiology</b> | <b>CSDS 255 Assessments</b>      | <b>CSDS 262 ELA Literacy</b>        | <b>CSDS 263 Math Literacy</b>    | <b>CSDS 264 Technology Across Content Areas</b> | <b>CSDS 260 Clinical Practicum</b> | <b>CSDS 258 Student Teaching</b> | <b>CSDS 268 Externship</b>       | <b>CSDS 271 Foundations of Teaching</b> | <b>CSDS 272 Advanced Studies of Deaf ED</b> | <b>CSDS 273 Topics &amp; Trends in Instruction</b> |
| 6.1 Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.   | Advanced     | <a href="#">I, P</a><br>(p. 6)               | <a href="#">I, P</a><br>(p. 7)        | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7) | <a href="#">I, P</a><br>(p. 4-6)        | <a href="#">I, P, A</a><br>(p. 5-7)         |  |
| 6.2 Demonstrate the ability to present unbiased information to families on the differences in <b>perspectives on deafness</b> , the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. | Advanced     | <a href="#">I, P, A</a><br>(p. 6)            | <a href="#">I, P</a><br>(p. 7)        | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7) | <a href="#">I, P</a><br>(p. 4-6)        | <a href="#">I, P, A</a><br>(p. 5-7)         |  |
| 6.3 Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.   | Overview     | <a href="#">I, P, A</a><br>(p. 6)            | <a href="#">I, P</a><br>(p. 7)        | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 4-6)    | <a href="#">I, P</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I, P</a><br>(p. 3-7) | <a href="#">I, P</a><br>(p. 4-6)        | <a href="#">I, P, A</a><br>(p. 5-7)         |  |
| 6.4 Demonstrate the ability to manage, monitor, and maintain <b>assistive auditory technologies</b> , to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.   |              | <a href="#">I</a><br>(p. 6)                  | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P, A</a><br>(p. 5-7)         |  |
| 6.5 Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.  | Intermediate | <a href="#">I, P, A</a><br>(p. 6)            | <a href="#">I</a><br>(p. 7)           | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7)       | <a href="#">I</a><br>(p. 3-6)    | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5)      | <a href="#">P, A</a><br>(p. 4-6)                | <a href="#">P, A</a><br>(p. 3-6)   | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6)      | <a href="#">I</a><br>(p. 6)             | <a href="#">I, P, A</a><br>(p. 5-7)         |  |

|  |          |                                |                                   |                                     |                                  |                               |                                     |                             |                                  |                                  |                                  |                             |                             |                                     |
|--|----------|--------------------------------|-----------------------------------|-------------------------------------|----------------------------------|-------------------------------|-------------------------------------|-----------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------|-----------------------------|-------------------------------------|
| 6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.   |          | <a href="#">I, P</a><br>(p. 6) | <a href="#">I, P</a><br>(p. 8)    | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5) | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 6) | <a href="#">I</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 5-7) |
| 6.7 Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other <b>service providers</b> and community agencies to design assessment and instruction. | Advanced | <a href="#">I, P</a><br>(p. 7) | <a href="#">I</a><br>(p. 8)       | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 4-6)       | <a href="#">I</a><br>(p. 5) | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 7) | <a href="#">I</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 5-7) |
| 6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.  | Advanced | <a href="#">I, P</a><br>(p. 7) | <a href="#">I, P, A</a><br>(p. 8) | <a href="#">I, P, A</a><br>(p. 4-7) | <a href="#">I, P</a><br>(p. 4-7) | <a href="#">I</a><br>(p. 3-6) | <a href="#">I, P, A</a><br>(p. 4-6) | <a href="#">I</a><br>(p. 6) | <a href="#">P, A</a><br>(p. 4-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">P, A</a><br>(p. 3-6) | <a href="#">I</a><br>(p. 7) | <a href="#">I</a><br>(p. 6) | <a href="#">I, P, A</a><br>(p. 5-7) |

\* Link to Commission Approved California Teaching Performance Expectations: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_30](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_30)

*DHH TPEs Glossary Terms from CTC's Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (2019) pp. 47-50*

1. **Assessments:** Includes functional behavior assessment, informal, formal, formative, summative, diagnostic, progress-monitoring, and evidence-based performance used for the purpose of screening, referral, placement, progress monitoring, etc.
2. **Assistive technology:** Assistive technology is used to refer to a broad category of technologies that assist individuals in accessing their environment for communication and/or learning. These include technologies that enhance auditory, visual, or tactile information. Assistive auditory technologies include hearing aids, BAHAs (Bone Anchored Hearing Aids), cochlear implants, auditory brainstem implants, hearing or induction loops, wireless Bluetooth/FM/infrared systems, and personal amplifiers. Other assistive technologies may include alerting devices, such as visual alarms, vibrators, and flashing lights, computer or electronic assistive devices, computer software and hardware, such as voice recognition programs, speech generating devices, screen readers, and screen enlargement applications, closed captioning, video communication systems (e.g. FM systems, RMT). Assistive technology also includes augmentative and alternative communication devices; see Augmentative and Alternative Communication (Clerc Center, 2014)
3. **Auditory:** Auditory pertains to the sense of hearing, or to the organs of hearing, specifically what is perceived through or resulting from the sense of hearing, as well as any auditory input, such as speech, music, or environmental sounds used to enhance communication or illustrate a concept being taught.
4. **Augmentative and Alternative Communication (AAC):** Communication methods that supplement or replace speech or writing, often using a tool, such as a communication board with visual/graphic symbols, or computer programs that use synthesized/digitized speech to communicate for the user (National Joint Committee/ASHA, 2018).
5. **Deaf:** The term deaf is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deafdisabled, hard of hearing, late-deafened and hearing impaired (NAD, 2018). We have chosen to use one term, deaf, with the goal of recognizing experiences that are shared by all members of this diverse population while also honoring all of their differences.
6. **Heritage language:** The term heritage language has been variously defined as 1) a minority language learned by its speakers at home as children, but never fully developed, because speakers grow up with a dominant language, in which they become more competent, 2) a continuum that ranges from fluent speakers to barely speaking individuals of the home language (Polinsky & Kagan, 2007), 3) the language of a person's family or community, which the person does not speak or understand but with which he/she culturally identifies (Ochs & Schieffelin, 2017). Heritage language learners (HLLs) more recently have been defined as “individuals with familial or ancestral ties to a language other than English who exert their agency in determining if they are HLLs of that language” (Hornberger & Wang, 2017).

7. **Intersectionality:** The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage, e.g., Deaf+woman+Latina.
8. **Language equity:** Language equity includes the concept of power dynamics between dominant and marginalized groups, which is often based on groups marginalized due to their language, if it doesn't match the language of the dominant group (Komesaroff, 2013). Language equity is the quality of being fair and impartial regarding students' language differences with the focus of all instruction leading to comprehension (Cervantes-Soon, et al 2017).
9. **Language planning:** is a strategy that specifies how each language will be taught in a dual language program.
10. **Mental health needs:** childhood trauma, post-traumatic stress disorder, socioemotional disorder, conduct disorder, disruptive behavior, oppositional defiant disorder, separation anxiety, generalized anxiety, depression, attention deficit hyperactivity disorder and autism spectrum, or other generalized mental health needs that may impact a student's academic success or failure.
11. **Medical:** Medical pertains to any needs that are overseen by medical professionals (physicians, nurses, psychiatrists, etc.), e.g., tracheotomies and Passy Valves, seizure disorders, cerebral palsy, etc.
12. **Perspectives on deafness:** Perspectives on deafness include a continuum of cultural identities. Cultural identity includes the traditions, customs, language, and worldview of the culture. Cultural identity for deaf children is quite diverse, and may include Deaf culture, where ASL or another form of sign language (e.g., Mexican Sign Language) is the community language, or cultural identity may include the culture of the hearing family, which usually includes one or more spoken languages (English, Spanish, Mandarin, etc.). Cultural identity may include a range between these two options.
13. **Research-based bilingual education methodology:** Research-based bilingual education methods may be implemented in a variety of structures, which may include: 1) bilingualbicultural, where sign language is learned as the native, or first, language, which then serves as a foundation to access written language (Marschark, Tang, & Knoors, 2014); or 2) bilingual, where two or more spoken languages are learned, either concurrently or sequentially, e.g., ASL and a spoken language, English and Spanish, etc.
14. **Service providers:** Service providers are professional personnel who may have roles for serving the student through the IFSP, IEP, or Transition Plan, usually as related services. They include speech language pathologists, audiologists, occupational therapists, physical therapists, medical and health professionals, psychologists, interpreters, parent counseling and training personnel, orientation, and mobility personnel, etc. (Parent Center Hub, 2017).
15. **Stakeholders:** anyone who is invested in the welfare and success of deaf students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, interpreters, elected officials such as school board members, city councilors or state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions.
16. **Tactile:** Tactile pertains to the sense of touch, or to the organs of touch, specifically what is perceived through or resulting from the sense of touch, and any tactile input, such as pressure, movement, temperature to enhance communication or illustrate a concept being taught.
17. **Translanguaging techniques:** the use of a variety of language strategies and practices that foster linguistic diversity within the classroom that values multiple languages by leveraging students' full language repertoire (not to be confused with code-switching), i.e., read thematically in multiple languages, process language in multiple languages, multilingual word walls, multilingual writing.
18. **Transliterating techniques:** code-switching; mapping from one system of language to another: i.e., reading an English text utilizing ASL signs or transliterating spoken language using Cued Speech.
19. **Visual:** Visual pertains to the sense of seeing, specifically what is perceived through the or resulting from the organs of vision, and any visual input, such as a symbol, picture, sign, video clip, or display used to enhance or accompany communication or illustrate or a concept being taught.

**Part 2 – Subject-Specific Teaching Performance Expectations and Literacy Competencies**

In the table below, include the course number and title for the course(s) in which this content is covered and the course instructor(s). The course numbers and faculty names do not need to be hyperlinks.

| Subject-Specific Teaching Performance Expectations                                  | Course(s)                                   | Faculty   |
|---|---|---|
| Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy      | CSDS 262, 263,<br>CSDS 264                  | Dr. Chantel Cox<br>Dr. Janice Smith-Warshaw                             |
| English Language Development in Relation to Subject-Specific Pedagogy               | CSDS 255<br>CSDS 262, CSDS 263,<br>CSDS 264 | Dr. Janice Smith-Warshaw<br>Dr. Chantel Cox<br>Dr. Janice Smith-Warshaw |
| <b>Literacy</b>   |   |   |
| Literacy TPE Language for <i>All Teacher Candidates</i>                             | CSDS 262, 263, CSDS 264                     | Dr. Janice Smith-Warshaw<br>Dr. Chantel Cox                             |
| Literacy TPE for <i>Multiple Subject</i> and <i>Education Specialist Candidates</i> | CSDS 262, 263, CSDS 264                     | Dr. Janice Smith-Warshaw<br>Dr. Chantel Cox                             |