

Domain 1: Early Intervention

| Indicator 1.1: Early Identification and Child Find | |
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| How do the local education agency (LEA), RDSPD program administrator, and early interventionist learn about new referrals, and how do they follow up with collaborative partners to ensure timely services are in place? | |
| Possible Artifacts | |
| <input type="checkbox"/> District and/or RDSPD Child Find policy, guidelines, or procedures | |
| <input type="checkbox"/> Written referral/intake process for infants and toddlers | |
| <input type="checkbox"/> Efforts to provide outreach to professionals that encourage referrals | |
| <input type="checkbox"/> Efforts to collaborate with early childhood interventions (ECIs) | |
| <input type="checkbox"/> Documented conversations/interactions with other agency or medical personnel | |
| <input type="checkbox"/> Interagency agreements or service contracts with ECI providers | |
| <input type="checkbox"/> Forms or checklists used in the identification process | |
| Developing | It is not evident that there is a systematic process of Child Find and tracking families from identification through the commencement of services. |
| Proficient | The RDSPD consistently implements a systematic process of Child Find and tracking families from identification through the commencement of services. |
| Exemplary | In addition to consistently implementing a systematic process of Child Find and tracking families, the RDSPD has established procedures for the process that are clearly written and communicated to all staff. |

Indicator 1.2: Comprehensive Information, Support, and Services

What types of information, support, and services that are aligned with best practices are provided to families?

Possible Artifacts

- An evidence-based framework of supports and interventions
- Sources of information for families
- Materials used to support families
- List of resources utilized for the varying needs of families
- Collaboration with other service providers
- Planning documentation:
 - Includes sample lesson plans/progress notes (redacted)
 - Addresses the areas on the IFSP
 - Shows the coaching structure being used

Developing

It is not evident that there is a systematic or planned approach to providing comprehensive information (e.g., hearing loss, communication, language, social-emotional, and cognitive development), supports, and service to families of infants and toddlers who are deaf or hard of hearing.

Proficient

The RDSPD implements a systematic, consistent method of providing comprehensive information (e.g., hearing loss, communication, language, social-emotional, and cognitive development) to families of infants and toddlers who are deaf or hard of hearing.

Exemplary

In addition to providing comprehensive information to families, the RDSPD implements systematic, consistent intervention that aligns with best practices, including coaching to families of infants and toddlers who are deaf or hard of hearing.

| Indicator 1.3: Effective Transition from Part C to Part B Services | |
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| Are the quantity and quality of the assessments at the transition from Part C to Part B thorough enough to identify gaps in language, listening, communication, and learning skills? | |
| Possible Artifacts | |
| <input type="checkbox"/> RDSPD policy, procedures, or guidelines related to prekindergarten (pre-k) services and programs for students with disabilities | |
| <input type="checkbox"/> Procedures for intake, transition to school, tracking, and assessment at transition | |
| <input type="checkbox"/> Forms or checklists used in the transition process | |
| <input type="checkbox"/> Process for looking at child's use of amplification (if applicable) and the impact this has on recommendations | |
| Developing | It is not evident that there are procedures for transition from ECI to pre-k, and assessments are not thorough. |
| Proficient | The RDSPD implements a systematic, consistent plan for successful transition from ECI to pre-k that includes an assessment process that is thorough enough to identify gaps in language, listening, communication, and learning skills. |
| Exemplary | In addition to consistently implementing a systematic transition plan from ECI to pre-k, the RDSPD has established procedures for the plan that are clearly written and communicated to all staff. |

Indicator 1.4: Monitoring Language and Communication Outcomes

Are developmental milestones, including language, assessed at regular intervals in the early intervention program?

Possible Artifacts

- Procedures for monitoring and reporting progress in:
 - Language and communication
 - Social-emotional skills
 - Cognitive skills
 - Fine and gross motor skills
 - Use of amplification
 - Efficacy of amplification
- List or collection of assessments and other progress monitoring tools used

Developing

All children are assessed before their annual IFSP meetings from birth to 36 months of age. Progress is monitored, but it is not evident that there is a systematic protocol using standardized, norm-referenced developmental evaluations.

Proficient

The RDSPD systematically and consistently monitors developmental milestones every six months. This includes evaluating the development of receptive and expressive language (spoken and/or signed); the modality of communication (auditory, visual, and/or augmentative); and social-emotional, cognitive, and fine and gross motor skills.

Exemplary

In addition to monitoring developmental milestones every six months, the RDSPD has established procedures for the process that are clearly written and communicated to all staff.

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| Indicator 1.5: Qualified Early Intervention Providers | |
| Are providers of early intervention services (parent advisors, audiologists) for families of infants and toddlers knowledgeable in early childhood deaf education? | |
| Does this include assessment of language and communication development (signed, spoken, or both) and strategies for developing skills in these areas? | |
| Possible Artifacts | |
| <input type="checkbox"/> ECI Providers' (including audiologists) experience, training, and professional development related to knowledge and skills for serving young children who are DHH and their families | |
| <input type="checkbox"/> Training artifacts (presentation handouts, sign-in sheets) | |
| <input type="checkbox"/> Notes from discussions with a colleague in a related field [e.g., teacher of students who are blind or visually impaired (TVI), speech-language pathologist (SLP)] | |
| Developing | Providers may or may not have received training in coaching families, and it is not evident that there is an implementation of best practice strategies. |
| Proficient | The RDSPD provides or identifies opportunities for early intervention providers to increase their knowledge and skills. |
| Exemplary | The RDSPD early intervention providers actively participate in ongoing professional learning through PD activities and collaboration with other early interventionists. |

Domain 2: Assessment for Special Education

| Indicator 2.1: Assessment of Academic Performance | |
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| Are the deaf education staff involved in the full individual evaluation (FIE) process, including determining communication access as well as the accommodations and modifications necessary to access the evaluations? | |
| Is the assessment team knowledgeable about how to choose evaluations appropriate for students who are DHH and how to interpret results when using assessments that have not included students who are DHH in the norming group? | |
| Possible Artifacts | |
| <input type="checkbox"/> Redacted FIEs | |
| <input type="checkbox"/> FIE procedures | |
| <input type="checkbox"/> List of tools generally used for students who are DHH | |
| <input type="checkbox"/> Considerations for choosing tools that best meet the needs of individual students | |
| <input type="checkbox"/> Information about reporting results | |
| <input type="checkbox"/> Training and monitoring of the implementation of assessment plans/procedures | |
| <input type="checkbox"/> RDSPD plan to evaluate and monitor meeting student needs | |
| <input type="checkbox"/> Sample data collection tools (redacted records) | |
| Developing | The program has a loosely defined assessment protocol that varies from campus to campus. The same battery of assessment tools is used for all students. DHH staff are not involved in the FIE process. |
| Proficient | The RDSPD implements a systematic, consistent assessment process for evaluating student academic performance as part of the FIE, including processes for choosing assessment tools, using accommodations, and interpreting results. |
| Exemplary | In addition to implementing a systematic assessment process for evaluating student academic performance as part of the FIE, the RDSPD has established procedures for the process that are clearly written and communicated to all staff and include the importance of having a multidisciplinary team involved in the assessment process. |

| Indicator 2.2: Assessment of Functional Performance and DHH-Specific Skills | |
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| Is the impact on language, learning, social, emotional, and/or communication access of each student's hearing status considered? | |
| Is the topic of self-advocacy addressed? | |
| Are transition skills assessed using age-appropriate tools? | |
| Possible Artifacts | |
| <input type="checkbox"/> Examples of assessment tools for functional topics | |
| <input type="checkbox"/> Assessment plan/procedures | |
| <input type="checkbox"/> Examples of transition assessment tools | |
| <input type="checkbox"/> Plan/procedures for assessing and addressing secondary transition | |
| Developing | It is not evident that there are assessment procedures that include evaluating functional skills, and functional skills are not consistently included in the FIE. |
| Proficient | The RDSPD routinely includes assessment processes that include functional and transition skills (e.g., knowledge of hearing level, audiogram, and listening technology as well as self-determination and social skills) as part of a student's FIE. |
| Exemplary | In addition to routinely including functional and transition skills as part of a student's FIE, the RDSPD has established procedures for the process that are clearly written and communicated to all staff. |

Indicator 2.3: Assessment of Language and Communication

Do assessment plans for language and communication include expressive and receptive communication in a variety of modes?

Is there a program-wide plan that includes timelines for various assessments as well as assigned staff to complete assessments and lists of possible tools for each area?

Possible Artifacts

Communication and language assessment procedures, including:

Areas assessed

People responsible

Tools used

Plan for addressing HB 548 language acquisition requirements

Developing

It is not evident that there are written assessment procedures or guidelines. Language and communication assessments seldom describe both receptive and expressive language abilities (spoken and/or signed) or communication mode (auditory, visual, and/ or augmentative).

Proficient

RDSPD systematically and consistently implements comprehensive assessment procedures of language and communication as part of the FIE, including assessing students' receptive and expressive language abilities and communication mode.

Exemplary

In addition to comprehensively assessing language and communication as part of the FIE, language and communication assessment is conducted annually as part of individualized education program (IEP) development. Procedures that are clearly written and communicated to all staff include components to be assessed annually, as well as tools to use and components to be included in the comprehensive FIE assessment.

Indicator 2.4: Assessment of Amplification and Hearing Assistive Technology Needs

Is a functional listening evaluation used to determine how amplification devices and hearing assistive technology (HAT) can benefit the student in the classroom and in other environments?

Possible Artifacts

- Plan to evaluate and monitor student's amplification and HAT needs, including functional listening evaluation
- Timeline
- Tools used
- Staff involved
- Audiologist's qualifications

Developing

The program provides limited or no access to qualified audiology professionals or a process to evaluate, monitor, and meet the amplification and HAT needs of each student.

Proficient

The program provides qualified audiology professionals to evaluate, monitor, and meet the ongoing and changing amplification and HAT needs of each student on demand, which may require a lag in services.

Exemplary

The program provides qualified audiology professionals to evaluate, monitor, and meet the ongoing and changing amplification and HAT needs of each student on a regularly scheduled basis that eliminates the wait for services.

Domain 3: Student Programming and Placements

Indicator 3.1: Parents as Partners

What specific strategies are used to include parents in all levels of planning and decision making for their children and to ensure parents' preferences and choices are valued throughout IEP planning? (e.g., feedback actively sought; pre-meetings encouraged before admission, review, and dismissal (ARD) meetings; collaborative goal-writing sessions held)

Possible Artifacts

- RDSPD process for involving parents in transition from Part C to Part B
- RDSPD plan for involving parents in the IEP process
- Examples of parent/family activities and communication
- Examples of information shared with families for education about IEP process, communication mode choice, and hearing technologies
- Training for school staff on including parents in the IEP process

Developing

It is not consistently evident that there are opportunities provided for parents to be actively involved in planning and decision making for their children (e.g., feedback actively sought, pre-meetings before ARDs encouraged, collaborative goal-writing sessions held).

Proficient

The RDSPD systematically and consistently includes parents in planning and decision making for their children (e.g., soliciting feedback, encouraging pre-meetings before ARDs, holding collaborative goal-writing sessions) and involves both parents and students in choosing HAT and appropriate accommodations.

Exemplary

In addition to including parents in the planning and decision-making process, the RDSPD provides opportunities to make family participation more accessible, including conducting training or sharing information about training for parents.

| Indicator 3.2: Least Restrictive Environment | |
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| What process does the program use to determine the placement for a student that is in the least restrictive environment (LRE)? | |
| Possible Artifacts | |
| <input type="checkbox"/> Progress monitoring used | |
| <input type="checkbox"/> RDSPD data collection plan | |
| <input type="checkbox"/> RDSPD continuum of placement and services | |
| Developing | The LRE for each student is driven by placement options available within the school district. Campus systems and schedules impact some placement and service decisions. |
| Proficient | The LRE for individual students is driven by ongoing and system-wide review of student data but may be limited by options available within the school district, campus systems, schedules, and staff availability. |
| Exemplary | The LRE for individual students is determined by an ARD committee after an ongoing and system-wide review of student data. Adjustments are made to overcome the limitations of the school district, campus systems, schedules, and staff availability. |

Indicator 3.3: Communication Access

How does the program ensure that individual student needs are met through access to meaningful language, communication, instruction, and social opportunities in both classrooms and extracurricular activities?

Possible Artifacts

- Policy for students to request interpreters for extracurricular activities
- Information about how student scheduling is coordinated to ensure interpreter access
- Examples of communication access in the classroom and extracurricular activities (beyond interpreting)
- Assessment procedures for determining accommodations
- Progress monitoring for using accommodations

Developing

Only one mode of communication is considered or supported for most students across the program.

Proficient

The RDSPD ensures that individual student needs are met through access to meaningful language, communication, instruction, and social opportunities in both classroom and extracurricular activities.

Exemplary

In addition to ensuring that students' needs are met, the RDSPD systematically and consistently uses data to determine the needed supports and services to ensure access to meaningful language, communication, instruction, and social opportunities that effectively meet the individual needs of each student.

Indicator 3.4: Community and Agency Resources

Does the school district collaborate with various state agencies and programs to provide a seamless continuum of placements, services, and supports for children and their families through age 21?

How do the program and agencies collaborate to help students prepare for post-secondary education, employment, and independent living activities?

Possible Artifacts

- List of opportunities for staff, families, and students to learn about community resources
- Program-wide plan to connect families and students with external agencies and community organizations
- Policy for inviting external agencies to ARD meetings
- Packet of resources provided to families at ARD meetings
- Advertisements for family events
- Lesson plans that address teaching about agencies and community organizations (e.g., Navigating Life with Hearing Loss)

Developing

It is not evident that there are opportunities for staff, parents, and students to increase their knowledge of community-based services and resources (e.g., ARD packet of resources, agency presence at family events, shared information about DHH-related community events).

Proficient

There are consistent practices for sharing written information about community agencies and resources to increase family awareness (e.g., ARD packet of resources, brochures about community events for families of students who are DHH).

Exemplary

In addition to providing written information about community agencies and resources, the RDSPD hosts opportunities for families and students to learn more about those agencies and resources (e.g., inviting the agencies to share information at family events, including instruction about the agencies and resources to students).

Indicator 3.5: Secondary Transition

Are students involved in their transition planning? Do their IEPs include the course of study/ schedule of services needed to assist students in meeting desired post-secondary outcomes?

Possible Artifacts

- ARD and Transition meeting agenda(s)
- Samples of student-led IEP presentations (redacted)
- Transition plan and IEP goals and objectives (redacted)
- Process for pre-ARD/pre-transition preparation meeting with students
- Summary of Performance reports (redacted)

Developing

It is not evident that students are involved in their transition planning or that their IEPs includes courses needed to assist in meeting their desired post-secondary outcomes.

Proficient

The RDSPD consistently involves students in their transition planning.

Exemplary

In addition to involving students in their transition planning, the IEP includes courses needed to assist in meeting students' desired postsecondary outcomes.

Domain 4: Student Instruction

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| Indicator 4.1: Instructional Technology | |
| Are classroom technologies used to enhance instruction? | |
| Possible Artifacts | |
| <input type="checkbox"/> Lesson plans with technology usage indicated | |
| <input type="checkbox"/> District or campus plan for integrating technology | |
| <input type="checkbox"/> List of technologies used in the classroom | |
| <input type="checkbox"/> Technology training provided or attended | |
| Developing | Technology integration is limited across the program. Teachers and students seldom use technology to support instruction and learning. |
| Proficient | Teachers use web apps and classroom technology when providing instruction (e.g., Smart Board, Kahoot). |
| Exemplary | In addition to using technology in their instruction, teachers implement lessons that provide students with opportunities to use technology for student-led projects and real-world applications. |

Indicator 4.2: Student-Centered Planning

Is there an expectation for data-informed instruction that considers each student's evaluation data and IEP and is adapted based on student progress?

Possible Artifacts

- Lesson plans
- Procedures used for use of data
- Available supports to staff for using data-informed instruction
- Differentiation training

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| Developing | Instruction is rarely aligned with academic content standards for the grade level in which students are enrolled. |
| Proficient | Evidence-based instruction and materials are designed to meet some but not all of students' specific needs, including academic, communication, or language profiles. |
| Exemplary | Evidence-based instruction and materials are designed to meet students' specific needs, including each student's academic, communication, and language profiles. |

| Indicator 4.3: Access to General Curriculum | |
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| Do teachers and administrators have high expectations for all students, and are teachers addressing grade-level standards? | |
| Possible Artifacts | |
| <input type="checkbox"/> Curriculum used by general education teachers | |
| <input type="checkbox"/> Curriculum used by deaf educators | |
| <input type="checkbox"/> Lesson plans | |
| <input type="checkbox"/> Training in progress in the general curriculum | |
| <input type="checkbox"/> Collaboration opportunities between deaf education and general education teachers | |
| Developing | Instruction is rarely aligned with academic content standards for the grade level in which students are enrolled. |
| Proficient | Instruction is aligned with enrolled grade-level standards and scaffolded to meet individual students' needs. |
| Exemplary | Instruction is aligned with enrolled grade-level standards and scaffolded to meet individual students' needs, and deaf educators routinely meet with general educators to plan lesson units, discuss instructional strategies, and share resources. |

Indicator 4.4: Access to DHH-Specific Programming

Do opportunities exist within the school district for specialized instruction in the expanded core curriculum for students who are deaf or hard of hearing (ECC-DHH) that address areas unique to students who are DHH (e.g., use of HAT, self-advocacy, social skills, communication repair)?

Possible Artifacts

- Lesson plans addressing ECC-DHH topics (e.g., communication repair, auditory and listening skill development, use of HAT, self-advocacy)
- Curriculum and/or strategies for addressing ECC-DHH topics (e.g., Navigating Life with Hearing Loss)
- Program-wide plan for addressing ECC-DHH

Developing

It is not evident that there is instruction in areas of the expanded core curriculum for students who are DHH.

Proficient

Instruction in areas of the expanded core curriculum for students who are deaf or hard of hearing is routinely provided to secondary students who are DHH (e.g., Navigating Life with Hearing Loss).

Exemplary

Instruction in areas of the expanded core curriculum for students who are DHH is provided to all students throughout the program.

Indicator 4.5: Literacy Instruction

Do literacy instruction and materials include the developmentally appropriate core components of literacy (e.g., phonological and phonemic awareness; alphabet knowledge and print concepts; handwriting; phonics, decoding, and encoding; syllabication and morphemic analysis; reading fluency; comprehension of literary and informational texts; vocabulary; and foundational writing skills and composition)?

Possible Artifacts

- Literacy curricula and resources used by general education teachers
- Literacy curricula and resources used by deaf educators
- Staff training on literacy instruction
- Lesson plans demonstrating scaffolding
- Training in Visual Phonics

Developing

Literacy instruction and materials include some, but not all, of the core components of literacy (e.g., phonological and phonemic awareness; alphabet knowledge and print concepts; handwriting; phonics, decoding, and encoding; syllabication and morphemic analysis; reading fluency; comprehension of literary and informational texts; vocabulary; and foundational writing skills and composition).

Proficient

Literacy instruction and materials include all of the developmentally appropriate core components of literacy.

Exemplary

Literacy instruction and materials include all of the developmentally appropriate core components of literacy as well as strategies for adapting the instruction to meet the needs of students who are DHH (e.g., Visual Phonics).

Indicator 4.6: Amplification Devices and Hearing Assistive Technology

Are the recommended amplification devices (hearing aids, cochlear implants, and/or bone conduction aids) and HAT used with fidelity?

Are the amplification devices and HAT monitored daily for potential issues (e.g., dead batteries, feedback)?

Possible Artifacts

- Documentation of daily listening checks of amplification devices and HAT
- Documentation of student use of amplification devices and HAT
- HAT training provided to staff working with students
- Plan for the use of amplification devices and HAT in various settings based on individual student need

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| Developing | Students, teachers, and staff inconsistently utilize recommended amplification devices and HAT in all recommended settings. |
| Proficient | Listening checks are conducted daily, and recommended amplification devices and HAT are used by staff in all instructional settings. |
| Exemplary | Listening checks are conducted throughout the day, and staff and students adapt the amplification devices and HAT for different listening environments. |

Domain 5: Progress Monitoring

| Indicator 5.1: Progress Monitoring: Communication Proficiency | |
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| What methods are used to ensure that students are making progress in their language development? | |
| Possible Artifacts | |
| <input type="checkbox"/> List of progress monitoring tools by communication mode and aspect of language | |
| <input type="checkbox"/> Program-wide language development progress monitoring plan | |
| <input type="checkbox"/> Documentation of individual and program-wide language skills and how this information is used in planning | |
| Developing | Progress monitoring procedures are not evident or are inconsistently implemented for documenting student progress in the area of language development in the students' unique communication modes. |
| Proficient | Progress monitoring procedures are defined in the area of language development in the students' unique communication modes. |
| Exemplary | Progress monitoring procedures are implemented frequently and promptly in the area of language development in the students' unique communication modes, and the data is used to guide adaptations to additional supports and instruction. |

Indicator 5.2: Progress Monitoring: Progress in Grade-Level Standards

What methods are used to ensure that students are making progress in grade-level standards?

Possible Artifacts

- List of progress monitoring tools by grade level and subjects
- Program and district progress monitoring plan
- Documentation of how data obtained through progress monitoring is used in planning

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| Developing | Progress monitoring practices are seldom used to assess students' progress toward mastery of enrolled grade-level standards. |
| Proficient | Progress monitoring procedures are implemented frequently and promptly in enrolled grade-level standards. |
| Exemplary | Progress monitoring procedures are implemented frequently and promptly in enrolled grade-level standards, and data is used to guide instructional supports. |

Indicator 5.3: Progress Monitoring: Literacy Skills

What methods are used to ensure that students are making progress in their literacy skills?

Possible Artifacts

- List of progress monitoring tools by grade level
- Program- and district-wide progress monitoring plan
- Documentation of how individual and program-wide literacy data is used to guide individual- and program-wide planning.

Developing

Progress monitoring practices are rarely used to assess students' progress toward mastery of core components of literacy.

Proficient

Progress monitoring procedures are implemented frequently and promptly in the core components of literacy.

Exemplary

Progress monitoring procedures are implemented frequently and promptly in the core components of literacy, and data is used to guide instructional supports.

Domain 6: Program-Wide Policies and Procedures

| Indicator 6.1: Program-Wide Communication Plan | |
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| How is the program implementing the Communication Plan to meet the individual needs of students who are DHH? | |
| Possible Artifacts | |
| <input type="checkbox"/> RDSPD communication philosophy and plan | |
| <input type="checkbox"/> Staff professional development related to using multiple modes of communication | |
| <input type="checkbox"/> Program procedures for ensuring students have access to their preferred mode of communication | |
| Developing | A Communication Plan is loosely defined and varies among staff members. |
| Proficient | A written Communication Plan is evident, clearly defined, and describes how auditory/oral and manual/visual communication modes are equally supported across the program based on the individual needs of students who are DHH. |
| Exemplary | In addition to having a written Communication Plan that equally supports various modes of communication, staff consistently implement the Communication Plan by communicating with individual students in their preferred mode of communication. |

| Indicator 6.2: Family Supports | |
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| What supports are provided to families to increase their capacity to meet the individual needs of their child who is DHH? | |
| Possible Artifacts | |
| <input type="checkbox"/> Advertisements for RDSPD-sponsored family social activities | |
| <input type="checkbox"/> List of opportunities for families to participate in RDSPD-sponsored sign language classes, family support groups, etc. | |
| <input type="checkbox"/> Information shared about supports and services provided by other agencies and organizations (e.g., Statewide Outreach Center at Texas School for the Deaf (SOC at TSD) activities such as Family Signs, Family Weekend Retreat, or Deaf Mentor; Texas Hands & Voices activities such as Guide by Your Side, ASTra training, or regional events) | |
| Developing | It is seldom evident that opportunities are provided to support families, such as parent support groups, social events for families, Deaf mentor programs, sign language classes, etc. |
| Proficient | The RDSPD shares information with families about events sponsored by other agencies and organizations, such as those offered by the SOC at TSD, Texas Hands & Voices, and the Office of Deaf and Hard of Hearing Services. |
| Exemplary | In addition to sharing information about activities provided by other agencies and organizations, the RDSPD provides multiple opportunities to support families, such as parent support groups, social events for families, and sign language classes. |

Indicator 6.3: Amplification Device and Hearing Assistive Technology Maintenance

How does the program ensure that students have access to amplification devices and HAT that function appropriately?

Possible Artifacts

- Program plan for HAT (maintenance, repairs, purchasing new equipment)
- Inventory of additional equipment

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| Developing | No formal process is in place to monitor the functioning of amplification and HAT devices. Student equipment may or may not be in working order. |
| Proficient | The RDSPD has a process for maintaining and repairing amplification and HAT devices. |
| Exemplary | In addition to a process for maintaining and repairing amplification and HAT devices, the RDSPD has replacement equipment available. |

| Indicator 6.4: Staff Collaboration | |
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| What opportunities are provided to allow for networking and program planning with other deaf educators throughout the program? | |
| Possible Artifacts | |
| <input type="checkbox"/> List of collaboration opportunities/requirements | |
| <input type="checkbox"/> Schedule of staff meetings | |
| <input type="checkbox"/> Staff mentoring/coaching initiatives | |
| <input type="checkbox"/> Vertical planning documents | |
| <input type="checkbox"/> Staff meeting agendas | |
| <input type="checkbox"/> Professional Learning Community (PLC) topics | |
| Developing | Minimal collaboration exists or is limited across the program. |
| Proficient | The RDSPD supports opportunities for collaboration across the program through virtual networking opportunities, such as a professional learning community or program email discussion group. |
| Exemplary | In addition to providing virtual networking opportunities, the RDSPD has regularly scheduled program meetings throughout the year to ensure program-wide consistency. |

Indicator 6.5: DHH Assistive Technology (Telecommunications and Visual Alerts)

What assistive technology equipment is available on campuses to ensure environmental and telecommunication accessibility to students who are DHH?

Possible Artifacts

- List of telecommunication equipment available on campuses
- List of visual emergency alerting systems on campuses
- Training opportunities for students, deaf education staff, and campus staff to learn to use telecommunication equipment
- Information shared with families about telecommunication and visual alerting equipment at home

Developing

Students have periodic exposure to a few telecommunication technologies and applications that are introduced in the school setting.

Proficient

Campuses with students who are DHH have visual emergency alerting systems on the campus and telecommunication equipment, such as a video phone in the deaf education classroom.

Exemplary

In addition to visual emergency alerting systems, campuses with students who are DHH have telecommunication equipment available in the school office, and office staff has been trained to use the equipment.

| Indicator 6.6: Staff Appraisal | |
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| How are programs providing evaluations and follow-up supports that ensure staff members have maximum access to professional growth? | |
| Possible Artifacts | |
| <input type="checkbox"/> District/program evaluation plan, including documents used and evaluator positions | |
| <input type="checkbox"/> Plan for evaluating specialized, non-teacher positions, such as interpreters | |
| <input type="checkbox"/> Plan for evaluating non-classroom-based teachers (itinerants, early interventionists) | |
| <input type="checkbox"/> Process for supporting professional growth | |
| Developing | Few RDSPD staff, other than teachers, are evaluated using a job-specific tool. |
| Proficient | RDSPD staff is evaluated using a job-specific tool by an evaluator who knows the needs of students who are DHH. |
| Exemplary | In addition to job-specific evaluations, a process is in place to help staff members with their professional growth through personalized PD, coaching, or other means. |

Domain 7: Qualified Providers

Indicator 7.1: Appropriate Licensure/Certification and Training for All DHH Staff

How does the program ensure that staff is highly qualified and holds the appropriate certifications or licensure for their position?

Possible Artifacts

- Staff list with certifications/licensure and degrees
- List of certification or licensure requirements for each position

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| Developing | Some RDSPD staff members (teachers, SLPs, interpreters, etc.) hold the required certifications/ licensure and have the knowledge and skills to meet the diverse needs of students who are DHH. |
| Proficient | All RDSPD staff members hold the required certifications or licensure for their position. |
| Exemplary | Along with having the appropriate certifications or licensure, all RDSPD staff members have been trained to work with students who are DHH in addition to their specialization. |

Indicator 7.2: Communication Proficiency of Staff

Are staff members proficient in the communication modes used by their students?

Possible Artifacts

- Tools used to assess staff proficiency in communication modes
- Plan for continued growth in communication skills

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| Developing | Some staff members providing interpreting services hold the required certification, and some teachers obtained sufficient communication skills in their teacher preparation programs to effectively communicate with their students. |
| Proficient | All teachers and interpreters demonstrate or have documentation of high levels of proficiency in the communication modes used by their students. |
| Exemplary | In addition to teachers and interpreters, the support staff (e.g., paraprofessionals, interveners, audiologists, SLPs) demonstrate or have documentation of high levels of proficiency in the communication modes used by their students. |

Indicator 7.3: Recruitment & Retention

What efforts are being made to recruit highly qualified staff and to increase the retention of current staff members?

Possible Artifacts

- List recruitment and retention efforts of the program
- Promotional materials used in recruiting efforts
- Study of retention trends

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Developing | Recruitment and retention of qualified staff are not evident. |
| Proficient | The RDSPD demonstrates systematic and consistent efforts to recruit highly qualified staff members. |
| Exemplary | In addition to recruitment efforts, the RDSPD demonstrates systematic and consistent efforts to increase retention of current staff members. |

Indicator 7.4: Professional Development: Deaf and Hard of Hearing

How is the program ensuring that staff is continuing to develop specialized expertise to address the unique language, communication, and social needs of students?

Possible Artifacts

- List of the number of staff who attended Statewide Conference for Education of the Deaf (SWCED) or workshops/trainings targeting DHH needs
- List of program activities designed to help staff members improve their communication skills
- List of program efforts to collaborate with and access various state providers
- Information about agencies and organizations that provide PD
- List of DHH-specific training offered through the program

Developing

Information is not consistently shared with staff members regarding professional development opportunities offered by agencies and organizations such as TEA, TxSSN, SOC at TSD, or ESCs.

Proficient

The RDSPD provides DHH-specific PD as well as shares information about and encourages staff to attend professional development opportunities offered by agencies and organizations such as TEA, TxSSN, SOC at TSD, or ESCs.

Exemplary

In addition to providing access to and information about professional development, the RDSPD actively monitors and supports staff efforts to improve their communication skills.

Indicator 7.5: Professional Development - General Curriculum and Instructional Strategies

How is the program ensuring that the staff is familiar with the curriculum and instructional strategies that are appropriate for all students?

Possible Artifacts

Staff PD logs

Handouts from PD sessions

| | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing | Few, if any, PD opportunities exist for all staff to increase knowledge and skills in general education curriculum and instructional strategies. |
| Proficient | RDSPD staff is provided access to general education PD to increase knowledge and skills in general education curriculum and instructional strategies. |
| Exemplary | RDSPD staff members attend all general education PD with their school peers. |