



RDSPD Staff Self-Reflection Page 1 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

## Staff Self-Reflection – Sample\*

The staff self-reflection consists of two sections. The first section takes the responder through the seven domains and asks them to rate their confidence level for each indicator. The second section asks the responder to go through a series of topics specific to their field and answer whether they have received any training/professional development on the topic and the level of preparedness that training provided.

The self-reflection will be completed online, with questions tailored to each staff member role. The completed self-reflection will be emailed to the staff member in a PDF format and can be used as part of their T-TESS and included in their professional growth portfolio.

Information from the self-reflections will be included in the peer review summary. The program review team will identify any trends that should be considered, and the information can be used to guide program continuous improvement efforts.

\*Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.



RDSPD Staff Self-Reflection Page 2 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all;      2 – Not very;      3 – Moderately;      4 – Very;      5 - Extremely

## Domain 1: Early Identification and Intervention

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
1.1	<b>Early Identification and Child Find</b>	Child Find for infants and toddlers who are suspected of being deaf or hard of hearing (DHH)					
1.2	<b>Comprehensive Information, Support, and Services</b>	Implementing a systematic, consistent way to provide comprehensive information (e.g., hearing loss, communication, language, social/cognitive development) to families of infants and toddlers who are DHH					
1.3	<b>Effective Transition from Part C to Part B Services</b>	Transition from early childhood intervention (ECI) to Pre-K, including evaluation components					
1.4	<b>Monitoring Language and Communication Outcomes</b>	Monitoring the progress of infants and toddlers, which 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					
1.5	<b>Professional Growth</b>	Locating opportunities to increase knowledge and skills in the field of early intervention					



RDSPD Staff Self-Reflection Page 3 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all; 2 – Not very; 3 – Moderately; 4 – Very; 5 - Extremely

## Domain 2: Student Assessment

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
2.1	<b>Academic Performance</b>	Evaluating student academic performance, including processes for choosing assessment tools, using accommodations, and interpreting results					
2.2	<b>Functional</b>	Evaluating functional skills (e.g., knowledge of hearing level, audiogram, and listening technology, as well as self-determination and social skills)					
2.3	<b>Language and Communication</b>	Evaluating language and communication, including assessing students' receptive and expressive language abilities, determining communication mode, selecting tools, and evaluating with appropriate frequency					
2.4	<b>Amplification and Hearing Assistive Technology Needs</b>	Evaluating, monitoring, and meeting the ongoing and changing amplification and hearing assistive technology (HAT) needs of each student					



RDSPD Staff Self-Reflection Page 4 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all;      2 – Not very;      3 – Moderately;      4 – Very;      5 - Extremely

### Domain 3: Student Programming and Placement

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
3.1	<b>Parents as Partners</b>	Including parents in planning and decision making for their children (e.g., soliciting feedback, pre-meetings encouraged before admission, review, and dismissal [ARD] meetings, collaborative goal writing sessions) and involving both parents and students in choosing assistive technology and appropriate accommodations					
3.2	<b>Least Restrictive Environment</b>	Determining the least restrictive environment (LRE) for individual students by using student data					
3.3	<b>Communication Access</b>	Ensuring that individual student needs are met through access to meaningful language, communication, instruction, and social opportunities in both the classroom and in extracurricular activities					
3.4	<b>Community/ Agency Resources</b>	Knowledge of community agencies and resources available to students and families					
3.5	<b>Transition</b>	Ensuring that students are involved in their transition planning and/or that the individualized education program (IEP) includes the courses needed to assist in meeting their desired post-secondary outcomes					



RDSPD Staff Self-Reflection Page 5 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all;      2 – Not very;      3 – Moderately;      4 – Very;      5 - Extremely

## Domain 4: Student Instruction

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
4.1	<b>Instructional Technology</b>	Implementing technology when providing instruction, as well as for student-led projects and real-world applications					
4.2	<b>Student-Specific Programming</b>	Implementing evidence-based instruction and materials that are designed to meet student-specific needs					
4.3	<b>General Curriculum</b>	Scaffolding instruction that is aligned with enrolled grade-level standards to meet individual student needs					
4.4	<b>DHH Specific</b>	Providing instruction in areas unique to students who are DHH (e.g., communication and language development, auditory and listening skill development, use of technology, self-advocacy, social skills)					
4.5	<b>Literacy</b>	Including all of the developmentally-appropriate core components of literacy during instruction					
4.6	<b>Hearing Assistive Technology</b>	Conducting daily listening checks and ensuring that staff are using recommended amplification devices in all instructional settings					



RDSPD Staff Self-Reflection Page 6 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all;      2 – Not very;      3 – Moderately;      4 – Very;      5 - Extremely

## Domain 5: Progress Monitoring

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
5.1	<b>Collection and Use of Data to Monitor Student Communication Proficiency</b>	Collecting data to monitor student progress in language development and communication					
5.2	<b>Collection and Use of Data to Monitor Students' Progress in the General Curriculum</b>	Using consistent procedures to monitor student progress in enrolled grade-level standards					
5.3	<b>Collection and Use of Data to Monitor Acquisition of Literacy Skills</b>	Implementing consistent techniques for monitoring student growth in the core components of literacy					



RDSPD Staff Self-Reflection Page 7 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all;      2 – Not very;      3 – Moderately;      4 – Very;      5 – Extremely

## Domain 6: Program-Wide Policies and Procedures

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
6.1	<b>Program-Wide Communication Plan</b>	Applying the program communication plan to meet the individual needs of students					
6.2	<b>Family Supports</b>	Knowledge of family events sponsored by other agencies and organizations, such as those offered by the State Outreach Center at Texas School for the Deaf (SOC at TSD), Texas Hands & Voices, and the Office of Deaf/Hard of Hearing Services					
6.3	<b>Hearing Assistive Technology Maintenance</b>	Troubleshooting amplification and hearing assistive technology and implementing the appropriate process for requesting support, maintenance, and/or repairs					
6.4	<b>Staff Collaboration</b>	Collaborating with other deaf educators through networking opportunities such as a professional learning community or discussion groups					
6.5	<b>DHH Assistive Technology (Telecommunications/Alerts)</b>	Instructing students on using assistive technology such as visual emergency alerting systems and video phone					
6.6	<b>Appraisal</b>	Evaluating RDSPD staff or collaborating with those who do and helping staff members with their professional growth through personalized professional development, coaching, or other means. [Administrators]					



RDSPD Staff Self-Reflection Page 8 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

Please indicate your confidence level with each of the indicators.

1 – Not at all;      2 – Not very;      3 – Moderately;      4 – Very;      5 – Extremely

## Domain 7: Qualified Providers

Indicator		What is your confidence level in the following topics?	1	2	3	4	5
7.1	<b>Appropriate Licensure/ Certification and Training for All DHH Staff</b>	Collaborating with human resources to ensure that all staff members hold the required certifications or licensure for their position [administrators]					
7.2	<b>Communication proficiency of staff</b>	Communicating at a high level of proficiency in the various modes used by students					
7.3	<b>Recruitment &amp; Retention</b>	Recruitment and retention of qualified staff [administrators]					
7.4	<b>Professional Development: Deaf/Hard of Hearing</b>	Accessing professional development opportunities offered by agencies and organizations such as Texas Education Agency, Texas Sensory Support Network, SOC at TSD, Education Service Centers					
7.5	<b>Professional Development: General Curriculum and Instructional Strategies</b>	Accessing general education professional development and implementing general education curriculum and instructional strategies while scaffolding to meet individual student needs					





RDSPD Staff Self-Reflection Page 9 of 9

RDSPD Program Review Pilot 2021

**Print Copy for Reference Only - DO NOT DISTRIBUTE**

Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

## Staff PD Questionnaire - Likert Scale

Have you received formal professional development/coursework in any of the following topics, and to what extent do you feel the training prepared you for each element in your teaching?

	No training	Not prepared	Somewhat prepared	Well prepared
Hearing assistive technology - use, troubleshooting				
Instructional best practices				
Auditory, speech, and language development				
Literacy development				
American Sign Language				
Listening and spoken language				
Deaf with disabilities				
English learners				
Expanded Core Curriculum DHH (ECC-DHH)				
General education instruction				
Behavior				
Evaluation				
Communication evaluation				
Progress monitoring				
Staff collaboration				
Consult services				
Gathering data				
Community resources				
Involving parents actively in the ARD process				
Data-driven decision making and programming				
Scaffolding instruction				