



Image: Seal of California
Commission on Teacher
Credentialing

WHAT ARE THE NEW ADOPTED DHH CREDENTIAL STANDARDS AND TEACHER PERFORMANCE EXPECTATIONS (TPES)?

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CALIFORNIA COMMISSION TEACHING CREDENTIALING ADVISORY PANEL DHH TASK FORCE

IN MEMORIAM ROBYN ZANE



ROBYN ZANE WAS THE DIRECTOR OF THE STATE SPECIAL SCHOOLS AND SERVICES DIVISION (SSSSD) AT THE CALIFORNIA DEPARTMENT OF EDUCATION SERVING BOTH RESIDENTIAL SCHOOLS (FREMONT & RIVERSIDE) WHEN SHE PASSED AWAY UNEXPECTEDLY IN JANUARY 2022. SHE HAD SERVED IN DEAF EDUCATION FOR MORE THAN 45 YEARS IN BOTH MA AND CA.

SHE WAS A STRONG ADVOCATE FOR ASL/ENGLISH BILINGUAL EDUCATION AND PUSHED FOR EQUITY STRATEGIES IN SPECIAL EDUCATION. SHE WAS ACTIVELY INVOLVED IN CTC DESIGN TEAM FOR THE NEW TPES AND ONGOING CALTPA ASSESSMENT PANEL.

SHE WAS A DELIGHTFUL COLLEAGUE, ALWAYS CAME WITH A SMILE AND TRULY BELIEVED IN PROMOTING A BETTER FUTURE FOR ALL DHH STUDENTS.

IF YOU WISH TO CONTRIBUTE TO HONORING HER MEMORY BY HAVING HER NAME ENGRAVED ON A GARDEN BENCH, GO TO

<https://gofund.Me/2a4bd04e>



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Agenda

Reorganizational Changes in CTC
New DHH Credential Standards

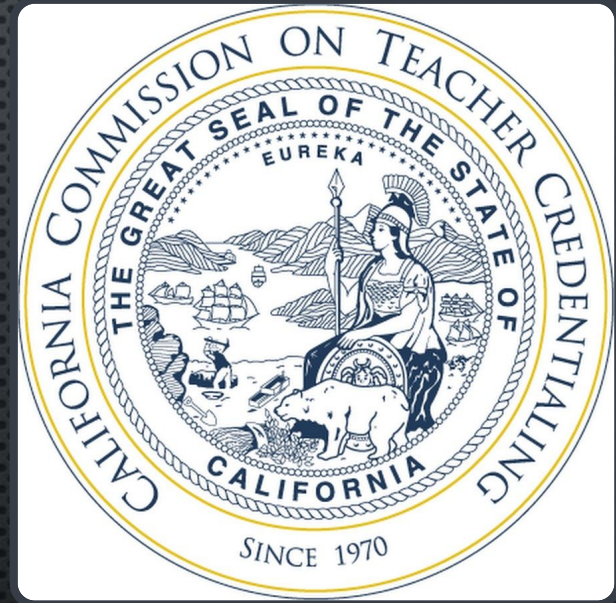
What are Teacher Performance
Expectations (TPEs?)

TPEs for Deaf Education Teachers

Hands-on activity

Summary and Qs & As

REORGANIZATIONAL CHANGES IN CTC



CURRENT CREDENTIALING STRUCTURE

Current Structure

1. Mild/Moderate Disabilities (M/M)
2. Moderate/Severe Disabilities (M/S)
3. Early Childhood Special Education (ECSE)
4. Deaf and Hard of Hearing (DHH)
5. Visual Impairments (VI)
6. Physical and Health Impairments (PHI)
7. Language and Academic Development (LAD)

New Structure

1. Mild to Moderate Support Needs (MMSN)
2. Extensive Support Needs (ESN)
3. Early Childhood Special Education (ECSE)
4. Deaf and Hard of Hearing (DHH)
5. Visual Impairments (VI)

Physical and Health Impairments (PHI) and Language and Academic Development (LAD) are now integrated into each credential.

Education Specialist Credential Structure

“Common Trunk”

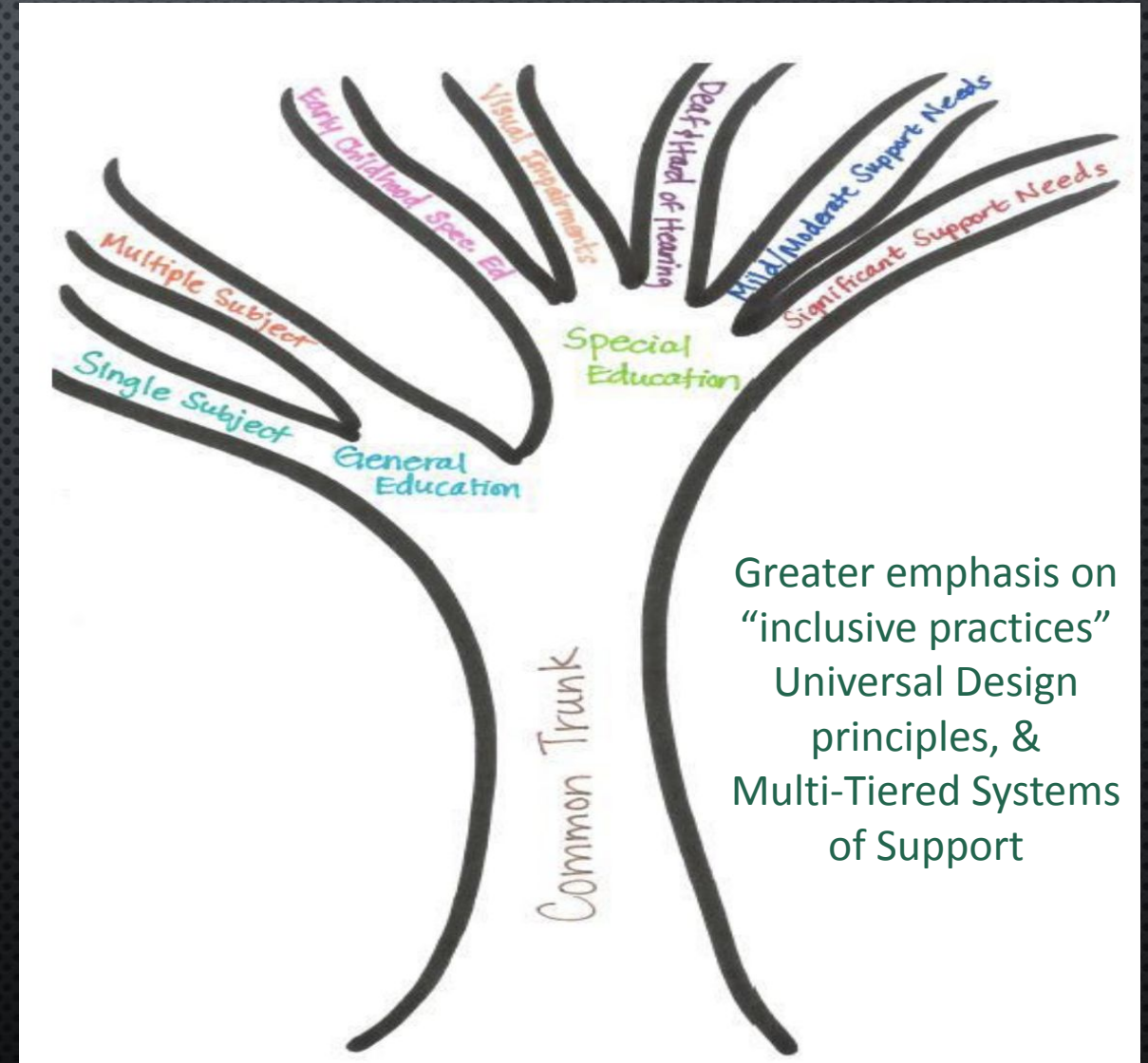
General Education:
Multiple Subject and Single Subject Credentials

and

Five Education Specialist Credentials:

- 1) Early Childhood Special Education (Birth to K)
- 2) Visual Impairments (Birth to age 22)
- 3) Deaf and Hard of Hearing (Birth to age 22)
- 4) Mild/Moderate Support Needs (K to age 22)
- 5) Significant Support Needs (K to age 22)

Image: A shape of tree with trunk “Common Trunk” and branches “General ED” and “Special ED”





TAKE A FEW
MOMENTS AND
WRITE YOUR
THOUGHTS ABOUT
THE NEW STRUCTURE
THE COMMON
TRUNK

Standard	OLD STANDARDS 2008-2018	NEW STANDARDS 2018- CURRENT
DHH 1:	Characteristics of Learners	Program design and curriculum program standard
DHH 2:	Development of Professional Perspectives	Preparing candidates to master the teaching performance expectations (TPEs)
DHH 3:	Candidate Communication Skills	Clinical practice
DHH 4:	Language and Cognitive Development Strategies	Monitoring, supporting, & assessing candidate progress towards meeting the education specialist credential requirements
DHH 5:	Specialized Assessment	Implementation of a teaching performance assessment
DHH 6:	Instructional Techniques	Induction individual development plan (IDP)
DHH 7:	Early Childhood Intervention and Education	<div data-bbox="1347 993 2443 1329" style="border: 1px solid black; background-color: #f4a460; padding: 10px; text-align: center;"> <p><u>CTC DHH Design Team Committee work</u> All old standards are embedded within the new 6 standards STANDARDS ARE NOW ALIGNED WITH TPEs</p> </div>
DHH 8:	Hearing Loss & Additional Disabilities	
DHH 9:	Managing Student Behavior and Social Interaction Skills	
DHH 10:	Transition and Transitional Planning	
DHH 11:	Collaborative Partnerships	

CURRENT PROGRAM STANDARDS

Program Standard

1

PROGRAM DESIGN AND CURRICULUM PROGRAM STANDARD

- Ensures candidate can **deliver services in a variety of instructional settings**
- Demonstrate knowledge of DHH, Deafblind characteristics
- Identify unique characteristics of DHH students, DeafBlind, Deaf with additional challenges

CURRENT PROGRAM STANDARDS

Program Standard

2

PREPARING CANDIDATES TO MASTER THE TEACHING PERFORMANCE EXPECTATIONS (TPES)

- DHH teachers will master the unique set of TPEs for both **general education and Deaf Education specialty**
- Coursework, fieldwork, and clinical experiences will provide opportunities for candidates to learn, apply, and reflect on each TPE

CURRENT PROGRAM STANDARDS

Program Standard

3

CLINICAL PRACTICE

- Ensures candidates have **experiences across grades and disability categories**, and the continuum of Deaf Ed. services
- Clinical practice-minimum **600 hours** across the arc of the program
- At least **200 hours of supervised early field work** in general and Deaf Ed. settings before final student teaching
- Interns early field experience takes place in experienced mentor classrooms in both general and deaf education settings

CURRENT PROGRAM STANDARDS

Program Standard

4

MONITORING, SUPPORTING, AND ASSESSING CANDIDATE PROGRESS TOWARDS MEETING THE EDUCATION SPECIALIST CREDENTIAL REQUIREMENTS

- Program faculty and supervisors monitor and support candidates towards **meeting all TPEs, including those unique to the credential specialty area**
- All other program requirements

CURRENT PROGRAM STANDARDS

Program Standard

5

IMPLEMENTATION OF A TEACHING PERFORMANCE ASSESSMENT

- Program determines that candidates have demonstrated satisfactory performance on the full range of required TPEs by passing a TPA
- Upon Commission adoption of an Education Specialist TPA, new standards language specific to the TPA will be proposed for adoption

CURRENT PROGRAM STANDARDS

Program
Standard
5a

- Administration of the Teaching Performance Assessment (TPA)

Program
Standard
5b

- Candidate Preparation and Support

Program
Standard
5c

- Assessor Qualifications, Trainings, and Scoring Reliability

CURRENT PROGRAM STANDARDS

Program Standard

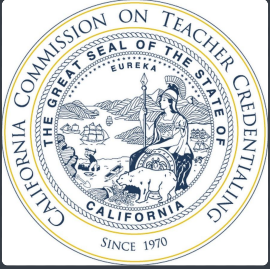
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INDUCTION INDIVIDUAL DEVELOPMENT PLAN (IDP)

- Program, candidates, and supervisors collaborate on the Individual Development Plan for professional growth during the teacher induction program leading to a clear credential.

New DHH Teacher Performance Expectations (TPEs)





What is a TPE?

The **Teaching Performance Expectations (TPEs)** for credential candidates describe the **set of professional knowledge, skills and abilities** expected of a beginning level practitioner in order to **effectively support the growth, development, and learning of all students** and to **work collaboratively with families to support all students in meeting the state-adopted academic content standards.**

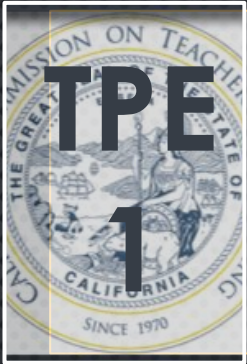


How do TPEs apply?

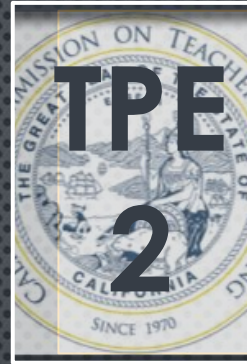
The scope of the pedagogical assignments:

- (a) addresses all of the TPEs as they apply to the subjects to be authorized by the credential, and
- (b) prepares the candidate for course-related and other assessments of their competence with respect to both the Universal TPEs and the Education Specialist TPEs.

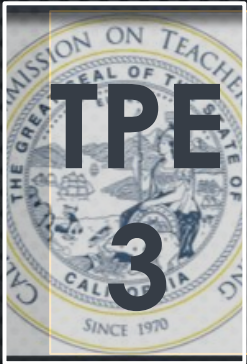
As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.



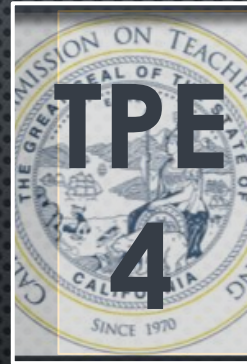
Engaging and Supporting
All Students in Learning



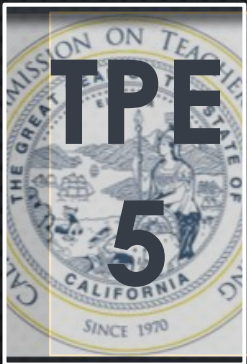
Creating and Maintaining
Effective Environments for
Student Learning



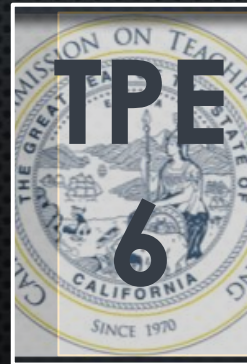
Understanding and
Organizing Subject Matter
for Student Learning



Planning Instruction and
Designing Learning
Experiences for All
Students



Assessing Student
Learning



Developing as a
Professional Educator

TPE
1

- **Engaging and Supporting All Students in Learning**
 - Emphasis on **language rich environment** (ASL/English exposure)
 - **Language planning** (to support incidental learning)
 - Learning **student centered** that is **personal, meaningful, and culturally relevant**
 - **Differentiated multimodal environment** and learning

TPE
2

- **Creating and Maintaining Effective Environments for Student Learning**
 - Use of bilingual trans-linguaging techniques
 - Providing inclusive environment – language equity and intersectionality
 - Using culturally relevant resources to reach a wider audience (BIPOC, LGBTQIA)

TPE
3

- **Understanding and Organizing Subject Matter for Student Learning**
 - Mastering ASL sign concepts in academic content matter.
 - Knowledge of translanguaging techniques in meaning making activities

TPE

4

- Planning Instruction and Designing Learning Experiences for All Students

- 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
- **Include Deaf community expertise to engage learning**

TPE

5

- Assessing Student Learning

- administer **linguistically and culturally appropriate assessments** in the language understood by the students
- Multimodal student assessments (spoken, signed and written)

TPE

6

- Developing as a Professional Educator

- Build relationships with families and guardians, & deaf communities
- knowledge second language development and the distinction between language disorders, disabilities, and language differences.
- Get training with deafblind practices (protactile)

Hands-on Activity



TEACHERS

TPE 3.4

Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.

SCHOOL ADMINISTRATORS

TPE 6.2

Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, 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.

PARAPROFESSIONALS

TPE 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.

PARENTS

TPE 1.3

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.

SUMMARY



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CALTPA ASL/ENGLISH BILINGUAL ASSESSORS WANTED

Contact CTC office or check on their newsletter website

- If you have a California License and you've taught in California for more than 5 years
- If you have experience mentoring a student teacher as a cooperative teacher
- If you are currently teaching at the university level courses related to Deaf education and/or any core subjects (multiple subjects or single subject) related courses in education.
- Once accepted, you will go through a pre training session prior to reviewing candidate's materials.
- CTC will pay 36 dollars per assessment.



QUESTIONS AND ANSWERS

Background image: An image of blue person icon with three block shapes, "Q & A."

William Hatrak, CTC Consultant in Teacher Preparation
Sarah Solari Colombini, CTC Consultant in Teacher Preparation
Janice Warsaw-Smith CSU, Fresno
Gabrielle Jones, UC San Diego
Colleen Smith, National University
Michelle Sumner, Long Beach USD DHH
Rachel Narr Friedman, CSU, Northridge
Ellen Schneidermann, CSU, Northridge
Mary McGinnis, Mount Saint Mary's University
Maura Martindale, California Lutheran University
Jane Hankins, Monterey County of Education
Maurice Belote, California Deafblind Services
Bridget Weich, John Tracy Clinic
Robyn Zane, Former Director of SSSSD
Nancy Hlibok-Amann, Director of SSSSD (formerly CSDR Superintendent)
Erika Thompson, CSDR

**SPECIAL THANKS TO
ALL MEMBERS WHO
HAVE CONTRIBUTED TO
CTC DHH TASK FORCE**