

**Mount St. Mary’s University/John Tracy Center
DHH Teacher Education Program**

**EDU 239B DHH: Practicum with Learners 5-22
MID/FINAL EVALUATION
Listening and Spoken Language Behaviors Checklist**

Name of Teacher/Clinician: _____ **Date:** _____

Name of Evaluator/Supervisor: _____ **Title:** Instructor/Supervisor
 Master Teacher
 Self-Evaluation

Classroom Observation Individual Observation Mid Evaluation Final Evaluation

Number of Students: _____ **Age Range:** _____

Other Relevant Information: _____ **Averaged Score:** _____

Superior 4	Adequate 3	Needs Improvement 2	Fail 1
Behaviors usually present and performed with proficient skill	Behaviors may be present, but are inconsistent and/or performed with intermediate skill	Behaviors present occasionally and/or performed with beginning skill	Behaviors not present, and/or performed inadequately, even after repeated coaching

Listening and Spoken Language Development	
	Educator has accurately determined the listening, speech, language and cognitive levels of the students and this is reflected in his/her teaching. (TPE 1.1)
	Educator recognizes communication (attempts) and responds with language model appropriate for the age/developmental level and linguistic level appropriate for the student. (TPEs 2.1, 2.2)
	Educator checks for understanding often and when students do not understand, provides age-appropriate and/or language appropriate repair. (TPEs 2.2, 3.2, 3.3)
	Educator maintains a balance of teacher-talk and student-talk appropriate for each activity throughout the class period. (TPE 2.3)
	Educator uses many different strategies to elicit spoken language during the observed period. (TPEs 1.1, 1.3)
	Educator uses appropriate questioning techniques at the appropriate level for the students. (TPEs 2.1, 3.3)
	Educator encourages students to ask questions to gain information. (TPEs 2.1, 3.3)

	Educator provides focused and prescriptive spoken language instruction to each student. (TPE 2.5)
	Educator's lesson plan reflects selected short-term objectives in the areas of audition, speech, receptive language, expressive language or cognitive/academic outcomes. (circle appropriate areas for this period). (TPEs 4.1, 4.2)
	Educator's reinforcement techniques facilitate student progress and contribute to the student's self-confidence. (TPE 4.3)
	Educator's activities in the classroom provide the children with language practice through the use of a variety of techniques. (TPEs 1.2, 1.4)
	Educator provides speech or language repair strategies with the children. (TPE 1.4)
	Auditory Development
	Educator demonstrates knowledge and ease of use with all the auditory equipment in use. (TPEs 2.6, 2.7)
	Educator uses a current auditory hierarchy to determine the child's level of listening. (TPEs 2.6, 3.5)
	Educator uses acoustic highlighting to emphasis a word/phrase or auditory target. (TPEs 3.2, 3.3, 3.5)
	Educator provides ongoing opportunities for using audition throughout the classroom period as well as in individual sessions. (TPEs 3.2, 3.5)
	Classroom/Therapy Management
	Educator's pacing is appropriate for lesson and age of students. (TPEs 4.1, 4.2)
	Educator secures and maintains students' attention. (TPEs 2.2, 2.7)
	Educator is tuned in to the individual needs of students. (TPE 4.3)
	Educator creates a positive learning environment where students are valued for their contributions. (TPE 4.4)
	Educator uses effective classroom management by handling discipline problems immediately and appropriately. (TPEs 2.1, 2.4, 2.8)
	Educator uses effective classroom management by meeting the interest and developmental levels of the child. (TPEs 2.3, 2.7, 2.8)
	Educator maintains a well-organized classroom that is appropriate to the needs of the children. (TPE 2.2)

	Educator demonstrates control of the classroom and conducts the class in an orderly fashion. Educator helps students learn to become self-advocates by demonstrating age-appropriate expectations, i.e. reporting when hearing aid/CI is not functioning, asking for clarification, etc. (TPEs 2.4, 5.4)
	Lesson Planning and Presentation
	Educator plans lessons appropriate for the students in his/her class based on the Individual Educational Plan (IEP) goals and objectives. (TPEs 5.1, 6.5)
	Educator bases student objectives on current levels and responses to teaching. (TPE 5.2)
	Educator has appropriate records to reflect student progresses. (TPE 5.2)
	Professional Dispositions
	Educator deals honestly, sincerely, warmly, sensitively and respectfully with diversity in parents, caregivers, children and colleagues. (TPEs 1.3, 4.7, 6.2)
	Educator responds appropriately to input from Instructor, Master Teacher, and other mentors. Educator adjusts plans and teaching based on input. (TPEs 4.5, 4.7)

Candidate has supplied the following: (Check off)

- Present level skills for lesson being observed
- Audiologic or speech perception information
- Evaluation of listening and spoken language skills
- Lesson plans

Supervisor's Commendations:

Supervisor's Initials: _____

Supervisor's Recommendations:

Supervisor's Initials: _____

I attest that the information disclosed on this form is correct, accurate, complete and is made in good faith. I understand that the Academy reserves the right to verify any or all information on this application and that any incorrect or misleading information may constitute grounds for rejection of the candidate's application or revocation of my certification.

Required Signatures:

Supervisor

Date

Candidate

Date