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Program Peer Review
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Introduction

Purpose
The peer review process is intended to provide specific information to programs serving student who are deaf or hard of hearing in order to assist with continuous improvement efforts. The areas of focus are aligned with the *National Agenda for Deaf Education* and the *Texas State Performance Plan*.

The peer review process consists of three major phases. In **Phase I**, programs will engage in a reflective component by collecting requested documentation and completing surveys prior to the actual peer review. It is recommended that a lead district contact person be identified in order to coordinate the optimal flow of information during this phase.

**Phase II** includes the following components:

- Classroom Observations
- Staff Interviews
- RDSPD Administrator Interviews

The goal in Phase II is to collect objective and observable data to add to the documentation gathered in Phase I. The number of days identified to complete Phase II will largely depend on the size of the program and number of reviewers.

Once the data have been carefully and objectively analyzed, a summary of findings will be compiled by the reviewer(s) in **Phase III**. This report will promote continuous improvement by identifying strengths, providing discussion points and highlighting considerations in the following program areas:

1. Early Identification and Intervention
2. Communication, Language and Literacy Access
3. Collaborative Partnerships
4. System Responsibility
5. Placement and Programs
6. Technology
7. Professional Standards and Personnel Preparation
National Agenda for Deaf Education Goal Statements

1. Early identification and intervention.
Families of deaf and hard of hearing infants will be provided, at the earliest possible moment after the birth of the child, appropriate identification, screening, information-and services to ensure age-appropriate communication, linguistic, social development-and cognitive development. Such options and services will be child-centered and family-focused to ensure that families fully understand the meaning and consequences and are aware of all services and programs so that they can appropriately provide for their deaf or hard of hearing child. Such options and services must be “deaf-friendly,” reflecting an understanding of the communication, technological and environment issues that are so important to deaf and hard of hearing infants and children.

Deaf and hard of hearing children will develop age-appropriate expressive and receptive communication and language skills which are commensurate with their hearing peers and will become fully literate and productive adults.

3. Collaborative Partnerships
Deaf and hard of hearing children require and are best served when effective and mutually respectful partnerships are established between and among educators, families and the institutions and programs in the community that serve those children and their families. Given the importance of early and ongoing communication, language and educational development for these children, a seamless system of information, services and programs must be made available to the family and child throughout her/his educational career.

4. System Responsibility
Deaf and hard of hearing students are entitled to an educational program in which system-wide responsibility is clear and involves procedures for accountability, high-stakes testing, assessment and standards. Accountability measures must include examination of programs and services on a local and statewide basis. High-stakes testing must be based on and fully incorporate the child’s communication and language needs. Assessment of deaf and hard of hearing children must be comprehensive and include testing and evaluation of the child’s communicative, linguistic, academic, cognitive, psychological and physical abilities and all other areas pertinent to the child. The entire educational delivery system for deaf and hard of hearing children must be based on clear standards or “best practices” which reflect the best thinking regarding educational programs and services and the relationship of communication and language to literacy and educational growth.

5. Placement and Programs
Deaf and hard of hearing students require a full continuum of placement options that recognize, provide for and are based upon their language and communication needs. A determination of what constitutes the “least restrictive environment” for deaf and hard of hearing students must be determined by considering first and foremost these unique communication and linguistic needs and then the student’s educational, social, emotional, cognitive and physical abilities and needs.

6. Technology
Technology must be made available for and used by deaf and hard of hearing students to enhance their communication and language opportunities, enlarge their educational options, increase cognitive and academic skills and enrich their lives now and in the future.

7. Professional Standards and Personnel Preparation
A collaborative partnership is needed among universities, schools-and communities to enable the preparation, recruitment and ongoing professional development of an optimal supply of teachers, administrators and related personnel with the demonstrated knowledge, skills and experiences to meet the needs of a diverse population of deaf and hard of hearing learners.
Texas State Performance Plan (SPP)
Monitoring Priority | FAPE in the LRE

**Indicator 1  Graduation**
Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma

**Indicator 2  Dropout**
Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school

**Indicator 3  Adequate Yearly Progress (AYP)**
Participation and performance of children with disabilities on statewide assessments
   A. Percent of districts meeting the State’s AYP objectives for progress for disability subgroup
   B. Participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards and alternate assessment against alternate achievement standards
   C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards

**Indicator 4  Suspension and Expulsion**
Rates of suspension and expulsion
   A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year
   B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

**Indicator 5  Educational Environment, Aged 6 - 21**
Percent of children with IEPs aged 6 through 21
   A. Removed from regular class less than 21% of the day
   B. Removed from regular class greater than 60% of the day
   C. Served in public or private separate schools, residential placements or homebound or hospital placements

**Indicator 6  Educational Environment, Aged 3 - 5**
Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings)

**Indicator 7  Early Childhood Outcomes**
Percent of preschool children with IEPs who demonstrate improved
   A. Positive social-emotional skills (including social relationships)
   B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
   C. Use of appropriate behaviors to meet their needs

**Indicator 8  Parent Participation**
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
Texas State Performance Plan (SPP)

Monitoring Priority | Disproportionality

Indicator 9   Disproportionality in the Special Education Program
Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Indicator 10  Disproportionality by Specific Disability
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Monitoring Priority | Effective General Supervision

Part B Child Find and Effective Transition

Indicator 11  Child Find
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State established timeline)

Indicator 12  Effective Early Childhood Transition
Percent of children referred by Part C prior to age three who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays

Indicator 13  Secondary Transition
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals

Indicator 14  Post-School Outcomes
Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both within one year of leaving high school

Monitoring Priority | Effective General Supervision

Part B General Supervision

Indicator 15  General Supervision (Monitoring)
General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Indicator 16  Complaint Investigation Timeline
Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Indicator 17  Due Process Hearing Timeline
Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Indicator 18  Resolution Sessions
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Indicator 19  Mediation
Percent of mediations held that resulted in mediation agreements.

Indicator 20  State Reporting
State reported data (618, State Performance Plan, Annual Performance Report) are timely and accurate.
Comprehensive Statewide Plan for Educational Services for Students Who Are Deaf or Hard of Hearing

**Result 1: Early Intervention [SPP 8]**
Children who are deaf or hard of hearing, birth through two, are identified and receiving appropriate interventions at the earliest possible age.

1.1 Percent of infants and toddlers who are deaf or hard of hearing birth to one with IFSPs compared to:
   § Other states with similar eligibility definitions and
   § National data
1.2 Percentage of children who are deaf or hard of hearing exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by their third birthdays including:
   § IFSPs with transition steps and services
   § Notification to LEA, if child eligible for Part B
   § Transition conference, if child potentially eligible for Part B

**Result 2: Preschool [SPP 7]**
Preschool students who are deaf or hard of hearing enter kindergarten with developmentally appropriate language/communication skills, cognitive skills and social-emotional abilities.

2.1 Percent of preschool children who are deaf or hard of hearing who demonstrate improved
   § Positive social-emotional skills (including social relationships)
   § Acquisition and use of knowledge and skills (including early language/communication and early literacy)
   § Use of appropriate behaviors to meet their needs

**Result 3: Standards-Based Environments and Accountability [SPP 3]**
Students who are deaf or hard of hearing meet or demonstrate continuous improvement on grade level standards on statewide assessments.

3.1 Participation rate for students who are deaf or hard of hearing in regular assessment, alternate assessment against grade level standards and alternate assessment against alternate achievement standards
3.2 Proficiency rate for students who are deaf or hard of hearing against grade level standards and alternate achievement standards

**Result 4: Transition/Post-Secondary Outcomes [SPP 13-14]**
Students who are deaf or hard of hearing demonstrate successful post-secondary outcomes as a result of effective transition planning.

4.1 Percent of students who are deaf or hard of hearing age 16 and above with IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
4.2 Percent of students who are deaf or hard of hearing competitively employed, enrolled in some type of post-secondary school or both within one year of leaving high school
Peer Reviewer Team Members
The Program Peer Review is generally conducted by colleagues from external programs that can provide an objective description of the current program.

Characteristics of Peer Reviewers

Knowledge
- Understand the purpose of the peer review process
- Understand the characteristics of quality programs
- Familiar with the data collection techniques
- Familiar with the appreciative inquiry approach

Traits
- Flexible
- Organized
- Responsible
- Sociable
- Professional

Abilities
- Engage in positive conversations with unfamiliar people
- Maintain confidentiality
- Stay objective and fair
- Solve problems effectively
- Work collaboratively
- Write with objective and descriptive language

Peer reviewers agree to adhere to the strictest confidentiality regarding all data gathered, reviewed and reported.

Peer reviewers should familiarize themselves with the entire Program Peer Review document, especially the rubrics that will guide the analysis and interpretation of the data. The peer review team leader will coordinate the site visit in order to maximize time and resources.
1 Phase I: Preparation

Instructions: How to prepare for the peer review process:

1. **Select a lead district contact person or persons** to facilitate the coordination of documents and communication with the peer reviewer(s). Ideally, the lead contact person(s) would have comprehensive knowledge of program areas, scheduling flexibility and effective collaborative skills.

2. **Collect and submit the following data** to the reviewer(s) **at least two weeks before** the scheduled program site visit in Phase II.

<table>
<thead>
<tr>
<th>Existing Data</th>
<th>Description of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Instructional Planning</td>
<td><strong>REQUIRED:</strong> Sampling of a week’s lesson plans from every teacher</td>
</tr>
<tr>
<td>☐ Progress Monitoring</td>
<td><strong>OPTIONAL:</strong> Sampling of classroom assessment tools from every teacher for review during the site visit (e.g. rubrics, anecdotal records, teacher-made tests, etc.)</td>
</tr>
</tbody>
</table>
|☐ Professional Development | **OPTIONAL:** List of staff development related to deafness and deaf education strategies over the past two to three years.  
  **OPTIONAL:** List of general education curriculum staff development attended/offered over the past year. |

<table>
<thead>
<tr>
<th>Additional Data</th>
<th>Description of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Administrator Perspective</td>
<td><strong>REQUIRED:</strong> Administrator Self-Assessment Rubric</td>
</tr>
<tr>
<td>☐ Staff Perspective</td>
<td><strong>REQUIRED:</strong> Staff Surveys (Teacher, Interpreter, Assessment)</td>
</tr>
<tr>
<td>☐ Parent Perspective</td>
<td><strong>REQUIRED:</strong> Parent Survey</td>
</tr>
</tbody>
</table>
### Administrator Self-Assessment Rubric

**Administrator:** [Name]

**Program:** [Program Name]

**Date:** [Date]

**Directions:** Place a circle around the letters in each area of focus that you feel reflect your program most accurately. More clarification on each area of focus can be derived from the introduction section and Program Peer Review document.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Baseline</th>
<th>Effective</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Early Identification and Intervention</strong></td>
<td>Families are <strong>infrequently</strong> provided, at the earliest possible moment after identification, information and services to ensure age-appropriate communication, linguistic, social development and cognitive development.</td>
<td><strong>Most of the time,</strong> families are provided, at the earliest possible moment after identification, information and services to ensure age-appropriate communication, linguistic, social development and cognitive development.</td>
<td>Families are <strong>consistently</strong> provided, at the earliest possible moment after identification, information and services to ensure age-appropriate communication, linguistic, social development and cognitive development.</td>
</tr>
<tr>
<td><strong>2. Communication, Language and Literacy Access</strong></td>
<td><strong>Seldom,</strong> there is evidence of instruction and learning opportunities that are commensurate with their hearing peers in order to become fully literate and productive adults. Professionals are proficient in the student’s communication mode.</td>
<td><strong>Most of the time,</strong> there is evidence of instruction and learning opportunities that are commensurate with their hearing peers in order to become fully literate and productive adults. Professionals are proficient in the student’s communication mode.</td>
<td>There is consistent <strong>system-wide evidence</strong> of instruction and learning opportunities that are commensurate with their hearing peers in order to become fully literate and productive adults. Professionals are proficient in the student’s communication mode.</td>
</tr>
<tr>
<td><strong>3. Collaborative Partnerships</strong></td>
<td>Information, services and programs are made available to the family and child <strong>inconsistently</strong> throughout his/her educational career.</td>
<td>A seamless system of information, services and programs is made available to the family and child <strong>most of the time</strong> throughout his/her educational career.</td>
<td>A seamless system of information, services and programs is made available to the family and child <strong>consistently</strong> throughout his/her educational career.</td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Baseline</td>
<td>Effective</td>
<td>Exemplary</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. System Responsibility</td>
<td>The entire educational delivery system for deaf and hard of hearing children is based on clear standards or “best practices” and the relationship of communication and language to literacy and educational growth on an <strong>inconsistent basis</strong>.</td>
<td>The entire educational delivery system for deaf and hard of hearing children is based on clear standards or “best practices” and the relationship of communication and language to literacy and educational growth <strong>most of the time</strong>.</td>
<td>The entire educational delivery system for deaf and hard of hearing children is <strong>consistently</strong> based on clear standards or “best practices” and the relationship of communication and language to literacy and educational growth.</td>
</tr>
<tr>
<td>5. Placement and Programs</td>
<td>Deaf and hard of hearing students have access to a full continuum of placement and service options that are first based on the unique communication and linguistic needs, and then the student’s educational, social, emotional, cognitive and physical abilities and needs on an <strong>inconsistent basis</strong>.</td>
<td>Deaf and hard of hearing students have access to a full continuum of placement and service options that are first based on the unique communication and linguistic needs, and then the student’s educational, social, emotional, cognitive and physical abilities and needs <strong>most of the time</strong>.</td>
<td>Deaf and hard of hearing students <strong>consistently</strong> have access to a full continuum of placement and service options that are first based on the unique communication and linguistic needs, and then the student’s educational, social, emotional, cognitive and physical abilities and needs.</td>
</tr>
<tr>
<td>6. Technology</td>
<td>Technology is <strong>sometimes</strong> available but <strong>inconsistently</strong> used by deaf and hard of hearing students to enhance their communication, language and academic opportunities.</td>
<td>Technology is available and used by deaf and hard of hearing students to enhance their communication, language and academic opportunities <strong>most of the time</strong>.</td>
<td>Technology is <strong>consistently</strong> available and used by deaf and hard of hearing students to enhance their communication, language and academic opportunities.</td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Baseline</td>
<td>Effective</td>
<td>Exemplary</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7. Professional Standards and Personnel Preparation</td>
<td>A collaborative partnership (e.g. universities, LEA, ESCs, etc.) to enable the preparation, recruitment, and on-going professional development of qualified teachers, administrators and related personnel is <strong>not evident.</strong></td>
<td>A collaborative partnership exists (e.g. universities, LEA, ESCs, etc.) <strong>most of the time</strong> to enable the preparation, recruitment, and on-going professional development of qualified teachers, administrators and related personnel.</td>
<td>A collaborative partnership <strong>consistently</strong> exists (e.g. universities, LEA, ESCs, etc.) to enable the preparation, recruitment, and on-going professional development of qualified teachers, administrators and related personnel.</td>
</tr>
</tbody>
</table>

- **Submit as part of the Phase I preparation documents** -
## Phase I: Program Peer Review
### Classroom Teacher Survey

**Teacher (optional):** ____________  
**Subject/Grade:** ________________  
**Role:** ☐ Classroom ☐ Itinerant ☐ Parent Advisor ☐ SLP  
**Date:** ________________

1. Check the components of reading instruction that you consistently target in the lesson planning process.  
- Phonemic Awareness  
- Phonics  
- Fluency  
- Vocabulary  
- Comprehension

2. Check the different ways that you assess student learning.  
- Anecdotal records  
- Teacher made tests  
- Rubrics  
- Student work  
- Portfolios  
- Other: ________________

3. Check the different components of advanced technology used to support instruction.  
- Video-relay  
- Virtual Field Trips  
- Streaming Video  
- Distance Learning  
- Videoconferencing  
- Other: ________________

4. Does instruction reflect grade level expectations [TEKS]?  
- Yes  
- Somewhat  
- No  
**Examples/Comments:**

5. Does instruction include real-life applications?  
- Yes  
- Somewhat  
- No  
**Examples/Comments:**

6. Do assessments take into account the communication and language preferences of the student?  
- Yes  
- Somewhat  
- No  
**Examples/Comments:**

7. Do you feel that reading and writing are integrated across the curriculum?  
- Yes  
- Somewhat  
- No  
**Examples/Comments:**

8. Is technology used to support the delivery of TEKS-based instruction?  
- Yes  
- Somewhat  
- No  
**Examples/Comments:**

9. Give examples of how you address various modes of communication of your students.  
**Examples:**  
-  
-  
-  

10. Identify a training event that you have attended this year and describe how you have implemented key strategies/concepts.  
**Training:**  
**Implementation:**

---

*Submit as part of the Phase I preparation documents*
Phase I: Peer Review Worksheet
Classroom Teacher Survey Results

Compile the results of the teacher survey using this summary page for analysis and interpretation in Phase III.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Totals</th>
<th>Examples/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check the components of reading instruction that you consistently target in the lesson planning process.</td>
<td>□ Phonemic Awareness □ Phonics □ Fluency □ Vocabulary □ Comprehension</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>2. Check the different ways that you assess student learning.</td>
<td>□ Anecdotal records □ Teacher made tests □ Rubrics □ Student work □ Portfolios □ Other:_________</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>3. Check the different components of advanced technology used to support instruction.</td>
<td>□ Video-relay □ Virtual Field Trips □ Streaming Video □ Distance Learning □ Videoconferencing □ Other:_________</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>4. Does instruction reflect grade level expectations [TEKS]?</td>
<td>□ Yes □ Somewhat □ No</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>5. Does instruction include real-life applications?</td>
<td>□ Yes □ Somewhat □ No</td>
<td>_______</td>
<td></td>
</tr>
</tbody>
</table>
**Peer Review Worksheet**  
**Classroom Teacher Survey Results [continued]**

<table>
<thead>
<tr>
<th>Compile the results of the teacher survey using this summary page for analysis and interpretation in Phase III.</th>
<th>Totals</th>
<th>Examples/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Do assessments take into account the communication and language preferences of the student?</td>
<td>□ Yes □ Somewhat □ No</td>
<td></td>
</tr>
<tr>
<td>7. Do you feel that reading and writing are integrated across the curriculum?</td>
<td>□ Yes □ Somewhat □ No</td>
<td></td>
</tr>
<tr>
<td>8. Is technology used to support the delivery of TEKS-based instruction?</td>
<td>□ Yes □ Somewhat □ No</td>
<td></td>
</tr>
<tr>
<td>9. Give examples of how you address various modes of communication of your students.</td>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>10. Identify a training event that you have attended this year and describe how you have implemented key strategies/concepts.</td>
<td><strong>Training:</strong></td>
<td><strong>Implementation:</strong></td>
</tr>
</tbody>
</table>

---
# Phase I: Program Peer Review

## Parent Survey

<table>
<thead>
<tr>
<th>Parent (optional):</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name:</td>
<td>Date:</td>
</tr>
<tr>
<td>Child's Grade Level:</td>
<td></td>
</tr>
</tbody>
</table>

1. **Do you feel you have an active role in the decision-making process regarding your child and necessary services?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

2. **Do you feel that the school district and early intervention agency worked collaboratively to provide support to your family?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

3. **Do you feel that the school district has provided information regarding services and that are available?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

4. **Do you feel that the teacher(s) keep you informed of your child’s progress?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

5. **Does the program provide you with information regarding accommodations, modifications and adaptations to assessments?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

6. **Do you receive information related to statewide assessments?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

7. **Do you receive information regarding the range of services and options available?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

8. **Which technologies are you familiar with?**
   - [ ] Alert Systems
   - [ ] TTY
   - [ ] Listening Devices
   - [ ] Video Relay
   - [ ] Closed Captioned
   - [ ] Other: ______________________

9. **Have you been offered training in areas relevant to your child’s needs?**
   - [ ] Yes
   - [ ] Somewhat
   - [ ] No
   - Comments:

10. **I would like information in the following area(s) in order to increase my knowledge and skills as a parent.**
    - Training Topics:
      - __________________________________________
      - __________________________________________
      - __________________________________________

- Submit as part of the Phase I preparation documents -
# Etapa N° I: Revisión del Programa por los Compañeros

## Encuesta para Padres

<table>
<thead>
<tr>
<th>Padre/madre (opcional)</th>
<th>Programa</th>
<th>Nombre del niño(a)</th>
<th>Fecha</th>
<th>Grado del niño(a)</th>
</tr>
</thead>
</table>

11. ¿Piensa usted que tiene un rol activo en el proceso de tomar decisiones relacionadas con su niño(a) y los servicios necesarios?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

12. ¿Piensa usted que el distrito escolar y la agencia de intervención temprana trabajaron en colaboración para proveer apoyo a su familia?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

13. ¿Piensa usted que el distrito escolar proporcionó información relacionada con los recursos y servicios disponibles?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

14. ¿Piensa usted que el maestro(a) lo(a) mantiene informado(a) acerca del progreso de su niño(a)?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

15. ¿El programa le proporciona información relacionada con los acuerdos, las modificaciones y las adaptaciones a las evaluaciones?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

16. ¿Recibe información relacionada con las evaluaciones realizadas a nivel estatal?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

17. ¿Recibe información relacionada con la variedad de servicios y opciones disponibles?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

18. ¿Con qué tecnologías está familiarizado(a)?  
☐ Sistemas de Alerta  ☐ Teléfonos de texto  ☐ Dispositivos auditivos  ☐ Repetidora de Video  ☐ Subtítulos opcionales  ☐ Otro: ______________________  
Comentarios:  

19. ¿Se le ofreció entrenamiento en áreas relacionadas con las necesidades de su niño(a)?  
☐ Si  ☐ A veces  ☐ No  
Comentarios:  

20. Me gustaría obtener información acerca de la(s) siguiente(s) área(s) con el propósito de aumentar mi conocimiento y habilidades como padre/madre.  
Tiemas de Entrenamiento:  
____________________________________  
____________________________________  
____________________________________  
Comentarios:  

- Submit as part of the Phase I preparation documents -
## Phase I: Peer Review Worksheet
### Parent Survey Results

Compile the results of the parent survey using this summary page for analysis and interpretation in Phase III.

<table>
<thead>
<tr>
<th></th>
<th>Totals</th>
<th>Examples/Comments Trends and Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel you have an active role in the decision-making process regarding your child and necessary services?</td>
<td></td>
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<tr>
<td></td>
<td>□ Yes</td>
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<td></td>
<td>□ Somewhat</td>
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<tr>
<td></td>
<td>□ No</td>
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<tr>
<td>2. Do you feel that the school district and early intervention agency worked collaboratively to provide support to your family?</td>
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<td></td>
<td>□ Yes</td>
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<td>□ Somewhat</td>
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<td></td>
<td>□ No</td>
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<tr>
<td>3. Do you feel that the school district has provided information regarding resources and services that are available?</td>
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<td></td>
<td>□ Yes</td>
<td></td>
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<td></td>
<td>□ Somewhat</td>
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<td></td>
<td>□ No</td>
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<tr>
<td>4. Do you feel that the teacher(s) keep you informed of your child’s progress?</td>
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<td></td>
<td>□ Yes</td>
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<td></td>
<td>□ Somewhat</td>
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<td></td>
<td>□ No</td>
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<tr>
<td>5. Does the program provide you with information regarding accommodations, modifications and adaptations to assessments?</td>
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<td></td>
<td>□ Yes</td>
<td></td>
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<td></td>
<td>□ Somewhat</td>
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<tr>
<td></td>
<td>□ No</td>
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<tr>
<td>6. Do you receive information related to statewide assessments?</td>
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<td></td>
<td>□ Yes</td>
<td></td>
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<td></td>
<td>□ Somewhat</td>
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<tr>
<td></td>
<td>□ No</td>
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<tr>
<td>7. Do you receive information regarding the range of services and options available?</td>
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<tr>
<td></td>
<td>□ Yes</td>
<td></td>
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<td></td>
<td>□ Somewhat</td>
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<td></td>
<td>□ No</td>
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</tbody>
</table>
### Peer Review Worksheet
#### Parent Survey Results [continued]

| Compile the results of the parent survey using this summary page for analysis and interpretation in Phase III. | Totals | Examples/Comments
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Which technologies are you familiar with?</strong></td>
<td></td>
<td><strong>Trends and Patterns</strong></td>
</tr>
<tr>
<td>□ Alert Systems</td>
<td></td>
<td></td>
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<tr>
<td>□ TTY</td>
<td></td>
<td></td>
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<tr>
<td>□ Listening Devices</td>
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<tr>
<td>□ Video Relay</td>
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<tr>
<td>□ Closed Captioned</td>
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<tr>
<td>□ Other:</td>
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<td></td>
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<tr>
<td><strong>9. Have you been offered training in areas relevant to your child’s needs?</strong></td>
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<tr>
<td>□ Yes</td>
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<td>□ Somewhat</td>
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<tr>
<td><strong>10. I would like information in the following area(s) in order to increase my knowledge and skills as a parent.</strong></td>
<td><strong>Training Topics:</strong></td>
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</table>
2 Phase II: The Site Visit

The site visit consists of three major activities that the peer reviewers will conduct:

- Review of documentation
- Classroom observations
- Staff interviews

Review of Documentation

The peer reviewers may request to review and/or collect specific documentation in support of the different indicators.

Classroom Observation

The peer reviewer(s) will conduct brief observations of all RDSPD classrooms. Observations typically range from 20 – 30 minutes each. Refer to the classroom observation form for key areas of focus.

Staff Interviews

The peer reviewer(s) will conduct interviews with staff in order to gather comprehensive information about the program. The following are sample questions:

- How frequently do you assess the receptive and expressive language skills of your students?
- What methods/tools do you use for evaluating the language skills of your students?
- How do you document student progress in the area of language acquisition?
- What components of reading instruction do you regularly target?
- How do your students demonstrate their understanding of the content standards?
- How do you collect data?
- To what degree do you break down and use student data to identify strengths and weaknesses?
- To what degree do you or your program collaborate with other teachers?
- What technology do you use to support teaching and learning?
- How do students use technology to support learning?
Phase II: The Site Visit
Classroom Observation Form

Deaf Ed. Teacher: ___________________________ General Ed. Teacher: ___________________________

Date: __________ Time: __________ □ Beginning □ Middle □ End Grade Level: ________________

Subject/Learning Objective: ________________________ Peer Reviewer: __________________________

### Instructional Delivery Method Observed

<table>
<thead>
<tr>
<th>Method</th>
<th>E = extensive</th>
<th>S = somewhat</th>
<th>M = minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Guided practice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hands-on activities</td>
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<td></td>
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<tr>
<td>Independent Work</td>
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<tr>
<td>Lecture</td>
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<tr>
<td>Peer evaluation</td>
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<td></td>
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<tr>
<td>Question and answer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Project Based Learning</td>
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<td></td>
<td></td>
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<tr>
<td>Student presentations</td>
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<td></td>
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<tr>
<td>Other</td>
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</tbody>
</table>

### Technology

- Was technology used? □ Yes □ No
  
  - If yes, please check the type(s) used.

### Type(s) of Technology In Use

- Software Program/Student Computer
- Digital camera/multimedia
- Graphing calculator
- Handheld computer/tablet
- Internet
- Lab equipment
- LCD Projector
- Teacher workstation
- Interactive whiteboard
- Assistive Technology
- Communication Devices
- Other: __________________________

### Differentiated Instruction

#### Check if evident.

- Choice Board
- Graphic Organizers
- Multiple Intelligences
- Learning Centers
- Learning Contracts
- Literature Circles
- Choice: Content/Process/Product
- Learning Groups
- Other: __________________________

### Level of Questioning

<table>
<thead>
<tr>
<th>Questioning Level</th>
<th>Prevailing</th>
<th>Highest Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
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<tr>
<td>Application</td>
<td></td>
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<tr>
<td>Analysis</td>
<td></td>
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<tr>
<td>Synthesis</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td></td>
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</tbody>
</table>

#### Co-Teach:

Gen Ed Teacher Role

- Lead
- Parallel
- Support

Special Ed Teacher Role

- Lead
- Parallel
- Support

### Student Engagement Level

- □ High (Above 90%)
- □ Moderate (75-89%)
- □ Low (50-74%)
- □ Disengaged (Below 50%)

### Student Work is on Display in Classroom

- □ Student work is displayed
- □ Student work is not displayed
1. Do the level of interactions with professional staff and peers appear to be appropriate to the student’s age, preferred mode of communication and content being addressed?
   □ Yes □ Somewhat □ No

   Describe:
   _____________________________________________________________
   _____________________________________________________________

2. Does the teacher assess the learners throughout instruction? (e.g. observation, questioning, checkpoints, etc.)
   □ Yes □ Somewhat □ No

   Describe:
   _____________________________________________________________
   _____________________________________________________________

3. Does the teacher integrate reading and writing across the curriculum?
   □ Yes □ Somewhat □ No

   Describe:
   _____________________________________________________________
   _____________________________________________________________

4. Is instruction delivered in a relevant context for the learners?
   □ Yes □ Somewhat □ No

   Describe:
   _____________________________________________________________
   _____________________________________________________________
| **Classroom Observation**  |
| **Supporting Documentation**  |
| **Teacher(s):** | **Peer Reviewer:** |
| Teacher Comments/Actions: | Student(s) Comments/Actions: |
Parent Advisor Interview Questions

1. Early Identification and Intervention
   - How do you ensure the information you share with families is neutral and free from bias and/or personal opinion? (1.1)
   - What is your process for tracking new referrals from ECI and assuring a timely transition at age 3? (1.2)
   - Tell us about the amplification status of the infants and toddlers you serve. (Other)
   - How does your program support early amplification efforts? (Other)
   - What else would you like to tell us about your early identification/intervention program? (Other)

2. Language and Communication Access
   - Describe the communication philosophy of your program. (2.1)
   - How do you accommodate differing communication modalities? (2.2)
   - How do you assess and document the language proficiency of your infants? (2.3)

3. Collaborative Partnerships
   - How do you collaborate with outside agencies and service providers (i.e., early intervention, transition, etc.)? (3.1)
   - How do students and parents learn about community resources and self-advocacy skills? (3.2)
   - What types of training and/or support groups are provided for parents? (3.3)

4. Accountability, High-Stakes Testing and Standards-Based Environments
   - None

5. Placement, Programs and Services
   - What information (process/data) do you use to determine placement and services? (5.2)

6. Technology
   - What technology do you have access to? (6.1)
   - How do you use technology to support instruction? (6.2)
   - How do you know the amplification needs of your students? (6.4)
   - How does the program evaluate, monitor and meet the amplification needs of infants and toddlers? (6.4)
   - How do you monitor and ensure the appropriate functioning of the infant/toddler’s listening device? (6.6)
   - What happens when an amplification device isn’t working? (Is there a process for repair or replacement of equipment?) (6.6)

7. Professional Standards and Personnel Preparation
   - What types of staff development and networking opportunities are provided to support early intervention services and comprehensive family education (i.e., hearing loss, communication, language development, etc.)? (7.3)

8. Other concerns or comments:
Teacher Interview Questions

1. Early Identification and Intervention
   • None

2. Language and Communication Access
   • Describe the communication philosophy of your program. (2.1)
   • How do you and the program accommodate differing communication modalities? (2.2)
   • How frequently do you assess the receptive and expressive language levels of your students? (2.3)
   • How do you assess and document the language proficiency of your students? (2.3)
   • If a student chooses to use ASL, do you evaluate and document his/her competencies in ASL and English? If so, how? (2.3)
   • Tell me about the reading program(s) that you use. (2.4)
   • What critical components of reading instruction do you regularly teach? (2.5)
   • How does the program adapt the reading program you described to meet individual student needs? (2.6)
   • How do you assure students have opportunities to read grade-level vocabulary and connected texts? (2.7)

3. Collaborative Partnerships
   • How do you collaborate with outside agencies and service providers (i.e., early intervention, transition, etc.)? (3.1)
   • How do students and parents learn about community resources and self-advocacy skills? (3.2)
   • What types of training and/or support groups are provided for parents? (3.3)

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • What are some ways that you assess your students’ understanding of grade level content (TEKS)? (4.1)
   • How often do you and the program assessment the students’ progress? (4.1)
   • Describe how you and the program use assessment data? (4.1)
   • Share with me some of the different progress monitoring tools you use. (4.2)
   • How do you know each student’s functioning level as it compares to grade level expectations? (4.2)

5. Placement, Programs and Services
   • Describe the programs and services along the continuum of instructional settings/placement options. (5.1)
   • What information (process/data) do you use to determine placement and services? (5.2)
   • How do you ensure that students are benefiting from their placements and services? (5.2)
   • (Optional): If a student is not successful, what steps do you take? (5.2)

6. Technology
   • What technology is used by the teachers on your campus? (6.1)
   • What technology do you have access to in your classroom? (6.1)
   • How do you use technology to support instruction? (6.2)
   • How do students use technology to support learning? (6.3)
   • How do you know the amplification needs of your students? (6.4)
   • How does the program evaluate, monitor, and meet amplification needs of the students? (6.4)
   • Describe the amplification used by your students. (6.5)
   • Describe how you address your student’s needs in different listening environments. (6.5)
   • How do you monitor and ensure the appropriate functioning of the students’ listening devices? (6.6)
   • What happens when an amplification device isn’t working? (Is there a process for repair or replacement of equipment?) (6.6)
• How do students access the technology used by the Deaf community to communicate with others? What does it look like in your classroom? (6.7)
• How does the program address high and low tech assistive technologies to meet the needs of students with limited cognitive or communication abilities? (6.8)

7. Professional Standards and Personnel Preparation
• How do you access training related to the communication modes used by the students? (7.2)
• What staff development opportunities have you attended within the past two years related to teaching the TEKS at the grade level you teach? (7.4)
• What staff development opportunities have you completed within the past two years that target the unique instructional needs of students who are deaf/hard of hearing? (7.5)

8. Other concerns or comments:
Administrator Interview Questions

1. Early Identification and Intervention
   • What is your process for tracking new referrals from ECI and assuring a timely transition at age three? (1.2)
   • How does your program support early amplification efforts? (Other)
   • What else would you like to tell us about your early identification/ intervention program? (Other)

2. Language and Communication Access
   • Describe the communication philosophy of your program. (2.1)
   • How do you and the program accommodate differing communication modalities? (2.2)
   • How frequently do you assess the receptive and expressive language levels of your students? (2.3)
   • How do you assess and document the language proficiency of your students? (2.3)
   • If a student chooses to use ASL, do you evaluate and document his/her competencies in ASL and English? If so, how? (2.3)
   • Tell me about the reading program(s) that the program uses. (2.4)

3. Collaborative Partnerships
   • How do you collaborate with outside agencies and service providers (i.e., early intervention, transition, etc.)? (3.1)
   • How do students and parents learn about community resources and self-advocacy skills? (3.2)
   • What types of training and/or support groups are provided for parents? (3.3)

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • Describe how you and the program use assessment data? (4.1)

5. Placement, Programs and Services
   • Describe the programs and services along the continuum of instructional settings/placement options. (5.1)
   • What information (process/data) do you use to determine placement and services? (5.2)
   • How do you ensure that students are benefitting from their placements and services? (52)

6. Technology
   • How do teachers use technology to support instruction? (6.2)
   • How do students use technology to support learning? (6.3)
   • How do you know the amplification needs of your students? (6.4)
   • How does the program evaluate, monitor and meet the amplification needs of the students? (6.4)
   • How does the program monitor and ensure the appropriate functioning of the students’ listening devices? (6.6)
   • What happens when an amplification device isn’t working? (Is there a process for repair or replacement of equipment?) (6.6)
   • What is your plan for upgrading equipment? (6.6)
   • How does the program provide access to the technology used by the Deaf community to communicate with others? (6.7)
   • How does the program address high and low tech assistive technologies to meet the needs of students with limited cognitive or communication abilities? (6.8)

7. Professional Standards and Personnel Preparation
   • How many staff members provide interpreting as a related service? (7.1)
   • What are the certification levels of each interpreter? (7.1)
• How do parents and staff members access training related to the communication modes used by the students? How often is training provided? (7.2)
• How does the program recruit and support staff to assure retention of qualified personnel? (7.6)

8. Other concerns or comments:
Speech-Language Pathologist Interview Questions

1. Early Identification and Intervention
   • None

2. Language and Communication Access
   • How frequently do you assess the receptive and expressive language levels of your students? (2.3)
   • How do you assess and document the language proficiency of your students? (2.3)
   • If a student chooses to use ASL, do you evaluate and document his/her competencies in ASL and English? If so, how? (2.3)

3. Collaborative Partnerships
   • None

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • None

5. Placement, Programs and Services
   • None

6. Technology
   • How does the program evaluate, monitor and meet the amplification needs of the students? (6.4)
   • Describe how the program addresses students’ needs in different listening environments. (6.5)
   • How does the program address high and low tech assistive technologies to meet the needs of students with limited cognitive or communication abilities? (6.8)

7. Professional Standards and Personnel Preparation
   • How do you access training related to the communication modes used by the students? (7.2)
   • What staff development opportunities have you completed within the past two years that target the unique instructional needs of students who are deaf/hard of hearing? (7.5)

8. Other concerns or comments:
Audiologist Interview Questions

1. Early Identification and Intervention
   • How does your program support early amplification efforts? (Other)

2. Language and Communication Access
   • Describe the communication philosophy of your program. (2.1)

3. Collaborative Partnerships
   • None

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • None

5. Placement, Programs and Services
   • None

6. Technology
   • How do you know the amplification needs of your students? (6.4)
   • How does the program evaluate, monitor and meet the amplification needs of the students? (6.4)
   • Describe the amplification used by the students. (6.5)
   • Describe how the program addresses students’ needs in different listening environments. (6.5)
   • How do you monitor and ensure the appropriate functioning of the students’ listening devices? (6.6)
   • What happens when an amplification device isn’t working? (Is there a process for repair or replacement of equipment?) (6.6)

7. Professional Standards and Personnel Preparation
   • None

8. Other concerns or comments:
Diagnostian/LSSP Interview Questions

1. Early Identification and Intervention
   • None

2. Language and Communication Access
   • Describe the communication philosophy of the program. (2.1)
   • How does the program accommodate differing communication modalities? (2.2)
   • If a student chooses to use ASL, does the FIE evaluate and document his/her competencies in both ASL and English? If so, how? (2.3)

3. Collaborative Partnerships
   • None

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • Describe how the program uses assessment data to inform instruction? (4.1)

5. Placement, Programs and Services
   • Describe the programs and services provided along the continuum of instructional settings/placement options. (5.1)
   • What information (process/data) do you use to determine placement and services? (5.2)
   • How do you ensure that students are benefiting from their placements and services? (5.2)

6. Technology
   • None

7. Professional Standards and Personnel Preparation
   • How do you access training related to the communication modes used by the students? (7.2)
   • What staff development opportunities have you completed within the past two years that target the unique instructional needs of students who are deaf/hard of hearing? (7.5)

8. Other concerns or comments:
Paraprofessional Interview Questions

1. Early Identification and Intervention
   • None

2. Language and Communication Access
   • Describe the communication philosophy of your program. (2.1)
   • How do you and the program accommodate differing communication modalities? (2.2)

3. Collaborative Partnerships
   • How do students and parents learn about community resources and self-advocacy skills? (3.2)

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • Describe how you help students demonstrate an understanding of grade level information. (Other)
   • How do you communicate student progress to each student’s teacher? (Other)
   • How often do you meet with the teacher to prepare for learning activities? (Other)

5. Placement, Programs and Services
   • None

6. Technology
   • How do you use technology to support instruction? (6.2)
   • How do students use technology to support learning? (6.3)
   • How does the program monitor and ensure the appropriate functioning of the students’ listening devices? (6.6)
   • How do students access the technology used by the Deaf community to communicate with others? What does it look like in your classroom? (6.7)

7. Professional Standards and Personnel Preparation
   • How do you access information related to the communication modes used by the students? (7.2)
   • What staff development opportunities have you completed within the past two years that target the unique instructional needs of students who are deaf/hard of hearing? (7.5)

8. Other concerns or comments:
Itinerant Teacher Interview Questions

1. Early Identification and Intervention
   - None

2. Language and Communication Access
   - Describe the communication philosophy of your program. (2.1)
   - How do you and the program accommodate differing communication modalities? (2.2)
   - How frequently do you assess the receptive and expressive language levels of your students? (2.3)
   - How do you assess and document the language proficiency of your students? (2.3)
   - How do you assure students have opportunities to read grade-level vocabulary and connected texts? (2.7)

3. Collaborative Partnerships
   - How do you collaborate with outside agencies and service providers (i.e., early intervention, transition, etc.)? (3.1)
   - How do students and parents learn about community resources and self-advocacy skills? (3.2)
   - What types of training and/or support groups are provided for parents? (3.3)

4. Accountability, High-Stakes Testing and Standards-Based Environments
   - How often do you assess the students’ progress? (4.1)
   - Describe how you use assessment data? (4.1)
   - Share with me some of the different progress monitoring tools you use. (4.2)

5. Placement, Programs and Services
   - What information (process/data) do you use to determine placement and services? (5.2)
   - How do you ensure that students are benefiting from their placements and services? (5.2)
   - (Optional): If a student is not successful, what steps do you take? (5.2)

6. Technology
   - How do you use technology to support itinerant instruction? (6.2)
   - How do students use technology to support learning? (6.3)
   - Describe how you address your student’s needs in different listening environments. (6.5)
   - How do you monitor and ensure the appropriate functioning of the students’ listening devices? (6.6)
   - What happens when an amplification device isn't working? (Is there a process for repair or replacement of equipment?) (6.6)

7. Professional Standards and Personnel Preparation
   - How do you access training related to the communication modes used by the students? (7.2)
   - What staff development opportunities have you attended within the past two years related to teaching the TEKS at the grade level you teach? (7.4)
   - What staff development opportunities have you completed within the past two years that target the unique instructional needs of students who are deaf/hard of hearing? (7.5)

8. Other concerns or comments:
Interpreter Interview Questions

1. Early Identification and Intervention
   • None

2. Language and Communication Access
   • Describe the communication philosophy of your program. (2.1)
   • How do you accommodate students whose communication preference is ASL or MCE?
   • What is your role in developing the English language skills of the students?
   • What is your role in developing the sign communication skills of the students?
   • What is your role in helping students understand the role of the interpreter and use one effectively?

3. Collaborative Partnerships
   • How do students and parents learn about community resources and self-advocacy skills? (3.2)

4. Accountability, High-Stakes Testing and Standards-Based Environments
   • Describe how you help students demonstrate an understanding of grade level information. (Other)
   • How do you communicate student progress to each student’s teacher? (Other)
   • How often do you meet with the teacher to prepare for learning activities? (Other)

5. Placement, Programs and Services
   • How do you assist students to become independent and self-advocate?
   • What is your role as a member of the educational team?
   • How do you provide information to the ARD/IEP team about the student’s use of interpreting as a related service?

6. Technology
   • None

7. Professional Standards and Personnel Preparation
   • What level(s) of certification do you hold? (7.1)
   • What training have you received over the past two years related specifically to educational interpreting? (7.2)

8. Other concerns or comments:
Phase III: The Report
Writing the Report

The peer reviewer(s) will synthesize all data collected in Phases I and II in order to determine the most appropriate level of accomplishment identified in the rubric:

• Exemplary
• Effective
• Baseline

Using the rubric as a guide, the peer reviewer(s) will identify commendations, considerations and recommendations.

Within each goal area:
• Commendations will be noted for any components recognized as “exemplary.”
• Considerations will be noted for any components recognized as “effective.”
• Recommendations will be noted for any components recognized as “baseline.”

When writing commendations, considerations and recommendations, the peer reviewer(s) will refer to language in the National Agenda for Deaf Education and the Texas State Performance Plan to ensure consistency and clarity of purpose.

Refer to Appendices A and B for sample report writing and language from the National Agenda.

Characteristics of Quality Summary Reports:
• Objective
• Refer to Data
• Succinct/Concise
• Thorough
• Specific Language
• Written in Positive Terms
Peer Review Indicators

Early Identification and Intervention
  1.1 Comprehensive information, support and services
  1.2 Referral process and effective transition

Communication, Language, and Literacy Access
  2.1 Program-wide communication philosophy
  2.2 Plan to address unique student communication modes
  2.3 Collection and use of data to monitor student proficiency
  2.4 Research-based core reading and/or intervention program
  2.5 Research-based instruction and assessment
  2.6 System-wide implementation
  2.7 Grade level alignment of vocabulary and connected text

Collaborative Partnership
  3.1 Outside agencies/service providers
  3.2 Community resources
  3.3 Parental and student involvement

Accountability
  4.1 Multiple sources of assessment
  4.2 Grade level alignment of assessment practices
  4.3 Instructional alignment with grade level expectations

Placement and Programs
  5.1 Continuum of placement options
  5.2 Data-driven placement and service decisions

Technology
  6.1 Instructional and informational technologies
  6.2 Teacher use of technology
  6.3 Student use of technology
  6.4 Amplification needs
  6.5 Utilization of listening technologies
  6.6 Maintenance and operation of listening technologies
  6.7 Access to/use of technologies used to communicate with others (College/Career Readiness)
  6.8 Access to high and low tech options to communicate with others (Assistive Technology)

Professional Standards and Personnel Preparation
  7.1 Communication proficiency of staff
  7.2 Professional Development: Communication modes
  7.3 Professional Development: Early intervention
  7.4 Professional Development: General curriculum and instructional strategies
  7.5 Professional Development: Deaf/Hard of hearing
  7.6 Recruitment and retention
## 1. Early Identification

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<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Effective</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td><strong>1.1 Comprehensive information, support and services</strong> [NA 1.1, 1.2, 1.3, 1.4, 1.7, 1.2, 2.4, 2.6] [SPDE Result 1] [SPP 8, 11]</td>
<td>Families of infants and toddlers with hearing loss <strong>seldom</strong> receive comprehensive information (i.e., hearing loss, communication, language, social/cognitive development), support and services.</td>
<td>Families of infants and toddlers with hearing loss <strong>occasionally</strong> receive comprehensive information (i.e., hearing loss, communication, language, social/cognitive development), support and services.</td>
<td>Families of infants and toddlers with hearing loss <strong>consistently</strong> receive comprehensive information (i.e., hearing loss, communication, language, social/cognitive development), support and services.</td>
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<tr>
<td><strong>1.2 Referral process and effective transition</strong> [NA 3.1, 3.2, 3.3] [SPDE Result 1] [SPP 11, 12]</td>
<td>Procedures for tracking both incoming referrals and transition to Part B services are <strong>not evident</strong>.</td>
<td>Procedures for tracking both incoming referrals and transition to Part B services are <strong>somewhat evident</strong>.</td>
<td>Procedures for tracking both incoming referrals and transition to Part B services are <strong>clearly evident</strong>.</td>
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| Indicator | 2. Communication, Language and Literacy Access  
a) Systemic Support of Language and Preferred Modes of Communication |
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<tr>
<td><strong>Baseline</strong></td>
<td><strong>Effective</strong></td>
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</table>
| 2.1 Program-wide communication philosophy  
[NA 2.1, 2.2, 2.8] | A communication philosophy is loosely defined and varies among staff members. A written philosophy may be evident but not supported or articulated by the staff. | A written communication philosophy is evident, somewhat defined and supported by most staff. The staff can articulate the philosophy and describe how their language of instruction and mode(s) align with it. | A written communication philosophy is evident, clearly defined and supported by all staff. Procedures are in place to accommodate a variety of communication options such as oral or manual/visual and implemented with fidelity to the mode. |
| 2.2 Plan to address unique student communication modes  
[NA 2.3, 2.4, 2.8] | Only one mode of communication is considered or supported with most students across the program. | Individual staff members are able to articulate informal plans that describe how auditory/oral and manual/visual communication modes are supported. The language of instruction and mode(s) used are based on student choice and can vary from classroom to classroom. | A written plan describes how auditory/oral and manual/visual communication modes are equally supported across the program. The language of instruction and mode(s) used are based on student choice and assessment data. |
| 2.3 Collection and use of data to monitor student proficiency  
[NA 2.1, 2.4, 2.5, 2.8]  
[SPDE Result 2, 3]  
[SPP 3] | Language and communication is assessed every three years as part of the FIE. Progress monitoring procedures are not evident or inconsistently implemented to document student progress in the area of language development in the students’ unique modes of communication. | Language and communication is formally assessed every three years as part of the FIE. Progress monitoring procedures are implemented across most of the program to document student progress in the area of language development in the students’ unique modes of communication. | Comprehensive language and communication assessments are conducted annually to document student development and proficiency levels in the communication mode(s) used. Progress monitoring procedures are clearly defined and implemented systemically for documenting student progress in the area of language development in the students’ unique communication modes. |
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<td>2.4</td>
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| 2.5 | **Research-based reading instruction and assessment** |
|        | [NA 2.12] |
|        | [SPDE Result 2, 3] |
|        | [SPP 3] |

| 2.6 | **System-Wide Implementation** |
|        | [NA 2.9, 2.10, 2.12] |
|        | [SPDE Result 2, 3] |
|        | [SPP 3] |

| 2.7 | **Grade level alignment of vocabulary and text** |
|        | [NA 2.9, 2.10, 2.11, 2.12] |
|        | [SPDE Result 2, 3] |
|        | [SPP 3] |

### 2. Communication, Language and Literacy Access

#### b) Systematic Literacy Instruction

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<th>Indicator</th>
<th>Baseline</th>
<th>Effective</th>
<th>Exemplary</th>
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<tr>
<td>2.4</td>
<td>A specific research-based core reading and/or intervention program has <strong>not</strong> been adopted or defined by the program. The scope and sequence of the literacy program is teacher-driven.</td>
<td>A research-based core reading and/or intervention program is adopted and <strong>somewhat defined</strong> by the program. The staff is able to articulate the strengths and weaknesses of the adopted curriculum and supplemental materials.</td>
<td>A research-based core reading and/or intervention program is adopted and <strong>clearly defined</strong> by the program. The staff is able to articulate the strengths and weaknesses of the adopted curriculum and supplemental materials as they relate to the students.</td>
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<tr>
<td>2.5</td>
<td>Reading instruction and assessment includes <strong>some of</strong> the five core components (e.g. phonemic awareness skills, phonics skills, reading fluency, vocabulary development and comprehension strategies).</td>
<td>Research-based reading instruction and assessment includes <strong>most of</strong> the five core components (e.g. phonemic awareness skills, phonics skills, reading fluency, vocabulary development and comprehension strategies).</td>
<td><strong>Consistent</strong> research-based reading instruction and assessment includes the five core components (e.g. phonemic awareness skills, phonics skills, reading fluency, vocabulary development and comprehension strategies).</td>
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<tr>
<td>2.6</td>
<td>The reading and/or intervention program is implemented with fidelity by <strong>some</strong> teachers. The staff adapts the literacy program by implementing accommodations and modifications that are teacher-selected and classroom-specific.</td>
<td>The reading and/or intervention program is implemented with fidelity by <strong>most</strong> teachers. The staff adapts the literacy program by implementing <strong>informal</strong> accommodations and modifications that are teacher-selected and classroom-specific.</td>
<td>The reading and/or intervention program is implemented with fidelity by <strong>all</strong> teachers. The staff adapts the literacy program by implementing <strong>clearly-defined individualized</strong> accommodations and modifications that are system-wide and aligned across grade levels.</td>
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<tr>
<td>2.7</td>
<td>The reading and/or intervention program is designed to meet student-specific needs. All or most opportunities to read <strong>vocabulary and connected text</strong> are provided using passages written at the student's <strong>functioning level</strong> rather than the enrolled grade level.</td>
<td>The reading and/or intervention program is designed to meet student-specific needs and <strong>provides opportunities to read</strong> enrolled grade level <strong>vocabulary and connected text</strong>. (Note: <strong>Grade level connected text</strong> may be linguistically adapted.)</td>
<td>The reading and/or intervention program is designed to meet student-specific needs and <strong>clearly provides frequent opportunities to read</strong> enrolled grade level <strong>vocabulary and connected text</strong>. (Note: <strong>Grade level connected text</strong> may be linguistically adapted.)</td>
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<td>Indicator</td>
<td>3. Collaborative Partnerships</td>
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<tr>
<td><strong>3.1 Outside agencies/service providers</strong></td>
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<tr>
<td>[NA 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4] [SPDE Result 1]</td>
<td>Documentation of regular and ongoing communication and collaboration with outside agencies and service providers is <strong>not evident</strong>.</td>
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<td><strong>3.2 Community resources</strong></td>
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<tr>
<td>[NA 3.1, 3.2, 3.4] [SPDE Result 4] [SPP 11]</td>
<td><strong>Few, if any</strong>, opportunities exist for staff, parents and students to increase their knowledge of community-based services and resources (i.e. accessing interpreters, technologies, post-secondary programs and services, etc.).</td>
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<tr>
<td><strong>3.3 Parental and student involvement</strong></td>
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<tr>
<td>[NA 3.1, 3.2, 3.4] [SPDE Result 4] [SPP 8]</td>
<td><strong>Few, if any</strong>, opportunities exist for parents and students to obtain the information necessary to participate actively in the decision-making process and increase involvement in supporting instruction (e.g. training, support groups, newsletters, etc.).</td>
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<td><strong>Some opportunities exist for staff, parents and students to increase their knowledge of community-based services and resources (i.e. accessing interpreters, technologies, post-secondary programs and services, etc.).</strong></td>
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<td><strong>Various opportunities exist for staff, parents and students to increase their knowledge of community-based services and resources (i.e. accessing interpreters, technologies, post-secondary programs and services, etc.).</strong></td>
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<td>Indicator</td>
<td>4. Accountability, High Stakes Testing and Standards Based Environments</td>
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<tr>
<td>4.1</td>
<td><strong>Multiple sources of assessment</strong></td>
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<td>Baseline: Minimal use of multiple formal and informal assessment tools are in place to document student performance. The program has a loosely defined assessment protocol that varies from classroom to classroom. Data collection comes from a few sources and is administered a few times per year.</td>
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<td>Effective: Frequent use of multiple formal and informal assessment tools are in place to document student performance. The program has established an assessment protocol that uses multiple forms of assessment (i.e., formative, summative, diagnostic, progress monitoring) to make data-driven instructional decisions. Assessment practices may vary across the program and are implemented at teacher-determined intervals.</td>
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<td>Exemplary: Program-wide and consistent use of multiple formal and informal assessment tools are in place to document student performance. The program has established an assessment protocol and consistently uses multiple forms of assessment (i.e., formative, summative, diagnostic, progress monitoring) to make data-driven instructional decisions. Implementation is consistent across the program and administered on a clearly defined schedule.</td>
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<td>4.2</td>
<td><strong>Grade level alignment of assessment practices</strong></td>
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<td></td>
<td>Baseline: Formal and informal assessment practices are seldom linked to enrolled grade level TEKS expectations.</td>
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<td>Effective: Formal and informal assessment practices are somewhat linked to enrolled grade level TEKS expectations.</td>
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<td></td>
<td>Exemplary: Formal and informal assessment practices are consistently linked to enrolled grade level TEKS expectations.</td>
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<td>4.3</td>
<td><strong>Instructional alignment with grade level expectations</strong></td>
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<td>Baseline: Implementation of the general education curriculum in enrolled grade level is minimally evident throughout the placement options.</td>
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<td>Effective: Implementation of the general education curriculum in enrolled grade level is somewhat evident throughout the placement options.</td>
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<td>Exemplary: Implementation of the general education curriculum in enrolled grade level is clearly evident throughout the placement options.</td>
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<tr>
<td>Indicator</td>
<td>5. Placement and Programs</td>
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<tr>
<td><strong>5.1 Continuum of placement options</strong></td>
<td><strong>Baseline</strong></td>
<td><strong>Effective</strong></td>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td>[NA 5.1, 5.2, 5.3, 5.4, 5.5]</td>
<td>A limited number of placement options are in place to meet the linguistic and educational needs of all students in the least restrictive environment.</td>
<td>A moderate continuum of placement options is in place to meet the linguistic and educational needs of all students in the least restrictive environment.</td>
<td>A full continuum of placement options is in place to meet the linguistic and educational needs of each student in the least restrictive environment.</td>
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<tr>
<td>[SPP 5, 6]</td>
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<tr>
<td><strong>5.2 Data-driven placement and service decisions</strong></td>
<td><strong>Baseline</strong></td>
<td><strong>Effective</strong></td>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td>[NA 5.1, 5.2, 5.3, 5.4, 5.5]</td>
<td>Some placement and service decisions are impacted by campus systems and schedules. Some services look the same for most students. Progress monitoring is not evident or infrequent.</td>
<td>Documentation of progress monitoring and consideration of placement/services is included in each annual IEP meeting. Student progress is monitored periodically.</td>
<td>There is evidence of ongoing and system-wide review of data to determine appropriateness of placement and services. Progress monitoring is frequent and timely. There are mechanisms in place to assure student success.</td>
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<tr>
<td>[SPP 5, 6]</td>
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<tr>
<td>Indicator</td>
<td>6. Technology</td>
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<tr>
<td>6.1 Access to instructional and informational technologies</td>
<td>a) Instructional Technologies</td>
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<tr>
<td>Baseline</td>
<td>Effective</td>
<td>Exemplary</td>
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<tr>
<td>Limited to no access to technology is evident. Access is not commensurate with the technologies available in the general education setting.</td>
<td>Most classrooms have access to the instructional and informational technologies commensurate with those available in the general education setting.</td>
<td>Program-wide access to the same technologies available in general the education setting. The program has access to innovative technology options/adaptations that address the unique instructional needs of students with hearing loss.</td>
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<tr>
<td>6.2 Teacher use of technology</td>
<td>Technology integration is limited across the program. Teachers seldom use technology to support instruction.</td>
<td>Technology integration is mostly evident across the program. Teachers meaningfully use technology to support grade level concepts, high order thinking and real-world connections.</td>
<td>Technology integration is clearly evident across the program. Teachers consistently and skillfully integrate technology to support grade level concepts, higher order thinking and real-world connections.</td>
</tr>
<tr>
<td>6.3 Student use of technology</td>
<td>Technology integration is limited across the program. Students seldom use technology to support learning.</td>
<td>Technology integration is mostly evident across the program. Students meaningfully use technology to support the acquisition of grade level concepts, high order thinking, and real-world connections.</td>
<td>Technology integration is clearly evident across the program. Student use of technology is appropriate, meaningful and includes student-led projects and real-world applications.</td>
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<tr>
<td>Indicator</td>
<td>6. Technology b) Listening Technologies</td>
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<tr>
<td>6.4 Amplification needs</td>
<td><strong>Baseline</strong></td>
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<tr>
<td>[NA 6.3] [SPDE Result 1, 2, 3, 4] [SPP 3, 7]</td>
<td>The program provides <strong>limited or no</strong> access to qualified hearing professionals or a process to evaluate, monitor and meet the amplification needs of each student.</td>
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<td></td>
<td><strong>Effective</strong></td>
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<td></td>
<td>The program <strong>periodically utilizes</strong> qualified hearing professionals to evaluate, monitor and meet the amplification needs of each student.</td>
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<td></td>
<td><strong>Exemplary</strong></td>
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<td>The program <strong>consistently utilizes</strong> qualified hearing professionals to evaluate, monitor and meet the <strong>ongoing and changing</strong> amplification needs of each student.</td>
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<td>6.5 Utilization of listening technologies</td>
<td><strong>Baseline</strong></td>
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<tr>
<td>[NA 6.3] [SPDE Result 1, 2, 3, 4] [SPP 3, 7]</td>
<td>Students, teachers and staff <strong>inconsistently utilize</strong> recommended amplification devices in all recommended settings.</td>
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<td><strong>Effective</strong></td>
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<tr>
<td></td>
<td>Students, teachers and staff <strong>consistently utilize</strong> recommended amplification devices in all recommended settings.</td>
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<td></td>
<td><strong>Exemplary</strong></td>
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<td></td>
<td>Students, teachers and staff <strong>consistently utilize</strong> recommended amplification devices in all instructional settings. Evidence indicates that the staff and students <strong>adapt the amplification for different listening environments.</strong></td>
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<tr>
<td>6.6 Maintenance and operation of listening technologies</td>
<td><strong>Baseline</strong></td>
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<tr>
<td>[NA 6.3] [SPDE Result 1, 2, 3, 4] [SPP 3, 7]</td>
<td><strong>No formal process</strong> is in place to monitor the functioning of amplification and assistive listening devices. Student equipment may or may not be in working order.</td>
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<td><strong>Effective</strong></td>
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<tr>
<td></td>
<td>A <strong>process is in place and utilized</strong> to monitor the functioning of amplification and assistive listening devices. Student equipment is in working order.</td>
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<td></td>
<td><strong>Exemplary</strong></td>
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<tr>
<td></td>
<td>A <strong>consistent process</strong> (regularly scheduled) is <strong>clearly in place</strong> to ensure the proper functioning of amplification and assistive listening devices. The program has <strong>replacement equipment available.</strong></td>
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<tr>
<td>Indicator</td>
<td>Baseline</td>
<td>Effective</td>
<td>Exemplary</td>
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<tr>
<td>6.7 Access to/use of technologies used to communicate with others (Career and College Readiness)</td>
<td>Students are prepared for college and/or career through periodic exposure to a few technologies and applications that are introduced in the school setting. Technologies may include e-mail, texting, CART, C-Print, TypeWell, alert systems, VRS, telecommunication devices, videoconferencing, Skype, instant messaging, social networking, etc.</td>
<td>Students are prepared for college and career through consistent access to and use of some technologies and applications that are integrated in the school setting. Technologies may include as e-mail, texting, CART, C-Print, TypeWell, alert systems, VRS, telecommunication devices, videoconferencing, Skype, instant messaging, social networking, etc.</td>
<td>Students are prepared for college and career through consistent access to and use of multiple technologies and applications that are integrated in the school setting. Technologies may include as e-mail, texting, CART, C-Print, TypeWell, alert systems, VRS, telecommunication devices, videoconferencing, Skype, instant messaging, social networking, etc.</td>
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<td>6.8 Access to high and low tech options to communicate with others</td>
<td>Limited or no processes are evident to address the needs of students with limited cognitive or communication abilities that take into consideration high and low tech options for communicating with others.</td>
<td>An informal process is somewhat evident to address the needs of students with limited cognitive or communication abilities that takes into consideration high and low tech options for communicating with others.</td>
<td>A consistent process is clearly evident to address the needs of students with limited cognitive or communication abilities that takes into consideration high and low tech options for communicating with others.</td>
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<td>Indicator</td>
<td>7. Professional Standards and Personnel Preparation</td>
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</table>
| **7.1 Communication proficiency of staff**  
[NA 7.7, 7.8]  
[SPDE Result 3]  
[SPP 3] | **Baseline**  
Some staff members providing interpreting services hold the required certification. It is assumed that teachers obtained sufficient communication skills in their teacher preparation programs.  
**Effective**  
All staff members providing interpreting services hold entry level certification (i.e., BEI Level I, II; BEI Basic; SEE; MSS). Teachers and support staff demonstrate skills in at least one communication mode used.  
**Exemplary**  
All staff members providing interpreting services hold certification at entry levels. Some interpreters hold advanced certificates (i.e., BEI Level III-V; BEI Advanced/Master). Teachers and support staff demonstrate high levels of proficiency in the communication modes used. |
| **7.2 Professional development: Communication modes**  
[NA 1.4, 2.3, 7.7, 7.8]  
[SPDE Result 3]  
[SPP 3, 8] | **Baseline**  
Training related to developing skills in the communication modes used by the students is accessed by parents and staff through the community and Education Service Centers.  
**Effective**  
The program provides occasional training to parents and staff which support the communication modes used by the students.  
**Exemplary**  
The program provides ongoing training to parents and staff which support the communication modes used by the students. |
| **7.3 Professional development: Early intervention**  
[NA 1.3, 1.7, 2.6, 3.3]  
[SPDE Result 1] | **Baseline**  
Limited education and training is provided to the parent advisor that values comprehensive family education.  
**Effective**  
Periodic education and training is provided to the parent advisor that values comprehensive family education.  
**Exemplary**  
Ongoing education and training is provided to the parent advisor that values comprehensive family education. |
| **7.4 Professional development: General curriculum and instructional strategies**  
[NA 7.2] | **Baseline**  
Few, if any, staff development opportunities exist for all staff to increase knowledge and skills in general education curriculum and instructional strategies.  
**Effective**  
Some staff development opportunities exist for all staff to increase knowledge and skills in general education curriculum and instructional strategies.  
**Exemplary**  
Various staff development opportunities exist for all staff to increase knowledge and skills in general education curriculum and instructional strategies. |
| **7.5 Professional development: General curriculum and instructional strategies**  
[NA 7.2] | **Baseline**  
Few, if any, staff development specialized opportunities exist for all staff to address the unique needs of students who are deaf or hard of hearing.  
**Effective**  
Some staff development specialized opportunities exist for all staff to address the unique needs of students who are deaf or hard of hearing.  
**Exemplary**  
Various staff development specialized opportunities exist for all staff to address the unique needs of students who are deaf or hard of hearing. |
| **7.6 Recruitment and retention**  
[NA 7.6] | **Baseline**  
Recruitment and retention of qualified staff is not evident.  
**Effective**  
Recruitment and retention of qualified staff is sporadic.  
**Exemplary**  
Recruitment and retention of qualified staff is ongoing. |
Program Peer Review Report

Program: ____________________  Reviewer(s): ____________________

Date(s) of Visit: _______________  Report Date: _______________

Goal Area:

1. Early identification and intervention.

Families of deaf and hard of hearing infants will be provided, at the earliest possible moment after the birth of the child, appropriate identification, screening, information and services to ensure age-appropriate communication and linguistic, social and cognitive development. Such options and services will be child-centered and family-focused to ensure that families fully understand the meaning and consequences and are aware of all services and programs so that they can appropriately provide for their deaf or hard of hearing child. Such options and services must be “deaf-friendly,” reflecting an understanding of the communication, technological and environment issues that are so important to deaf and hard of hearing infants and children.

Rubric Summary:

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<th>Indicator</th>
<th>Baseline</th>
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<tbody>
<tr>
<td>1.1 Comprehensive information, support and services</td>
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<td>1.2 Referral process and effective transition</td>
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Current Efforts:

Commendations/Considerations/Recommendations:
Program Peer Review Report

Goal Area:
Deaf and hard of hearing children will develop age-appropriate expressive and receptive communication and language skills which are commensurate with their hearing peers and will become fully literate and productive adults.

Rubric Summary:

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<td>Program-wide communication philosophy</td>
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<td>2.2</td>
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<tr>
<td>Diverse communication modes are used, respected and developed</td>
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<td>2.3</td>
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<tr>
<td>Use of data to support student proficiency</td>
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<td>Interpreter certification</td>
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<td>2.5</td>
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<td>Research-based core reading and/or intervention program</td>
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<td>2.6</td>
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<tr>
<td>System-wide implementation</td>
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<td>2.7</td>
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<tr>
<td>Grade level alignment: Vocabulary and connected text</td>
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Current Efforts:

Commendations/Considerations/Recommendations:
Program Peer Review Report

Goal Area:
3. Collaborative Partnerships
Deaf and hard of hearing children require and are best served when effective and mutually respectful partnerships are established between and among educators, families and the institutions and programs in the community that serve those children and their families. Given the importance of early and on-going communication, language and educational development for these children, a seamless system of information, services and programs must be made available to the family and child throughout her/his educational career.

Rubric Summary:

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<th>Indicator</th>
<th>Baseline</th>
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<tbody>
<tr>
<td>3.1 Outside agencies/service providers</td>
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<tr>
<td>3.2 Community resources</td>
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<tr>
<td>3.3 Parental and student involvement</td>
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</tbody>
</table>

Current Efforts:

Commendations/Considerations/Recommendations:
Program Peer Review Report

Goal Area:

4. **System Responsibility**

Deaf and hard of hearing students are entitled to an educational program in which system-wide responsibility is clear and involves procedures for accountability, high-stakes testing, assessment and standards. Accountability measures must include examination of programs and services on a local and statewide basis. High-stakes testing must be based on and fully incorporate the child’s communication and language needs. Assessment of deaf and hard of hearing children must be comprehensive and include testing and evaluation of the child’s communication; linguistic, academic, cognitive, psychological and physical development and all other areas pertinent to the child. The entire educational delivery system for deaf and hard of hearing children must be based on clear standards or “best practices” which reflect the best thinking regarding educational programs and services and the relationship of communication and language to literacy and educational growth.

**Rubric Summary:**

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<tr>
<td>4.1 Multiple sources of assessment</td>
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<td>4.2 Grade level alignment of assessment practices</td>
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<td>4.3 Instructional alignment with grade level expectations</td>
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</tbody>
</table>

**Current Efforts:**

**Commendations/Considerations/Recommendations:**
Program Peer Review Report

Goal Area:
5. Early identification and intervention.
Families of deaf and hard of hearing infants will be provided, at the earliest possible moment after the birth of the child, appropriate identification, screening, information and services to ensure age-appropriate communication and linguistic, social and cognitive development. Such options and services will be child-centered and family-focused to ensure that families fully understand the meaning and consequences and are aware of all services and programs so that they can appropriately provide for their deaf or hard of hearing child. Such options and services must be “deaf-friendly,” reflecting an understanding of the communication, technological and environment issues that are so important to deaf and hard of hearing infants and children.

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<th>Indicator</th>
<th>Baseline</th>
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<tbody>
<tr>
<td>5.1 Continuum of placement options</td>
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<td>5.2 Data-driven placement and service decisions</td>
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Current Efforts:

Commendations/Considerations/Recommendations:
Program Peer Review Report

Goal Area:

6. Technology
Technology must be made available for and used by deaf and hard of hearing students to enhance their communication and language opportunities, enlarge their educational options, increase cognitive and academic skills and enrich their lives now and in the future.

Rubric Summary:

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<th>Indicator</th>
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<td>6.1</td>
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<tr>
<td>Access to instructional and informational technologies</td>
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<td>6.2</td>
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<tr>
<td>Teacher use of technology</td>
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<td>Student use of technology</td>
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<td>Amplification needs</td>
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<td>6.5</td>
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<tr>
<td>Utilization of listening technologies</td>
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<td>6.6</td>
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<tr>
<td>Maintenance and operation of listening technologies</td>
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<td>6.7</td>
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<tr>
<td>Access and use of technologies used to communicate with others</td>
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<tr>
<td>6.8</td>
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<tr>
<td>Access to high and low tech options to communicate with others</td>
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</table>

Current Efforts:

Commendations/Considerations/Recommendations:
Program Peer Review Report

Goal Area:
7. Early identification and intervention.
Families of deaf and hard of hearing infants will be provided, at the earliest possible moment after the birth of the child, appropriate identification, screening, information and services to ensure age-appropriate communication and linguistic, social and cognitive development. Such options and services will be child-centered and family-focused to ensure that families fully understand the meaning and consequences and are aware of all services and programs so that they can appropriately provide for their deaf or hard of hearing child. Such options and services must be “deaf-friendly,” reflecting an understanding of the communication, technological and environment issues that are so important to deaf and hard of hearing infants and children.

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<th>Indicator</th>
<th>Baseline</th>
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<tr>
<td>7.1</td>
<td>Communication proficiency of staff</td>
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<td>7.2</td>
<td>Professional Development: Communication Modes</td>
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<td>7.3</td>
<td>Professional Development: Early Intervention</td>
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<td>7.4</td>
<td>Professional Development: General Curriculum and Instructional Strategies</td>
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<td>7.5</td>
<td>Professional Development: Deaf/Hard of Hearing</td>
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<td>7.6</td>
<td>Recruitment &amp; Retention</td>
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Current Efforts:

Commendations/Considerations/Recommendations:
3 Phase IV: Continuous Improvement

Analyzing, Prioritizing and Planning

The peer review process is intended to provide specific information to programs serving students who are deaf or hard of hearing in order to assist with continuous improvement efforts. Once the summary has been presented to the program staff, it becomes incumbent upon them to determine the most critical and appropriate subsequent actions. A core group of stakeholders may coordinate the flow of information between staff as the information is analyzed, prioritized and organized for planning.

Staff may prioritize areas of need by focusing firstly on the “recommendations” cited in the summary. Secondarily, the “considerations” noted in the summary warrant attention, deliberation and possible inclusion in the goal setting process. In the spirit of continuous improvement, it is advisable to note the commendations and capitalize on the factors that contributed to those outcomes.

The “recommendations” and/or the “considerations” will clarify the current condition and serve as the starting point for setting realistic and attainable goals. Specific goals, actions, timelines and persons responsible are mapped out in order to develop further the quality of programs and services provided for students. An additional form is provided to facilitate planning for staff development activities that will support the actualization of the plan itself.

“Vision without action is merely a dream,
action without vision just passes the time,
vision with action can change the world.”

-Joel Barker

The following forms and guiding questions will be provided with the report to facilitate the planning process.
Phase IV: Continuous Improvement

1. Early Identification and Intervention
The Development of Communication, Language, Social and Cognitive Skills at the earliest possible age is fundamental to subsequent educational growth for deaf and hard of hearing students.

<table>
<thead>
<tr>
<th>Considerations/Recommendations</th>
<th>Goals</th>
<th>Actions</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
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Phase IV: Continuous Improvement

2. Communication, Language, Literacy Access
All children who are deaf and hard of hearing deserve a quality, communication-driven program that provides education together with a critical mass of communication, age and cognitive peers, as well as language-proficient teachers and staff who communicate directly in the child’s language.

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Phase IV: Continuous Improvement

3. Collaborative Partnerships
Partnerships which will influence education policies and practices to promote quality education for students who are deaf and hard of hearing must be explored.

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<th>Considerations/Recommendations</th>
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Phase IV: Continuous Improvement

4. Accountability, High-Stakes Testing and Standards-Based Environments
Instruction for students who are deaf and hard of hearing must be data-driven and must focus on multiple measures of student performance.

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## Phase IV: Continuous Improvement

### 5. Placement and Programs

The continuum of placement options must be made available to all students who are deaf and hard of hearing, with the recognition that natural and least restrictive environments are intricately tied to communication and language.

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<th>Considerations/Recommendations</th>
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Phase IV: Continuous Improvement

6. Technology
Accommodations, assistive and adaptive technologies and emerging technologies must be maximized to improve learning for students who are deaf and hard of hearing.

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Phase IV: Continuous Improvement

7. Professional Standards and Personnel Preparation

New collaborations and initiatives among practitioners and training programs must address the serious shortage of qualified teachers and administrators.

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<th>Considerations/Recommendations</th>
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Staff Development Plan

Goal Area:
Describe the goal this plan addresses.

Describe how this goal will impact student performance.

Evidence of Progress (Student Focus):
Benchmark/Student Data:

Expected Changes in Teaching and Learning:

<table>
<thead>
<tr>
<th>Strategy/Activity:</th>
<th>Follow Up Support:</th>
<th>Timeline:</th>
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<tbody>
<tr>
<td>What training or learning activities will help students achieve the desired outcome?</td>
<td>What ongoing collaboration and supports will be needed to assure the implementation of new knowledge and skills?</td>
<td>What are the dates for each professional growth activity? Include the specific dates for all follow-up activities.</td>
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Materials/Resources:
What resources are needed and what are the anticipated costs (i.e., consultants, time for collaboration, books, manipulative)?

Administrative/Staff Commitment:
What is the level of commitment by the staff and administration to implement change successfully? How does the administration plan to monitor and document the impact of this initiative on student outcomes?

Reporting/Results:
Who will report the results of these efforts? In what form will the report be submitted? When will the results be submitted? Who will receive the report?
4 Appendix A: Sample Language for Report Writing

Sample 1

Current Efforts: The program uses the SKI-HI Curriculum to provide unbiased information to families and service providers in the region. Lesson planning documents include a narrative report describing the interactions, topics and sustainable goals for families to implement between sessions. The program appears to have a strong relationship with regional early intervention providers and periodically provides technical assistance and training to agency staff.

Commendations: The parent advisor and staff provide comprehensive services to families of infants and toddlers who are deaf or hard of hearing. Because the program offers both Auditory/Oral and Total Communication options, parents are afforded opportunities to select the communication mode and programming that best meets the needs of the child and family.

Considerations: Concerns regarding the lack of infant referrals from physicians and early intervention agencies have an impact on early intervention efforts of the program.

Recommendations:
3.1 Work closely with ECI, the Texas Early Hearing Detection and Intervention Program (Texas Department of State Health services) and the Regional DHH Specialist from the Department of Assistive and Rehabilitative Services to identify where the gaps occur in the identification and referral processes.
4.1 If referral delays are found to be related to long waiting lists for follow up assessments with medical providers, consider listing the program’s audiologist as a provider and purchase the equipment (i.e., OAE) to assist in identifying and reporting infants with a hearing loss.
5.1 Develop a program to increase the program’s visibility and relationship with local hospitals, pediatricians and other health service providers.

Sample 2

Current Efforts: The program interacts with agencies to support efforts to provide early intervention and postsecondary transition.

Commendations: The program has a strong relationship with the different Early Childhood Intervention (ECI) agencies in the region. The program has a dedicated counselor who works closely with the secondary teachers to provide college and career exploration activities. Through the Department of Assistive and Rehabilitative Services (DARS), many of the older students have access to Sidekicks to promote literacy, independence and access real-world communication opportunities.

Considerations: According to the program survey, partnerships with the DARS and the Regional Specialist could be strengthened. (Note: This statement is based on information from the program’s needs assessment document and is not documented in the interview data. Disregard this section if the statement fails to align with the intent of the staff.)

Recommendations:
1) Consider working closely with the DARS Regional Specialist to collaborate in the planning and implementation of transition-related activities. This will aid in strengthening interagency relationships and provide stronger transition services to students as they access DARS for postsecondary support services.
2) Consider involving parents in the partnerships to strengthen parental involvement and transition activities.
5 Appendix B: Guiding Questions for Continuous Improvement Planning

National Agenda Indicators and Program Reflection Activities
NOTE: The following section expands on the National Agenda (NA) indicators used to support the RDSPD Peer Review process and offers questions that could guide the program through reflection and goal setting activities.

Goal One: Early Identification and Intervention

**NA 1.3**
Families of deaf and hard of hearing infants, toddlers, and children must receive complete and unbiased information about hearing loss, communication development, the central relationship between communication development and educational growth and other matters unique to deaf and hard of hearing individuals, as well as information about all services and programs that provide assistance to them and their children.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ What materials do you use to support families of infants and toddlers who are D/HH?</td>
</tr>
<tr>
<td>▪ How do you plan and implement topics for families of infants and toddlers who are D/HH?</td>
</tr>
<tr>
<td>▪ What kind of planning documentation does the parent advisor use? Is it specific and addresses the areas listed in the indicator?</td>
</tr>
</tbody>
</table>

**NA 1.6**
The medical, educational and related professionals and institutions must collaborate among themselves to ensure that they can provide complete, unbiased and useful information and services and programs to families of deaf and hard of hearing infants, toddlers, and children.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ How would you describe the relationship between the RDSPD (district) and other early intervention agencies (ECI)?</td>
</tr>
<tr>
<td>▪ How do you collaborate with these agencies to provide services for infants and toddlers who are D/HH?</td>
</tr>
<tr>
<td>▪ How would you describe the relationship between the RDSPD and medical providers?</td>
</tr>
<tr>
<td>▪ Does the parent advisor document conversations/interactions with other agency or medical personnel?</td>
</tr>
</tbody>
</table>

**NA 1.7**
Families with deaf and hard of hearing newborns, infants, and toddlers are entitled to work collaboratively with and treated as equal partners and decision-makers by appropriately trained professionals so that they can all prepare the child to function at his/her highest level of communication/language, social and cognitive development. Such collaboration is essential to the development of all infant and toddler services and programs and in particular the Individualized Family Services Plan (IFSP) that determines the early intervention services which the child receives and where services are provided.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ How would you describe the role the parent plays in the early intervention decision-making process?</td>
</tr>
<tr>
<td>▪ Tell me about your experiences after the child was identified with a hearing loss?</td>
</tr>
<tr>
<td>▪ How did the early intervention agency and school district work together to provide support to the family?</td>
</tr>
<tr>
<td>▪ Did you feel like an active decision maker regarding the type of services and needs of your child?</td>
</tr>
</tbody>
</table>
Goal Two: Communication, Language and Literacy

NA 2.3

Deaf and hard of hearing children must be provided with full communication and language clearly and consistently in all educational environments and with all peers and professionals. Appropriate access can occur in many forms, most notably from educational staff that can communicate directly, proficiently and in an on-going manner in the child’s communication mode and language, through qualified sign or oral interpreters, note-takers and other services required to provide that necessary access.

Discussion Questions
- Describe the mode(s) of communication used by your students.
- Do students who are D/HH have full access to communication clearly and consistently in all educational environments? Please elaborate on your response.
- How does the program assure that all students have access to full communication and language in all educational environments?
- What are your strengths and weaknesses related to communicating in your students’ preferred modes of communication?
- Identify the mode of communication used and level of interactions with professional staff and peers. In general, do the interactions appear to be appropriate to the student’s age, preferred mode of communication and content being addressed?

NA 2.4

Deaf and Hard of Hearing children will have their individual receptive and expressive communication skills and language needs fully assessed as infants and throughout their educational experience. Such assessment must include the child’s individual communication mode and language and specific recommendations for how to ensure that the child has age-appropriate communication and language skills in whatever mode and language that child uses.

Discussion Questions
- How frequently do you assess the receptive and expressive language skills of your students?
- What methods/tools do you use for evaluating the language skills of your students?
- How do you document student progress in the area of language acquisition?
- How is this information used to inform instruction?
- If you have students who communicate using American Sign Language, do you assess their proficiency in both languages?
- Does the teacher have any examples that might demonstrate his/her assessment protocol?
- To what degree does the teacher’s documentation link student learning activities/objectives with performance data?

NA 2.6

Early, consistent and meaningful communication between family and child is essential in fostering language competency and the development of literacy. Therefore it is essential that families are provided with support in developing their own and their child’s communication and language skills. They need to work educationally at home and with the schools to develop their child’s communication and language skills.

Discussion Questions
- How does the program support communication between the child and family? Is the program ongoing or a set of events?
**NA 2.7**

Deaf and hard of hearing children will have as an integral, required part of their educational program, access to a critical mass of age, cognitive and communication/language peers and teachers and educational staff who are proficient in the individual child’s language and communication mode.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>▪ Since the RDSPD creates a “critical mass” of peers, how does the program support the needs of students using different modes of communication?</td>
</tr>
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</table>

**NA 2.9**

Deaf and hard of hearing children are capable of and must develop age-appropriate literacy skills, including the ability to read and write.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ Describe the reading and writing abilities of your students.</td>
</tr>
<tr>
<td>▪ How do you assess and determine the skills needing direct intervention?</td>
</tr>
<tr>
<td>▪ How does the teacher plan reading and writing instruction? List the major components/details found in the lesson planning document. How is reading and writing integrated across the curriculum?</td>
</tr>
<tr>
<td>▪ If available, describe the writing samples provided/observed.</td>
</tr>
</tbody>
</table>

**NA 2.10**

A structured, early and balanced program of activities for teaching reading and writing should be implemented consistently across the curriculum for deaf and hard of hearing students and should take into consideration individual differences, including an awareness of the communication modes and languages used by the students. Instructional approaches to developing literacy in deaf and hard of hearing students should provide creative and visual means to teach reading and writing.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ How do you integrate reading and writing across the curriculum?</td>
</tr>
<tr>
<td>▪ Look for evidence of reading/writing instruction being taught across the curriculum.</td>
</tr>
</tbody>
</table>

**NA 2.11**

The development of age-appropriate English skills is crucial to deaf and hard of hearing students.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>▪ Describe the type of planning used for developing age-appropriate proficiencies in English skills.</td>
</tr>
<tr>
<td>▪ Does instruction include real-life applications?</td>
</tr>
</tbody>
</table>

**NA 2.12**

Reading programs for deaf children should be research-based and involve core components of reading, e.g., phonemic awareness skills, phonics skills, reading fluency, vocabulary development and comprehension strategies, and thus allow the deaf learner to draw on syntactic, semantic and phonological information to gain meaning.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>▪ Are the five core components of reading documented in the lesson plans? Are they integrated to support speech and auditory skills development?</td>
</tr>
<tr>
<td>▪ Describe reading program you use. What are the strengths and weaknesses of the program?</td>
</tr>
<tr>
<td>▪ What areas do you regularly target?</td>
</tr>
</tbody>
</table>
Goal Three: Collaborative Partnerships

NA 3.1

The establishment of a seamless, complete and cross-institutional collaborative system will ensure that families are fully informed as to all service and program options available for their children and are equal partners and the key decision makers in the education of their child. Generally such a system will address the communication, language, cognitive, academic, social, emotional, psychological and post-secondary, employment, and independent living skill needs of deaf and hard of hearing children and must be in place to serve these children from their birth to high school graduation and beyond.

Collaborative partnerships among families and the medical community, educators, policy-makers, researchers, business, community agencies, state organizations and national organizations will be established and maintained in order to provide information to families and services to deaf and hard of hearing children and foster effective transitions for children and their families throughout their educational experience.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>▪ Do you interact with any community agencies?</td>
</tr>
<tr>
<td>▪ How does the program interact with agencies to assist families and students who are D/HH access the tools necessary to make educational decisions?</td>
</tr>
<tr>
<td>▪ Does the parent advisor document conversations/interactions with other agency or medical personnel?</td>
</tr>
</tbody>
</table>

NA 3.4

Deaf and hard of hearing students are entitled to and can become independent, self-sufficient adults. All appropriate institutions, including State Education Agencies, intermediate educational service agencies, local educational agencies (LEAs), post-secondary programs and all other pertinent governmental and community resources shall work together with deaf and hard of hearing students and their families to ensure that this goal is met.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ How do the program and agencies collaborate to help students prepare for post-secondary, employment and independent living activities?</td>
</tr>
<tr>
<td>▪ How are the students involved in the ARD and transition process?</td>
</tr>
<tr>
<td>▪ How does the program provide students with career exploration opportunities?</td>
</tr>
<tr>
<td>▪ How do students demonstrate abilities to advocate for themselves and live independently? What supports are in place and how do you monitor the student’s progress towards the transition goals?</td>
</tr>
<tr>
<td>▪ How are the student’s goals described in the IEP document? Does the IEP include the course of study/schedule of services needed to assist them in meeting desired post-secondary outcomes?</td>
</tr>
</tbody>
</table>
Goal Four: Accountability, High-Stakes Testing and Standards-Based Environments

NA 4.1
Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile and employ multiple measures that include criterion-referenced tests, standardized tests, teacher and student accountability records and other appropriate assessment tools. Assessments must take into account and reflect the child’s communication and language preference, need and expressive and receptive skill levels.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>To what degree do your students have access to TEKS-based instruction (on or off grade level)?</td>
</tr>
<tr>
<td>How do your students demonstrate their understanding of the content standards?</td>
</tr>
<tr>
<td>How do you assess and document student progress on the content standards?</td>
</tr>
<tr>
<td>Do the assessments take into account the communication and language preference of the child?</td>
</tr>
<tr>
<td>Does the teacher employ multiple measures to document student performance?</td>
</tr>
<tr>
<td>How are assessments modified to meet the expressive/receptive skill levels of the students?</td>
</tr>
</tbody>
</table>

NA 4.2
Assessment of deaf students who use ASL and English will include measures of competencies in both languages and will specifically measure expressive and receptive skills in both.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>How do you measure and document each student’s competencies in receptive and expressive language?</td>
</tr>
<tr>
<td>If a student’s primary mode of communication is ASL, do you evaluate and document the student’s competencies in both ASL and English?</td>
</tr>
<tr>
<td>To what extent is the documentation used to guide instructional decision making?</td>
</tr>
<tr>
<td>What assessment tools are utilized? How specific is the documentation?</td>
</tr>
</tbody>
</table>

NA 4.3
Given the importance of age-appropriate communication and language, assessments for deaf and hard of hearing children must not only include information regarding current levels of skills but also recommendations for how to improve communication and language skills.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>What types of data do assessments administered to students who are deaf or hard of hearing provide?</td>
</tr>
<tr>
<td>Do the assessments provide current skill levels and recommendations for improving communication and language skills?</td>
</tr>
</tbody>
</table>

NA 4.4
Parents, consumers and educators must be provided with appropriate and complete information regarding accommodations, modifications and adaptations to assessments for their deaf and hard of hearing children, as well as information regarding alternative assessments.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>How does the program provide parents with information regarding accommodations, modifications and adaptations to assessments?</td>
</tr>
<tr>
<td>How does the program provide parents with information related to alternative assessments?</td>
</tr>
</tbody>
</table>
**NA 4.5**

District and statewide testing programs must take into consideration the unique language and communication preferences, abilities and needs of the students.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ How do the district testing programs take into consideration the unique language and communication preferences, abilities and needs of the students?</td>
</tr>
</tbody>
</table>
Goal Five: Placement and Programs

NA 5.1
All IEP team participants will be provided all information, without any bias, about all educational options along the continuum of educational placements and in particular how the communication, linguistic and educational needs and goals of the deaf or hard of hearing student will be addressed in those options.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ How do you inform IEP team members of the continuum of services and options?</td>
</tr>
<tr>
<td>▪ How do you provide IEP team members with unbiased information regarding the communication, linguistic and educational needs/goals that will be addressed in those options?</td>
</tr>
<tr>
<td>▪ Does the program have a flyer that describes the continuum of services and options available to students who are D/HH?</td>
</tr>
</tbody>
</table>

NA 5.2
Local educational agencies must have a full continuum of placement options that can provide for the unique communication, linguistic and educational needs of deaf children and shall make all placement and LRE determinations based on all of those needs.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ How does the program serve students using different communication modes?</td>
</tr>
<tr>
<td>▪ Does the program offer comprehensive programming options to meet the needs of different modes of communication?</td>
</tr>
</tbody>
</table>

NA 5.3
As required under IDEA, the provision of a full continuum of placement options and the further requirement that a child be placed in the “least restrictive environment” shall mean for deaf and hard of hearing students those environments that can address the students’ communication, linguistic and educational needs. The IEP team will make all placement/LRE determinations based on the abilities and needs of the child, including fundamental communication and linguistic needs, and not solely on a philosophy that one particular option on the continuum best serves all children.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ Does the program offer comprehensive, individualized programming options to meet the needs of students with different modes of communication?</td>
</tr>
</tbody>
</table>

NA 5.5
Deaf and hard of hearing students are entitled to access the general curriculum, regardless of where their individual program is located or where, on the continuum of placement options, their classroom is located.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>▪ To what degree do your students have access to TEKS-based instruction (on or off grade level)?</td>
</tr>
</tbody>
</table>
Goal Six: Technology

NA 6.1

All instructional and information technologies used in the teaching and learning process for deaf and hard of hearing children should be, as appropriate for each individual child, visually and/or aurally/orally accessible.

Discussion Questions

- What technology do you use to support teaching and learning?

NA 6.2

Educational programs for students who are deaf and hard of hearing should integrate technology standards into the general curriculum at all developmental levels.

Discussion Questions

- How do students use technology to support learning?
- To what degree is technology being used to support the delivery of TEKS-based instruction?
- Is technology included in the planning process as a meaningful component of instruction?
- To what degree do students interact with the technology?

NA 6.3

Accurate diagnosis of hearing loss and appropriate amplification and other assistive technologies, both acoustic and visual, is the right of all deaf children.

Discussion Questions

- How do you determine the appropriate form of amplification and assistive technology needed to provide acoustic and visual access to instruction?

NA 6.4

Technologies such as videoconferencing, distance learning and video-relay services should be utilized to allow deaf and hard of hearing students the opportunity to communicate, collaborate and interact with peers, experts and other audiences.

Discussion Questions

- How are technologies such as distance learning, videoconferencing and video-relay services used with students who are D/HH?
- Does the program have access to videoconferencing, distance learning or video-relay technologies?
Goal Seven: Professional Standards and Personnel Preparation

NA 7.2
Teacher training programs for deaf and hard of hearing students need to offer additional coursework in general education curricular areas and instructional strategies in order to prepare teachers for improving student achievement in relation to mandated state curricular standards.

**Discussion Questions**
- Does the program have a professional development plan that links adult learning goals with student performance objectives?
- How does the program/district assure that deaf educators have the skills necessary to meet the rigors of mandated standards-based instruction?
- How does the program support and monitor the implementation of standards-based, “best-practice” strategies?
- Does the program have a formal process for planning adult learning activities, monitor the implementation and measure the impact of professional development on student performance?
- Is professional development job-embedded and sustained or a set of events?

NA 7.7
The level of proficiency of personnel providing educational interpreting services must be increased in accordance with state or national standards.

**Discussion Questions**
- Are all interpreters either BEI or RID certified? At what levels?
- How many non-certified interpreters are interpreting in core content areas?

NA 7.8
All educational staff working with deaf and hard of hearing students must demonstrate adult-level proficiency in the communication mode and language used by the students with whom they work.

**Discussion Questions**
- Does the program have a process in place to evaluate the communication proficiencies and provide communication skills support for both teachers and interpreters?
Appendix C: Frequently Asked Questions

1. **How is the RDSPD peer review process different from a monitoring and compliance visit conducted by the Texas Education Agency?**

   The program peer review is not designed to be used to monitor systems compliance or support the regulatory functions of the Texas Education Agency. The peer review process provides the program with a description of its current practices and offers considerations to guide the staff through goal setting and program improvement activities. The indicators of the peer review are aligned with national and state initiatives for programs serving students who are deaf or hard of hearing (e.g., National Agenda, State Performance Plan and the State Plan for Deaf Education). The results of the peer review are confidential and not reported to any agency or individual outside the RDSPD requesting the review.

2. **How does the peer review process benefit our program?**

   The peer review process provides the program administration and staff with valuable information to assist with continuous program improvement. The final report and peer review resources serve as reflective guides to help staff identify goals and develop an action plan that strengthens the current program. This process is designed to refine a collaborative vision for the program and a plan that reflects a shared responsibility for student success.

3. **How important is it to compile the data described in Phase I?**

   In order to obtain an overall picture of the current programs and services, the data requested in the first phase is designed to help the review team understand the basic operations, values and practices within the program BEFORE they conduct the visit. This information saves time during the on-site visit by allowing the team to focus only on observing instruction and interviewing program stakeholders. This phase also provides the review team leader with an opportunity to coordinate the peer review process so it is efficient and doesn’t interfere with the program’s operations.
4. **How long does the visit usually take?**

   Depending on the size of the program, the number of reviewers and the availability of the data requested in Phase I, the actual on-site visit should take one to two days. It is recommended that the review team arrive a half day before the visit to discuss the data from Phase I, finalize the site visit schedule and take care of any last-minute logistical issues. After the site-visit, it is strongly recommended the review team complete the rough draft report so they can discuss each indicator and get the critical points into the reporting template.

5. **Should we invite parents to be part of the visit?**

   The peer review process views parents as a critical component of an effective program. The parent survey is available in both English and Spanish and addresses issues related to communication, involvement and training needs.

6. **How long will it take to have the report prepared?**

   The initial draft of the report should take one to two days to complete. It is recommended that the final report be submitted to the RDSPD within 10 business days of the program review.

7. **Who will receive the report?**

   The report is presented to the program coordinator or district designee. The program is strongly encouraged to share this information with the director of special education or individuals that can commit the resources necessary to initiate the continuous improvement process with the program.

8. **Will our report be shared without our knowledge?**

   The peer review final report is to be kept confidential and cannot be shared without consent of the RDSPD program coordinator.

9. **Whom should we contact if we have questions?**

   While any member of the peer review development team can serve as a resource, please contact John Bond at (210) 370-5766 or john.bond@esc20.net for technical assistance.

10. **How can we maximize the outcomes of the peer review process?**

    Please collect and submit all the survey and lesson plan data to the review team coordinator no less than two weeks from the intended review date. When the data is received in advance of the visit, the team coordinator
has time to compile preliminary data that can make the site visit and report writing steps more efficient.

11. How do I request a program review?
A program review may be conducted using a district’s internal staff or bringing in reviewers from another program. While it would be the school district’s responsibility to pay travel expenses for the review team, it would be advisable to contact a member of the ESC statewide leadership team as funding may be available during the initial implementation of this project.

12. How do I become a program reviewer?
A peer review team online orientation is available on the ESC-20 website. The only criteria for being part of the review team are a strong knowledge of the unique needs of students who are the deaf or hard of hearing and program operations. While certification to teach students who are deaf/hard of hearing is not required, it is highly preferred. In order to prepare for the peer review process, please familiarize yourself with peer review team documents.
Primary Sources

The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students.

Comprehensive Statewide Plan for Educational Services for Students Who Are Deaf or Hard of Hearing

Texas State Performance Plan

Secondary Sources

Online Evaluation Resource Library
http://www.oerl.sri.com/instruments/instruments.html

The James Irvine Foundation
http://www.irvine.org/evaluation/resources.shtml

Family Connection Partnership
http://www.gafcp.org/fcnetwork/eval/evalTR.htm

California Department of Education
A Tool for Self-Review and Identification

Program Evaluation Toolkit
Public Health Agency of Canada