ITINERANT TEACHERS

CLERC CENTER AT GALLAUDET

Administrator Walkthrough Form Student Outcomes: Transfer, Identity, and Inclusion

(Spoken English Emphasis)

Use this walkthrough to observe student outcomes related to skill transfer, independence, communication development, Deaf and hard of hearing identity, and inclusion and to guide reflective discussion with the teacher of the Deaf (TOD) after the observation.

Teacher: _____ **Student(s):** _____

Date/Time: _____ **School/Classroom:** _____

Setting: ◯ Direct Service ◯ General Ed Classroom
◯ Consultation ◯ Other: _____

A. Skill Transfer and Generalization: *How effectively is the student applying skills across settings?*

Look FOR (What You Should SEE/HEAR - emphasis is on Spoken Language development):

Application of Skills

- ◯ Student independently uses skills taught during TOD sessions in the general education classroom
- ◯ Student demonstrates listening, spoken language, communication, or self-advocacy strategies previously taught by the TOD
- ◯ Student applies communication, literacy, auditory access, or self-advocacy skills during authentic classroom tasks
- ◯ Student uses learned strategies across settings rather than only during direct TOD support

Independence and Access

- ◯ Student demonstrates increasing independence over time, requiring less adult prompting
- ◯ Student appropriately uses accommodations, assistive technology, or communication supports
- ◯ Student can explain or demonstrate strategies that help them access instruction
- ◯ Student recognizes when communication breakdowns occur and seeks clarification appropriately

Where to LOOK

- Classroom instruction
- Small-group work
- Independent work time
- Specials/electives
- Peer interactions
- Assessment situations

B. Deaf/Hard of Hearing Identity Development: *Is the student's identity affirmed and confidence growing?*

Look FOR (What You Should SEE/HEAR - emphasis is on Spoken Language development):

Identity Development

- ◯ Student demonstrates confidence and a positive sense of self as a deaf or hard of hearing person
- ◯ Student recognizes deafness or hearing difference as part of their identity rather than solely a limitation
- ◯ Student can identify successful deaf or hard of hearing individuals, role models, or experiences appropriate to their age
- ◯ Student demonstrates self-confidence when discussing communication needs and preferences

Communication Confidence

- ◯ Student participates confidently in spoken communication opportunities appropriate to their abilities and communication mode
- ◯ Student demonstrates growing competence in listening and spoken language skills, when these are educational goals
- ◯ Student effectively communicates with peers and adults across settings
- ◯ Student demonstrates confidence in using their preferred communication strategies and supports

Self-Advocacy and Inclusion

- ◯ Student actively participates in classroom discussions and activities
- ◯ Student engages meaningfully with peers
- ◯ Student advocates for communication access when needed
- ◯ Student has opportunities to contribute, lead, or take on advocacy roles within the learning community
- ◯ Student is not socially isolated due to communication barriers

Connection and Belonging

- ◯ Student demonstrates a sense of belonging within the school community
- ◯ Student has opportunities to interact with other deaf and hard of hearing students when available
- ◯ Student sees positive representations of deaf and hard of hearing individuals within the educational environment
- ◯ Student demonstrates comfort navigating both deaf/hard of hearing and hearing environments as appropriate to their age and experience

Where to LOOK:

- Student participation during instruction
- Peer interactions
- Lunch, recess, and unstructured times
- Student discussions about self and identity
- Classroom materials and displays
- Student leadership opportunities
- Interactions with deaf and hard of hearing role models