



Teaching Performance Expectations (TPEs) Map: DHH

TPE Elements Addressed in EdSp CalTPA DHH Math Cycle

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6	TPE 7
Element 1	Element 1	Element 1	Element 1	Element 1	Element 3	Element 9
Element 2	Element 2	Element 2	Element 2	Element 2	Element 4	Element 11
Element 3	Element 3	Element 3	Element 3	Element 3	Element 5	
Element 4	Element 4	Element 4	Element 5	Element 5	Element 7	
Element 5	Element 5	Element 5	Element 6			
Element 6	Element 6	Element 6	Element 7			
Element 7	Element 7	Element 7				
	Element 8	Element 8				

TPE Elements Addressed in EdSp CalTPA DHH Literacy Cycle

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6	TPE 7
Element 3	Element 2	Element 2	Element 1	Element 1	Element 1	Element 1
Element 4	Element 5	Element 3	Element 2	Element 2	Element 2	Element 2
		Element 4	Element 3	Element 3	Element 3	Element 3
		Element 5	Element 6	Element 4	Element 5	Element 4
		Element 6		Element 5	Element 6	Element 5
		Element 8				Element 10
						Element 11
						Element 13
						Candidate Choice of Elements 6–9

Preliminary Education Specialist, Deaf and Hard of Hearing (DHH): Teaching Performance Expectations¹ by Cycle

TPE 1: Engaging and Supporting All Students in Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology , translanguaging practices and current effective learning.	Yes	No
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.	Yes	No
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.	Yes	Yes
4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Yes	Yes
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).	Yes	No
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.	Yes	No
7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.	Yes	No
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, postsecondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.	No	No

¹ <https://docs.ctc.ca.gov/Document/Download/30336>

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.	Yes	No
2. Design learning environments that maximize opportunities to progress from emerging to a formal language and using translanguaging techniques appropriate to each student to further ASL and/or English competency.	Yes	Yes
3. Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and, develop and maintain interpersonal relationships.	Yes	No
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.	Yes	No
5. Select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Yes	Yes
6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.	Yes	No
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers , available non-certificated staff, and other community resources.	Yes	No
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.	Yes	No
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.	No	No



TPE 3: Understanding and Organizing Subject Matter for Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.	Yes	No
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.	Yes	Yes
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading, and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).	Yes	Yes
4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.	Yes	Yes
5. Demonstrate knowledge of auditory, tactile, and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.	Yes	Yes
6. Construct accessible learning experiences that incorporate use of auditory , tactile , and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.	Yes	Yes
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.	Yes	No
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.	Yes	Yes



TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.	Yes	Yes
2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.	Yes	Yes
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.	Yes	Yes
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.	No	No
5. Access resources for planning and instruction, including the expertise of Deaf, hard of hearing, and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Yes	No
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Yes	Yes
7. Coordinate, collaborate, co-teach, and communicate effectively with other agencies, educators, service providers , parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.	Yes	No



TPE 5: Assessing Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.	Yes	Yes
2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.	Yes	Yes
3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.	Yes	Yes
4. Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders .	No	Yes
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.	Yes	Yes
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access, and independence.	No	No



TPE 6: Developing as a Professional Educator	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.	No	Yes
2. Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness , the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.	No	Yes
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.	Yes	Yes
4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies , to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.	Yes	No
5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.	Yes	Yes
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	No	Yes
7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.	Yes	No
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	No	No



TPE 7: Effective Literacy Instruction for Deaf Students	Addressed in Math Cycle	Addressed in Literacy Cycle
7.1 Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards(California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards); the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the <i>California Infant/Toddler Curriculum Framework</i> and <i>California Preschool Curriculum Framework</i>.	No	Yes
7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	No	Yes
7.3 Incorporate asset-based pedagogies, inclusive approaches (as appropriate based on students’ use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students’ cultures, languages (both signed and spoken), dialects, communication needs, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	No	Yes
7.4 Provide literacy instruction for all deaf students that considers the use of AAC and other appropriate assistive technology, and that is active, motivating, and engaging; responsive to students’ age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	No	Yes
7.5 Foundational Skills. Develop students’ skills in print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or through facial expressions and movement in ASL), and rate (as an indicator	No	Yes

TPE 7: Effective Literacy Instruction for Deaf Students	Addressed in Math Cycle	Addressed in Literacy Cycle
of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.		
7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	No	Candidate Choice
7.7 Language Development. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures(e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	No	Candidate Choice
7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	No	Candidate Choice
7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening/viewing, and signing/speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly	Yes	Candidate Choice



TPE 7: Effective Literacy Instruction for Deaf Students	Addressed in Math Cycle	Addressed in Literacy Cycle
complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.		
7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities. Understand how to appropriately assess and interpret results for English learner students. Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and ASL and as appropriate in ASL and any other the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.	No	Yes
7.11 Provide instruction in English language development (ELD) for deaf students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Yes	Yes
7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.	No	No
7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-	No	Yes



TPE 7: Effective Literacy Instruction for Deaf Students	Addressed in Math Cycle	Addressed in Literacy Cycle
classroom environment (e.g., in-class support, co- teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i> , and addresses individual IEP goals.		
7.14 Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro- tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.	No	No