



**TEACHER**  
TOOLS TAKEOUT

## Seller Content Guidelines

Teacher Tools Takeout not only wants to provide quality materials, we want to improve teaching practices so students who are hard of hearing or deaf have greater success in school and life.

Takeout focuses on the needs specific to children who are deaf or hard of hearing by offering information and instructional materials in 16 broad categories and 100+ subcategories (listed at end).

**Authors may post any of the following types of materials for sale or for free download:**

### Instructional Materials

- Printable, editable, fillable, digital worksheets, cards or other instructional materials
- Printable, editable, fillable, or digital checklists
- Lesson plans
- Interactive slides or presentations - either instructional or informational
- Interactive notebooks
- Teacher planning resources
- Instructional videos for student lessons
- Instructional videos for educators or families
- Audio files

### Informational Resources

- Information for educators or families to support child education and development
- Original digital books, book chapters, or guides

Questions about submitting material to be included on Takeout? Please email [help@teachertoolstakeout.com](mailto:help@teachertoolstakeout.com)

**Authors may not post:**

- **Infringing or plagiarized content.** Your work must be your own.
- **Inappropriate content.** Make sure your content and materials are respectful of our deaf and hard of hearing community's culture and diversity and that of all ethnic, cultural, religious, or other groups.
- **Duplicate materials.** Materials created by more than one author can be included on Teacher Tools Takeout only once, even if the topic fits under multiple categories.
- **Materials that cannot be downloaded directly from TTT.** Your materials must be easily accessible to buyers directly from TTT. Materials cannot direct buyers to another sales channel or website. Buyers cannot be required to provide email or personal details to purchase your content.
- **Unrelated products and services.** TTT is neither a channel for marketing products unrelated to our purpose, nor is it a site to market any service(s).
- **Materials or content at an inconsistent price.** We at Takeout realize that you have other outlets for listing and selling your materials and content. Please make sure that you are selling your materials and content within Teacher Tools Takeout for the same price you offer them in/on another outlet.

## Supporting the success of children who are deaf or hard of hearing takes a community! Help Teacher Tools Takeout serve our DHH community well.

- Offer material geared toward the needs of children who are hard of hearing or deaf which fits within our 16 general categories and subcategories.
- Be sure what you offer is truly YOUR work. Respecting the intellectual property of others isn't just professional, it's the law.
- Be sure what you offer is very well done. Evidence-based practices, accurate references, complete activities, no typos! Only post the quality of materials that you would want a teacher to use with your own child or students.
- Interactive digital materials are increasingly being used for instruction. Ideally, Takeout materials will be useful printed and/or digitally. It is strongly preferred that worksheets and other instructional materials are interactive in some way. If instructional material does not include an interactive piece, Teacher Tools Takeout staff reserve the right to work with you to make it as interactive and marketable as possible. We want you to succeed!
- No extra fees can be charged – the listed price is the whole price.
- If an issue is reported, the seller must thoroughly address it before the item is reposted.

## Seller Submission Guidelines

Hundreds of creative educators work many hours creating great materials to support the specific learning needs of our students with hearing loss.

**Teacher Tools Takeout is a forum for you to share your work, whether for sale or free, so that other educators and family members of children with hearing loss can more effectively support good child development and student outcomes.**



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### What makes Teacher Tools Takeout Different from Teachers Pay Teachers?

**1. Focus!** We have created 16 categories based on the Expanded Core Curriculum for students who are deaf and hard of hearing and the areas of learning most likely to be impacted by hearing loss. While many of our students' learning issues overlap with students who have language or learning disorders, hearing loss is not a disorder. It is a sensory perception issue that reduces access and therefore impacts learning. The materials within Teacher Tools Takeout keep this difference in mind!

**2. Teaching support!** There are too few teachers of the deaf/hard of hearing, educational audiologists, and specializing speech language pathologists to meet all of the intervention needs

of students with hearing loss. Increasingly, families and educators that do not have special training in the learning needs of students with hearing loss are taking on the responsibility to enhance their education and/or address their identified learning needs. Teacher Tools Takeout not only wants to provide good materials, we want to improve teaching practices so our students have better school and life successes. Because of this, **Teacher Tools Takeout would strongly prefer** that as many of the following 6 items as appropriate be included on an instructional page with each set of instructional materials. [SEE EXAMPLE Teacher Notes page.](#)

1. A brief statement about why the topic or focus of the instructional material is important for many students who are deaf or hard of hearing.
2. How the instructional materials fit into common core learning (anchor) standards.
3. Example IEP goals for which the material could be used to instruct students.
4. Teaching environment/access reminders related to use of amplification devices, appropriate visual communication, quiet environment, etc. as appropriate.
5. How the instructional materials can be used to support learning in a core academic area and/or expanded core curriculum areas.
6. Ideas on how to use the information individually, with groups of hearing peers, for classroom push-in services, or with groups of peers who are deaf or hard of hearing.

**3. Review** New sellers need to submit their first 3 items to [help@teachertoolstakeout.com](mailto:help@teachertoolstakeout.com) as soon as they have submitted the information on this [SUBMISSION FORM](#). The majority of items submitted should have some kind of Teacher Notes page (see number 2 above). Your item will be reviewed within 21 days of submission and you will receive an emailed response. While we assume most of these responses will be to cheer you on, if there are substantive issues with the material from a teaching or DHH-specific standpoint we will provide feedback to you. *These 3 product items need to be submitted together* so a suitable sample of your work can be reviewed. Once your work has been approved, a seller account will be set up and you will be able to independently upload more of your materials going forward with no further review and can view your sales portal. The review process does NOT remove any responsibility for sellers to respond to, and correct, issues that are reported by customers (refer to #7 below).

**4. Instructional Videos** Quality teaching + quality engagement = powerful learning! Instructional videos are a wonderful resource for families, DHH educators, and educators who support our students without having a DHH specialist background. Have a favorite lesson you like to do with your DHH students? You can enhance your instructional materials by selling an instructional video to accompany the student's completion of the materials (BUNDLE it!), or an instructional video alone. Instructional videos will not exceed 15 minutes. You must use a high-quality headset, a good camera and film in a quiet, non-distracting environment. Videos must be captioned ([short video on using Streamer-Zoom](#)). Presenting a sign language version and/or cued language version is a definite PLUS! It's all about ACCESS! All first-time instructional videos must go through the review process. One video submission is sufficient, not the three required for written other instructional materials. Only a maximum of one instructional video per week can be posted. The ONLY exception to this is if a signed or cued version of the same instructional content is posted, in which case the versions can be posted at the same time.

**5. Beyond just 'Sales'** The Supporting Success for Children with Hearing Loss (SSCHL) website (<http://successforkidswithhearingloss.com>) has over 300 pages of information related to the specific needs of children, students, and youth who are hard of hearing or deaf. Within these pages we have had downloadable handouts, information, and checklists. All of this information has now been made available on Takeout so that it is easy to search for and download for FREE. At the time of the launch of Teacher Tools Takeout there were more than 350 free files. SSCHL has gained a reputation as a preferred 'go to' information site and we want Takeout to become known as a 'go to' place to find instructional materials and relevant DHH teaching practice information, including offering many materials at no cost. If you have great information you would like to provide for free, Takeout encourages you to do so as long as it adheres to the same high-quality standards for improving student school and life outcomes. Any items, including those for free, will still need to go through the review process for the first 3 items.

**6. Simple Account and Payment System** All Teacher Tools Takeout accounts are free, including to sellers. All sellers must have a PayPal account so that we can pass on the royalty payment at the time of customer purchase. At the initiation of Teacher Tools Takeout, all sellers will receive a flat 55% royalty minus 3% to cover all payment processing fees, resulting in a 52% author royalty rate based on the retail price. PayPal is only able to pay to one account. In the case of works by multiple authors, the authors decide independently which PayPal account the royalties will be deposited, and how those monies will be shared.

**7. Seller Feedback** Purchasers will have the opportunity to provide feedback to sellers if they experience any concerns about the materials purchased. Most feedback provided will be assumed to be relevant, although we know that sometimes feedback received reflects a 'bad day' situation. Within 2 weeks of the feedback being sent, the seller must: 1) remove the material from Takeout, 2) fix, improve, or otherwise address the concern before you, 3) upload the revised product file information, and 4) communicate with the person who provided feedback in a polite and productive manner. If you do not respond to the feedback within 2 weeks, Takeout reserves the right to remove your product item. If you feel that the customer comment is undeserved, please contact [help@teachertoolstakeout.com](mailto:help@teachertoolstakeout.com) as soon as possible to review the issue.

**8. Pricing** With the wide variety and types of materials for sale on Teacher Tools Takeout it is not possible to have a set pricing formula. During the submission process authors need to suggest a sale price for their material. The length, complexity, variety of activities, flexibility, adaptability, and creative use of images or other features all need to be taken into account when setting the price. The most valuable perspective is for authors to consider for themselves and ask colleagues what they think a fair price would be to pay for the material. Pricing that is enough to reflect the true value of the material for its designed educational purpose, but not too much so that the customer will reject the item as too costly is the desired pricing sweet spot. Our first goal is to provide quality materials that will improve the futures of children with hearing loss, with the second goal being profitability. Teacher Tools Takeout reserves the right to

adjust the author's suggested pricing so that it is more in line with similar materials already for sale. Email communication with the author will occur regarding any pricing adjustments.

## 9. File Types We Accept:

.avi - Audio Video Interleaved video file	.ods - OpenOffice spreadsheet
.bmp - Bitmap image for PC	.pdf - Portable Document Format universal document
.bnk - ExamView Question Bank	.png - Portable Network Graphic image
.doc - Microsoft Word pre-2007	.pps - Microsoft PowerPoint slide show presentation pre-2007
.docx - Microsoft Word post-2007	.ppsx - Microsoft PowerPoint slide show presentation post-2007
.dot - Graphviz Graph Visualization Software	.ppt - Microsoft PowerPoint pre-2007
.exec - PC/Windows executable program	.pptx - Microsoft PowerPoint post-2007
.epub - E-Pub free and open e-book format	.pub - Microsoft Publisher
.flp - Promethean ActivPrimary or ActivStudio interactive lesson plan	.ram - Real Audio Metadata
.flv - Flash Video for Adobe Flash Player	.rm - RealMedia audio & video
.flipchart - Promethean ActiveInspire or Activeboard interactive content	.rtf - Rich Text Format
.gif - Graphic Interchange Format image	.swf - Adobe ShockWave Flash
.htm - Hypertext Markup Language for all web browsers	.tif - Tagged Image Format for publishing and graphic design
.html - Hypertext Markup Language for all web browsers	.tiff - Tagged Image Format for publishing and graphic design
.ink - Mimio whiteboard	.txt - Plain text
.jpeg - Common image usually produced by digital cameras	.wav - PC/Windows CD-quality digital audio
.jpg - Common image usually produced by digital cameras	.wpd - WordPerfect Document
.key - Apple Keynote presentation software	.wmv - Windows Media Video
.knt - KeyNote tabbed notebook and personal information manager	.xls - Microsoft Excel spreadsheet pre-2007
.mov - MPEG 4 video file for Apple Quicktime	.xlsx - Microsoft Excel spreadsheet post-2007
.mp3 - MPEG 3 digital audio	.xlt - Microsoft Excel template pre-2007
.mpeg - MPEG 1 & 2 digital audio & video	.xltx - Microsoft Excel template post-2007
.mpg - MPEG 1 & 2 digital audio & video	.zip - Common archive usually containing multiple internal files. <i>Specify the included file types within your .zip file.</i>
.mp4 - MPEG 4 digital audio & video	Google Docs™
.m4a - MPEG 4 digital audio & video	Google Forms™
.m4v - MPEG 4 digital audio & video with Digital Rights Management	Google Sheets™
.notebook - SMART Technologies SMARTboard content	Google Slides™
	Google Drive™ folders

## Teacher Tools Takeout – Categories and Subcategories

### ADVOCACY

Specific advocacy strategies  
Communication repair strategies  
Disclosure of hearing loss  
Understanding accommodations  
Listening environments and identifying issues  
problem solving communication challenges  
Role model info from others with hearing loss

Self determination  
Legal rights  
Requesting accommodations

## **ASL TEACHING MATERIALS**

Building ASL vocabulary  
Using ASL to support written language  
Use of interpreters

## **ASSESSMENT**

Teacher information about assessment  
Checklists  
Observation checklists  
Hierarchies / Learning Goals

## **DEAF/HARD OF HEARING PLUS ADDITIONAL CHALLENGES**

Communication strategies  
Collaboration with teams  
Life skills  
Social stories

## **DEAF STUDIES**

History  
Culture & Heritage  
Deaf community

## **HEARING LOSS UNDERSTANDING**

Personal knowledge & understanding of hearing loss  
Anatomy, Mechanics, and Process of Hearing  
Audiogram, Including interpretation  
Hearing conservation  
Changes in hearing

## **HEARING TECHNOLOGY & MANAGEMENT**

Bone anchored devices  
Cochlear implants  
Hearing aids  
General, Non-Hearing Assistance Technology (HAT) specific  
Non-specific FM or DM devices  
Oticon  
Phonak  
Soundfield - CADS  
Connecting HAT with other technology  
Consistent use – refusing hearing aids or HAT  
Monitoring and troubleshooting devices

## **LANGUAGE SKILL DEVELOPMENT**

Attributes  
Holidays/Seasonal/Famous days of the year  
Teaching emotion vocabulary  
Figurative language / Idioms  
Multiple meaning words  
Math specific language  
Science specific language  
Sequencing – sequence stories  
Inferencing / Inferential language  
Teaching syntax / Grammar - parts of speech  
Written language (story starts, topical stories, etc)

Vocabulary development  
Theory of mind  
Early childhood language development

## **LISTENING SKILL DEVELOPMENT**

Comprehension  
Detection  
Discrimination  
Identification / Auditory association  
Auditory closure - rhyming / segmenting  
Auditory memory  
Early childhood and preschool listening

## **PERSONAL HEALTH**

Emergency preparedness  
Personal safety  
Teaching sexuality

## **READING/LITERACY**

Phonological awareness / Phonics  
Using visual supports to improve reading  
Story elements - plot, characters, etc.  
Story retelling  
Determining fact/Fiction/Opinion  
Determining main idea  
Predicting outcomes  
Reading comprehension  
Literacy instruction

## **SELF-CONCEPT/IDENTITY**

Feelings/Emotions  
Feelings associated with hearing loss  
Teaching resilience/perseverance  
Discussion info for groups of students with hearing loss

## **SELF-MANAGEMENT**

Time management  
Organizational Skills  
Study Skills  
Behavior/Consequences  
Independent living  
Setting goals & self-improvement

## **SOCIAL SKILL DEVELOPMENT**

Social norms - manners  
Conversation skills - active participation  
Making friends  
Conflict resolution  
Responding to bullying  
Working in a group/team (typical hearing peers)  
Sarcasm / Teasing / Jokes  
Nonverbal language / Social cues

## **TEACHER INFORMATION**

*These are not instructional materials. This is information to increase the knowledge base of educators and/or families.*

Interpretation of evaluation-assessment info  
Research support / Evidence-based practice information

Topical articles  
Inservicing school staff / classrooms  
Communication modality specific  
Early childhood  
Hearing loss identification and specific types  
Language and speech  
Legal issues  
Listening development  
Planning to meet student needs  
Self-advocacy  
Self-concept  
Social issues  
Speech perception  
Transition  
Reading

## **TRANSITION**

College preparation  
Employment preparation  
Navigating community resources  
Citizenship  
Living independently  
Money management  
General transition

### **Teacher Tools Takeout – Under Development! *To Launch August 1<sup>st</sup>!***

The site is changing daily! Continue to the next page to see how beautiful and professional the Teacher Tools Takeout site will be come early August. (6/23/20 version).

Questions? Contact [Help@TeacherToolsTakeout.com](mailto:Help@TeacherToolsTakeout.com)



Reset

### Ability Levels

- Emerging
- Beginning
- Intermediate
- Advanced

### Categories

- Advocacy Skills (ADV)
- ASL Teaching Materials
- Assessment (ASM)
- Deaf Plus
- Deaf Studies
- Hearing Loss - Awareness & Understanding of Own Hearing Loss
- Hearing Technology & Management
- Language Skills
- Listening Skills
- Personal Health
- Reading Skills
- Self-Concept / Identity
- Self-Management
- Social Skills / Pragmatic Language
- Teacher Information
- Transition - Employment / Career Planning

### Resource Types

- Worksheet/Activity
- Checklist/Test
- Digital Book, Guide, Chapter
- General Practice Information
- Lesson Plan
- PowerPoint presentation
- Video content
- Audio clip content

### Age/Grade Range

- K-2
- 3-5
- 6-8
- 9-12



### Trending Now

 Product 123 \$ 2	 Test Product123 \$ 4	 Self-Advocacy - Being Prepared for Emergency \$ 1 <sup>50</sup>
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### Recently Added

 Product 123 \$ 2	 Test Product123 \$ 4	 Language Skills - Story Starts - Bentley is all grown up \$ 1
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### Additional items to explore

## CCSS

### Anchor Standard

#### Speaking & Listening

- CCSS.ELA-LITERACY.CCRA.SL.1
- CCSS.ELA-LITERACY.CCRA.SL.2
- CCSS.ELA-LITERACY.CCRA.SL.3
- CCSS.ELA-LITERACY.CCRA.SL.4
- CCSS.ELA-LITERACY.CCRA.SL.5
- CCSS.ELA-LITERACY.CCRA.SL.6

#### Language

- CCSS.ELA-LITERACY.CCRA.L1
- CCSS.ELA-LITERACY.CCRA.L2
- CCSS.ELA-LITERACY.CCRA.L3
- CCSS.ELA-LITERACY.CCRA.L4
- CCSS.ELA-LITERACY.CCRA.L5
- CCSS.ELA-LITERACY.CCRA.L6

#### Reading

- CCSS.ELA-LITERACY.CCRA.R1
- CCSS.ELA-LITERACY.CCRA.R2
- CCSS.ELA-LITERACY.CCRA.R3
- CCSS.ELA-LITERACY.CCRA.R4
- CCSS.ELA-LITERACY.CCRA.R5
- CCSS.ELA-LITERACY.CCRA.R6
- CCSS.ELA-LITERACY.CCRA.R7
- CCSS.ELA-LITERACY.CCRA.R8
- CCSS.ELA-LITERACY.CCRA.R9
- CCSS.ELA-LITERACY.CCRA.R10

## Price

- Free
- Under \$5
- \$5 - \$15
- \$15 - \$30
- \$30 - \$45
- \$45 - \$60

\$0 - \$4



NO IMAGE FOUND

Hearing Tech - Communication with Peers and Multiple Speakers  
\$ 0



### Language Instruction Strategies

#### Syllable = Phoneme + Word = SYLLABLES

"The brain is made to highlight the most salient parts in a word, not the sound."  
Kover, 2012

It can be divided into smaller units based on sound, meaning, or rhythm.  
 • the word *fishbone*! Division based on sound produces the syllables *fish-bone*. Division based on meaning produces *fish-bone* or *fish*-*bone* and *fish*. Division based on rhythm produces *fish-bone* or *fish*-*bone*.  
 • *fish* can be divided into smaller units based on sound, meaning, or rhythm. Division based on sound produces *fish*. Division based on meaning produces *fish*. Division based on rhythm produces *fish*.  
 • *bone* can be divided into smaller units based on sound, meaning, or rhythm. Division based on sound produces *bone*. Division based on meaning produces *bone*. Division based on rhythm produces *bone*.

**Syllable** is a unit of sequence of sound consisting of a vowel and surrounding consonants.  
 • *fish* can be divided into smaller units based on sound, meaning, or rhythm. Division based on sound produces *fish*. Division based on meaning produces *fish*. Division based on rhythm produces *fish*.  
 • *bone* can be divided into smaller units based on sound, meaning, or rhythm. Division based on sound produces *bone*. Division based on meaning produces *bone*. Division based on rhythm produces *bone*.  
 • *fishbone* can be divided into smaller units based on sound, meaning, or rhythm. Division based on sound produces *fish-bone*. Division based on meaning produces *fish-bone* or *fish*-*bone*. Division based on rhythm produces *fish-bone* or *fish*-*bone*.

Important to recognize the sounds in a syllable, not the letters.

Language Skills - Dividing Words into Syllables

\$ 2<sup>25</sup>



### Instructional strategies

#### Hierarchy

It is an arrangement in which skills of things according to relative importance or value. It is the sequential process and also follows according to the position. The task is done by ability or by economic, social or professional standing. For education, the hierarchy is used as an organization.



are many examples of hierarchy in today's world. Science is organized in this way. Basic, middle, and advanced levels. Individuals with higher levels of knowledge are at the top. In education, individuals with more skills, or position are at the top of the school, college, and university. Bank is based upon the power, the social status, or the level of education.

According to the complexity of skill development is key to effective instruction. It is the movement of knowledge from a basic awareness of concept to an in-depth understanding of a fact, and ultimately, towards a personal and in-depth application of the learning.

Listening Skills - Instructional Strategies - Hierarchy of Listening

\$ 2

A banner for 'Social Communication'. It features a blue background with a silhouette of a human head in profile. Inside the head, there is a colorful, abstract representation of a brain filled with various letters and symbols. Below the head, there is a yellow button with the text 'SHOP NOW' and a right-pointing arrow.

A banner for 'Teacher Information'. It features a white background with a large orange pencil pointing upwards. The pencil has the words 'TEACHER INFORMATION' written on it. Below the pencil, there is a yellow button with the text 'SHOP NOW' and a right-pointing arrow.