

***"Clustered" Competencies for
Teacher of the Deaf and Hard of Hearing***

You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.

Knowledge and Performance Standards – Foundations:

- F 1 Knowledge of the history of, theories, philosophies, and models that provide the basis for, education of the Deaf or hard of hearing
- F 2 Knowledge of typical and atypical early childhood through adult growth and development within each domain, including the tremendous variation in how individuals learn and typically develop, and the variety of economic, social, and cultural influences which affect each student's life, and ability to apply this developmental understanding to work with children
- F 3 Knowledge of and adherence to current state and federal laws, regulations, and procedures governing the referral; identification/evaluation; eligibility determination; IEP development, implementation, and monitoring; and educational placement of individuals who are Deaf or hard of hearing
- F 4 Knowledge of various educational placement options and how they impact a Deaf or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development, including resources to support students' parents as they make choices regarding their childrens' educations
- F 5 Knowledge of and adherence to professional and ethical standards of practice

Knowledge and Performance Standards – Program Development:

- PD1 Knowledge of principles and practices of effective collaboration and consultation in learning environments, including appropriate roles and responsibilities of teachers of the Deaf or hard of hearing and other personnel who support the education of students who are Deaf or hard of hearing, and ability to coordinate the services of various personnel to meet the communication and other needs of Deaf or hard of hearing students
- PD2 Knowledge of principles of family-centered practice, and ability to work cooperatively and respectfully with all families to support and enhance students' learning and development
- PD3 Knowledge of and facility with strategies for preparing and assisting Deaf or hard of hearing students and their families to make effective transitions from program to program and setting to setting

Knowledge and Performance Standards – Assessment:

- A 1 Knowledge of the components of an appropriate evaluation for eligibility, placement, and program planning decisions for students who are Deaf or hard of hearing, and interpretation of assessment results, including ability to select and administer appropriate assessment tools using

the preferred language of the student and to gather and analyze appropriate communication samples from students that reflect nonverbal and linguistic skills, for the purposes of determining eligibility for special education services, developing and implementing instruction, and evaluating student performance over time

- A 2 Knowledge of specialized terminology used in the assessment of Deaf or hard of hearing students
- A 3 Knowledge of measurement theory and practice, including issues of validity, reliability, norming, and bias
- A 4 Knowledge of the impact of deafness or hearing loss on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational)
- A 5 Ability to interpret, synthesize, summarize and effectively communicate assessment information in written reports that are understandable by all who use them

Knowledge and Performance Standards – Deafness/Hearing Loss and Interventions (D/HLI):

- D/HLI 1 Knowledge of the characteristics of hearing loss and its potential implications for sensory, cognitive, communicative, physical, behavioral, social, and emotional development, including 1) the impact of multiple disabilities on the student who is Deaf or hard of hearing, 2) the interaction of primary language, culture, and familial background with the Deaf or hard of hearing student's disability, and 3) how etiology, age of onset, and degree of hearing loss may impact a student's language development and the ability to learn
- D/HLI 2 Knowledge of the process of language acquisition, including second language acquisition, for students whose native language is American Sign Language (ASL), and the importance of Deaf or hard of hearing students achieving age-appropriate levels of literacy and academic achievement
- D/HLI 3 Knowledge of and facility with instructional strategies, devices, and accommodations that support language development and/or communication in all modalities, including languages or communication methods appropriate to students who are Deaf or hard of hearing
- D/HLI 4 Ability to identify levels of language and literacy development and design lessons that are appropriate in relation to students' academic needs, developmental age, and degree of hearing loss, including assisting special educators in the planning and implementation of instruction for Deaf or hard of hearing students who have multiple disabilities and special needs
- D/HLI 5 Knowledge of and ability to teach a multi-sensory approach when one or more senses are impaired
- D/HLI 6 Designs a classroom environment to maximize opportunities for students' visual and/or auditory learning, including enhancement of learning through the use of visual materials and experiential activities
- D/HLI 7 Uses languages, resources, materials, and techniques that promote effective instructional communication (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed caption)

D/HLI 8 Collaborates with other educators in accommodating Deaf or hard of hearing students by identifying, developing, or modifying educational materials or curricula, aspects of the classroom environment, or assistive devices, and by modeling teaching and/or classroom management techniques, including assessment accommodations that enable participation of students who are Deaf or hard of hearing in local and statewide assessment systems

D/HLI 9 Supports and/or trains family members and other communication partners of students who are Deaf or hard of hearing in techniques and/or strategies to enhance their communication effectiveness

Additional Requirements:

Completion of a bachelor's level teacher preparation program in Deaf education *and* 30 credits in a related field (e.g., education, speech and language, communication, psychology, audiology, or an academic content area), or a Master's degree in Deaf education.

A minimum of a practicum, or the equivalent, in the teaching of students who are Deaf or hard of hearing.