**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet**

**Endorsement # 68 Teacher of the Deaf and Hard of Hearing**

*The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 who are Deaf or hard of hearing as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals who are Deaf or hard of hearing.*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. Learner Development and Individual Learning Differences Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge standards: |  |  |
| 1.1. **Knowledge**  |  |  |
| 1.1.1. Cognitive and language development of individuals who are deaf and hard of hearing.  |  |  |
| 1.1.2. Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.  |  |  |
| 1.1.3. Influence of experience and educational placement on all developmental domains.  |  |  |
| 1.1.4. Influence of cultural identity and language on all developmental domains.  |  |  |
| 1.1.5. Components of linguistic and non-linguistic communication  |  |  |
| 1.1.6. Importance of early intervention to language development.  |  |  |
| 1.1.7. Effects of sensory input on the development of language and learning.  |  |  |
| 1.1.8. Spoken and visual communication modes.  |  |  |
| 1.1.9. Current theories of the development of spoken language and signed languages.  |  |  |
| 2. Learning Environments Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards: |  |  |
| **2.1. Knowledge**  |  |  |
| 2.1.1. Influence of family communication and culture on all developmental domains.  |  |  |
| **2.2. Skills**  |  |  |
| 2.2.1. Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.  |  |  |
| 2.2.2. Provide access to incidental language experiences.  |  |  |
| 2.2.3. Prepare individuals who are deaf or hard of hearing to use interpreters.  |  |  |
| 2.2.4. Manage assistive technology for individuals who are deaf or hard of hearing.  |  |  |
| 2.2.5. Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs  |  |  |
| 3. Curricular Content Knowledge Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following skill standards: |  |  |
| 3.1. **Skills**  |  |  |
| 3.1.1. Plan and implement transitions across service continuums.  |  |  |
| 3.1.2. Integrate language instruction into academic areas.  |  |  |
| 4. **Assessment** Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards: |  |  |
| 4.1. **Knowledge**  |  |  |
|  4.1.1. Specialized terminology used in assessing individuals who are deaf or hard of hearing.  |  |  |
| 4.2. **Skills**  |  |  |
| 4.2.1. Administer assessment tools using the individuals preferred mode and language of communication.  |  |  |
| 4.2.2. Develop specialized assessment procedures that allow for alternative forms of expressive communication.  |  |  |
| 4.2.3. Collect and analyze spoken, signed, or written communication samples.  |  |  |
| 5. **Instructional Planning & Strategies** Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards: |  |  |
| 5.1. **Knowledge**  |  |  |
| 5.1.1. Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing  |  |  |
| 5.2. **Skills**  |  |  |
| 5.2.1. Apply strategies to facilitate cognitive and communicative development.  |  |  |
| 5.2.2. Implement strategies for stimulating and using residual hearing.  |  |  |
| 5.2.3. Facilitate independent communication in all contexts.  |  |  |
| 5.2.4. Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.  |  |  |
| 5.2.5. Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.  |  |  |
| 5.2.6. Develop successful inclusion experiences.  |  |  |
| 5.2.7. Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.  |  |  |
| 5.2.8. Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or American Sign Language.  |  |  |
| 5.2.9. Apply first and second language teaching strategies to the instruction of the individual.  |  |  |
| 5.2.10. Provide balance among explicit instruction, guided instruction, peer learning, and reflection.  |  |  |
| 6. **Professional Learning & Ethical Practice** Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards: |  |  |
| 6.1. **Knowledge**  |  |  |
| 6.1.1. Model programs for individuals who are deaf or hard of hearing.  |  |  |
| 6.1.2. Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.  |  |  |
| 6.1.3. Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.  |  |  |
| 6.1.4. Knowledge of professional organizations in the field of deaf education.  |  |  |
| 6.1.5. Incidence and prevalence figures for individuals who are deaf and hard of hearing.  |  |  |
| 6.1.6. Sociocultural, historical, and political forces unique to deaf education.  |  |  |
| 6.1.7. Etiologies of hearing loss that can result in additional learning challenges.  |  |  |
| 6.2. **Skills**  |  |  |
| 6.2.1. Communicate proficiently in spoken language or American Sign Language.  |  |  |
| 6.2.2. Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.  |  |  |
| 6.2.3. Explain historical foundations and research evidence upon which educational practice is based.  |  |  |
| 6.2.4. Develop and enrich cultural competence relative to the Deaf community.  |  |  |
| 7. **Collaboration** Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards: |  |  |
| 7.1. **Knowledge**  |  |  |
| 7.1.1. Services, organizations, and networks that support individuals who are deaf or hard of hearing.  |  |  |
| 7.2. **Skills**  |  |  |
| 7.2.1. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.  |  |  |
| **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 |  |  |