**5440-68 Teacher of the Deaf and Hard of Hearing**

(Revised June 2021)

*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.*

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 (TDHH) this includes the following standards:

1.1. Knowledge Standards

1.1.1.Understand the impact of exceptionalities on the development of language and learning for individuals who are deaf/hard of hearing, including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs.

1.1.2. Understand relevant elements of learning necessary for enhancement of cognitive, emotional and social development.

1.1.3.Understand the 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.

1.1.4. Understand the influence of cultural identity and language on all developmental domains.

1.1.5.  Understand the importance of advocating for equal access to language and

communication in the individual’s preferred mode across all educational settings

1.1.6. Knowledge of the impact of early and ongoing comprehensible communication on language development..

1.1.7.Understand the effects of sensory input on the development of language and learning.

1.1.8. Knowledge of spoken and visual communication modes.

1.1.9. Understand the importance of promoting equal access to language and

communication in the individual’s preferred mode across all educational settings

1.2. Performance Standards

1.2.1. Incorporate current theories of spoken and signed language development

of individuals who are D/HH and components of communication

competence into programming and planning for students

1.2.2. Develop individualized programming and instruction in light of various

aspects of hearing status

1.2.3. Incorporate auditory development of individuals who are D/HH

into programming and planning for students

1.2.4. Implement evidence-based practices in services

specifically related to overall development of children who are D/HH and

family outcomes

1.2.5. Identify and support communication modes that provide equal access,

based on the needs and preferences of individuals and their families

1.2.6. Deliver individualized programming and planning informed by the presence

of identified exceptionalities

1.2.7. Identify and support all LRE options to facilitate IEP team decisions

taking communication into account

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 standards:

2.1. Knowledge Standards

2.1.1Understand the influence of educational placement, family communication, language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on all developmental and learning domains.

2.1.2. Knowledge of safe and appropriate interventions with individuals with exceptionalities in crisis.

2.2. Performance Standards

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. Assist with routines related to assistive technology used by individuals who are D/HH to enhance access to the environment

2.2.5. Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions by collaborating with general educators and other colleagues

2.2.6. TDHHs use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.2.7. Design or modify a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs

2.2.8. Structure the learning environments to encourage developmentally- appropriate self-advocacy and self-determination skills

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 standards:

3.1. Performance Standards

3.1.1. Oversee or collaborate with educational teams to plan and implement transitions across service continuums.

3.1.2. Integrate evidence based language and literacy instruction across all academic areas

3.1.3. Differentiate and adapt curricula in response to diverse populations

across multiple educational settings

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 Standards

4.1.1. Understand the range of assessment types, from informal to standardized

4.1.2. Knowledge of appropriate formative, summative, and diagnostic assessment of expanded core curriculum, auditory skills, visual language skills, self-advocacy, self- determination, functional listening, self-care skills, and student safety.

4.1.3. Understand the relationship between assessment data, reporting, and programming and planning

4.2. Performance Standards

4.2.1. Utilize appropriate terminology and interpret results across assessments

4.2.2. Ensure equal access to communication and minimized biased assessment

with regard to laws, policies, and ethical principles

4.2.3. Use and interpret technically sound assessments for individuals with D/HH

4.2.4. Administer appropriate formative, summative, and diagnostic assessments

4.2.5. Identify or develop appropriate specialized assessments that allow for

alternative forms of expression, and select appropriate accommodations

and modifications

4.2.6. Collect and analyze a range of spoken, signed, written, or other language

and communication samples

4.2.7. Utilize assessment data to develop reports and to inform programming

and planning

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 standards:

5.1. Knowledge Standards

5.1.1. Understand language/modes of communication used by individuals who are deaf/hard of hearing

5.1.2. Understand strategies that promote curricular programming that is responsive to

diverse populations across multiple educational settings

5.2. Performance Standards

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/modes of communication 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.

5.2.11. Ensure use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings

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 standards:

6.1. Knowledge Standards

6.1.1. TDHH have knowledge of laws, policies, and ethical principles guiding best practices and  equal access to communication in individuals' preferred communication mode(s)

6.1.2.Knowledge of professional resources relevant to the field of education of individuals who are deaf or hard of hearing.

6.1.3. Knowledge of professional organizations in the field of deaf education.

6.1.4. Understand incidence and prevalence figures for individuals who are deaf and hard of hearing.

6.1.5. Understand sociocultural, historical, and political considerations unique to Deaf and hearing cultures and the field of education of individuals who are D/HH

6.1.6.Understand etiologies of hearing loss that can result in additional learning challenges.

6.2. Performance Standards

6.2.1. Communicate proficiently in spoken language or American Sign Language and sustain a life-long commitment to maintaining instructional language competence.

6.2.2.Use historical foundations and research evidence upon which educational practice is based.

6.2.3.Develop and enrich cultural competence relative to the Deaf community.

6.2.4. Advocate, using impartial ethical practices, based on the needs of

the individual or family

6.2.5. Apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning

6.2.6. Advocate for and implement programming and planning to provide

equal communication access to individuals across all educational settings

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 standards:

7.1. Knowledge Standards

7.1.1. Knowledge of services, organizations, and networks that support individuals who are deaf or hard of hearing.

7.1.2.Knowledge of providing families with support to make informed choices regarding communication modes, philosophies, and educational options.

7.1.3. Understand policies, procedures, and resources for early identification and intervention

7.1.4. Understand the roles and responsibilities of support staff in programming and planning

7.2. Performance Standards

7.2.1. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

7.2.2. Prepare and assist team members to work with D/HH team members across a variety of service delivery models and instructional environments

8. A Master’s degree in deaf education or completion of a bachelor’s level teacher preparation program in Deaf education and 30 additional credits in a related field (e.g., education, speech and language, communication, psychology, audiology, or an academic content area),

Or a bachelor’s degree in education and 30 additional credits in deaf education including assessment and evaluation, characteristics of students with deafness, audiology and assistive technology, communication modalities, instructional methods and strategies

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