

Competencies for Teachers of the Deaf or Hard of Hearing Students, Grades K - 12

2014

In addition to the Arkansas Teaching Standards, the teacher of the Deaf or Hard of Hearing Students grades K – 12 shall demonstrate knowledge and competencies in the following areas:

<p>1. Individual Learning Differences of Students who are Deaf or Hard of Hearing</p> <p>CEC Standards: DHH 1 K1, DHH 1 K2, DHH 1 K5, DHH 1 K6, DHH 1 K7, DHH 1 K9, DHH 2 K1</p>	<ul style="list-style-type: none"> 1.1 Knowledge of cognitive and language development of individuals who are deaf and hard of hearing 1.2 Knowledge of 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 1.3 Knowledge of the components of linguistic and non-linguistic communication 1.4 Knowledge of the importance of early intervention to language development 1.5 Knowledge of the effects of sensory input on the development of language and learning 1.6 Knowledge of current theories of the development of spoken language and signed languages 1.7 Knowledge of the influence of family communication and culture on all developmental domains 1.8 Ability to recognize that DHH learners may have first and second languages or may have no formal language or mode of communication 1.9 Ability to select, manage and maintain assistive listening and communication devices 1.10 Knowledge of appropriate auditory training theory and practice 1.11 Knowledge of anatomy and physiology of speech and hearing mechanisms 1.12 Ability to identify co-occurring conditions and their effects on development
<p>2. Assessments for Students who are Deaf or Hard of Hearing</p> <p>CEC Standards: DHH 4 K1, DHH 4 S1, DHH 4 S2, DHH 4 S3, ISCI 4 S5</p>	<ul style="list-style-type: none"> 2.1 Knowledge of specialized terminology used in assessing individuals who are deaf or hard of hearing 2.2 Ability to administer assessment tools using the individuals' preferred mode and language of communication 2.3 Ability to develop specialized assessment procedures that allow for alternative forms of expression 2.4 Ability to collect and analyze spoken, signed, or written communication samples 2.5 Ability to interpret and utilize audiological assessments 2.6 Ability to interpret and utilize information from formal and informal assessments 2.7 Knowledge of state and federal regulations of eligibility criteria for educational placement for students who are deaf or hard of hearing
<p>3. Instructional Planning and Strategies for Students who are Deaf or Hard of Hearing</p> <p>CEC Standards: DHH 5 K1, DHH 5 S2, DHH 5 S3, DHH 5 S5, DHH 5 S7, DHH 5 S9</p>	<ul style="list-style-type: none"> 3.1 Knowledge of the theories and research that form the basis of curriculum development and instructional practice 3.2 Ability to implement strategies for stimulating and using residual hearing 3.3 Ability to facilitate independent communication in all contexts 3.4 Ability to use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or

CEC=2012 Council for Exceptional Children-Initial Preparation Standards

Praxis II (5272) = Praxis II: Special Education: Education of Deaf and Hard of Hearing Students and

Praxis II (5354) = Praxis II Special Education: Core Knowledge and Applications

	<p>hard of hearing</p> <p>3.5 Ability to develop proficiency in the languages used to teach individuals who are deaf or hard of hearing</p> <p>3.6 Ability to apply first and second language teaching strategies to the instruction of the individual</p> <p>3.7 Ability to determine the appropriate accommodations and/or modifications</p> <p>3.8 Ability to identify strategies to foster self-advocacy</p>
<p>4. Professional Learning</p> <p>CEC Standards: DHH 6 K2, DHH 6 K3-4, DHH 6 K6</p>	<p>4.1 Knowledge of the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing</p> <p>4.2 Knowledge of professional resources and organizations relevant to the field of deaf education</p> <p>4.3 Knowledge of sociocultural, historical, and political forces unique to deaf education</p> <p>4.4 Ability to identify, interpret, and apply state and federal legislation, research and best practices</p> <p>4.5 Knowledge of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing</p>
<p>5. Collaboration</p> <p>CEC Standards: ISCI 7 K4, DHH 7 K1, DHH 7 S1</p>	<p>5.1 Knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members</p> <p>5.2 Knowledge of services, organizations, and networks that support individuals who are deaf or hard of hearing</p> <p>5.3 Ability to provide families with support to make informed choices regarding communication modes, philosophies, and educational options</p>