

Special Education-Hearing Impaired

I. Knowing the Content

The professional education program provides evidence that Deaf and Hard of Hearing certification candidates complete a program the same as the academic content courses and required electives of a major in a bachelor's or master's degree in the education of the deaf and hard hearing. The program requires the candidates to demonstrate knowledge of and competence in applying the fundamental concepts in the education of deaf and hard of hearing students necessary at the preschool, elementary and secondary levels (N-12) including:

I.A. Philosophical, historical and legal foundations of education of students with disabilities including:

- federal entitlements that relate to the provision of specialized equipment and materials for learners who are deaf and hard of hearing,
- array of service options,
- educational definitions, identification criteria, labeling issues and current incidence and prevalence figures

I.B. Models and theories of typical/atypical growth and behavior across age groups, and philosophies that provide the foundation for research based special education practice including:

- cognition,
- communication,
- emotional/social,
- motor,
- adaptive,
- sensory

I.C. Physiological aspects of deafness and hearing loss and the implication of corrective measures for instruction including:

- interpretation of audiological assessment data and information,
- etiology,
- age of onset,
- anatomy and physiology of hearing mechanisms,
- degrees and types of hearing loss

I.D. Amplification through:

- assistive technologies,
- cochlear implants,
- stimulation and utilization of residual hearing

I.E. Effect of hearing loss on language and literacy acquisition, development and use including:

- spoken language,

- sign language,
- written language

I.F. Educational definitions, issues and trends including:

- identification criteria,
- current incidence and prevalence figures,
- labeling

I.G. Legal rights and responsibilities of parents, care givers, students, teachers and schools as they relate to individuals who are deaf and hard of hearing including self-advocacy

I.H. Communicating and collaborating with partners including:

- strategies for assisting parents and other professionals in planning appropriate transitions,
- identifying resources, networks, organizations and services for the deaf and hard of hearing individuals,
- roles and responsibilities of professionals and paraprofessionals,
- transdisciplinary teaming practices

I.I. The impact of various educational placement options as dictated by the Individual Education Plan (IEP) with regards to cultural identity, linguistic, academic, communication, psychological and social-emotional development

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Deaf and Hard of Hearing certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- creating a positive climate that promotes learning,
- establishing and maintaining rapport with students,
- communicating challenging learning expectations to each student,
- establishing and maintaining consistent standards of classroom behavior,
- making the physical environment safe and appropriate for students with hearing loss

II.B. Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

- general curriculum,
- Pennsylvania Academic Standards,
- needs of deaf and hard of hearing learners,

- career awareness

II.C. Adapting and implementing effective instructional strategies, curriculum resources and technologies in collaboration with other professionals as dictated by student's Individual Education Plan (IEP)

II.D. Selecting, analyzing and modifying instructional materials and communication modes in order to address the needs and instructional levels of a diverse population of deaf and hard of hearing students

II.E. Monitoring students' understanding of content, adjusting instruction and providing feedback to students and other professionals

II.F. Communication and collaborative partnerships including:

- developing an understanding of the impact of a hard of hearing loss on the educational and life experiences of students in parents and other professionals,
- reporting results of evaluations and their implications to students, parents, and school personnel,
- coordinating the activities of participants in the instructional program including implementation of transdisciplinary teaming practices

III. Professionalism

The professional education program provides evidence that certification candidates demonstrate knowledge of and competence in fostering professionalism in school and community settings including:

III.A. Professional organizations and professional journals

III.B. Integrity and ethical behavior, professional conduct as stated in *Pennsylvania's Code of Professional Practice and Conduct for Educators* and local, state, and federal laws and regulations

III.C. Communicating effectively (orally and in writing) with students, colleagues, families, paraprofessionals, related service personnel, administrators, agencies and the community

IIID. Establishing and maintaining collaborative relationship with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners

III.E. Unbiased information on the variety of communication options available for students who are deaf and hard of hearing