

Programs for Deaf and Hearing Disabilities (Ed 612.09) Reviewer Assessment Worksheet

Ed 612.09 Program for Deaf and Hearing Disabilities

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit.

Ed 612.09 Programs for Deaf and Hearing Disabilities The teacher preparation program for deaf and hearing disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:	Rating 4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
(a) In the area of foundations, the ability to:		
(1) Identify models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or have hearing disabilities;		
(2) Articulate educational definitions, identification criteria, labeling issues, incidence, and prevalence figures for individuals who are deaf or have hearing disabilities;		
(3) Identify etiologies of hearing loss that can result in additional sensory, motor, or learning differences;		
(4) State issues and trends in the field of education of individuals who are deaf or have hearing disabilities;		

(5) Identify major contributors to the field of education of individuals who are deaf or have hearing disabilities;		
(6) Apply theories, philosophies, and models of practice to the education of individuals who are deaf or have hearing disabilities;		
(7) Explain basic audiological principles; and		
(8) Identify: <ul style="list-style-type: none"> a. Amplification systems, including, but not limited to, personal hearing aids and cochlear implants; and b. Assistive listening devices, including, but not limited to, C-print, CART, and Relay services; 		
(b) In the area of development and characteristics of learners, the ability to:		
(1) Apply theories of cognitive development of individuals who are deaf or have hearing disabilities;		
(2) Identify characteristics and effects of the cultural and environmental milieu on an individual with hearing loss and the individual's family;		
(3) Integrate current knowledge about the effects of various medications and medical and technological advancements on individuals with hearing loss;		
(4) Explain the hierarchy of auditory development; and		
(5) Describe the impact of the age of onset of hearing loss, age of identification, incidental learning, and provision of services on the development of the individual who is deaf or has hearing disabilities;		
(c) In the area of individual learning differences, the ability to:		

(1) Analyze the impact of educational placement options with regard to cultural identity and linguistic, academic, social, and emotional development;		
(2) Assess the cultural implications of hearing loss that may impact an individual;		
(3) Apply information on the cognitive, physical, cultural, social, academic, and emotional characteristics of children who have special needs in addition to hearing loss; and		
(4) Evaluate the impact of various hearing losses, including, but not limited to, unilateral, hard of hearing and deaf, on an individual's social, emotional, cognitive, and language development;		
(d) In the area of instructional strategies, the ability to:		
(1) Demonstrate the language used to teach an individual who is deaf or who has hearing disabilities specific to the methodology determined by the team;		
(2) Integrate the sources of specialized instructional and assessment materials for an individual who is deaf or has hearing disabilities;		
(3) Select the appropriate procedures and technologies consistent with a variety of philosophies necessary to educate individuals who are deaf or have hearing disabilities;		
(4) Prepare individuals who are deaf or have hearing disabilities in the use of interpreters, note takers, peer tutors, amplification devices, and assistive listening devices;		
(5) Apply various applicable language teaching strategies to the needs of an individual;		

(6) Implement educational designs and practices of various programming options for individuals who are deaf or have hearing disabilities;		
(7) Select appropriate auditory training techniques that will maximize residual hearing for deaf or individuals with hearing disabilities; and		
(8) To maintain and troubleshoot hearing aids, cochlear implants, and FM systems using radio broadcast technology;		
(e) In the area of learning environments and social interactions, the ability to:		
(1) Promote the processes for establishing ongoing interactions of individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing;		
(2) Promote opportunities for interaction with communities of individuals who are deaf or hard of hearing on local, state, and national levels;		
(3) Make accommodations to the instructional environment to meet the physical, cognitive, cultural, social, and communication needs of the individual who is deaf or hard of hearing;		
(4) Promote incidental language experiences to fit the visual and other sensory needs of individuals who are deaf or hard of hearing; and		
(5) Design a classroom environment that maximizes opportunities for visual or auditory learning, or both, for individuals who are deaf or hard of hearing via: <ul style="list-style-type: none"> a. Daily routines; b. Improving classroom acoustics; c. Limiting distance, noise and reverberation; and d. Suggesting modifications and accommodations as necessary; 		
(f) In the area of communication, the ability to:		

(1) Demonstrate fluency in communication approach(es) salient to the individual who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;		
(2) Evaluate the communication approach(es) salient to the individual who is deaf or hard of hearing;		
(3) Apply the various components of nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing;		
(4) Apply strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing;		
(5) Develop communication between the individual who is deaf or hard of hearing and his/her family/community; and		
(6) Select appropriate communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not English;		
(g) In the area of instructional planning, the ability to:		
(1) Identify and evaluate programs, including career/vocational and transition, for individuals who are deaf or hard of hearing;		
(2) Select, design, and use technology, materials, and resources required to educate individuals who are deaf or hard of hearing;		
(3) Integrate speech skills, as consistent with the individual's ability and the program's educational philosophy, into all areas of the curriculum;		
(4) Modify instruction for individuals who are deaf or hard of hearing and who have multiple disabilities and special needs;		

(5) Define roles and responsibilities of the educational interpreter related to instruction, intervention, and direct service; and		
(6) Prepare individuals to self-advocate as related to hearing loss		
(h) In the area of assessment, the ability to:		
(1) Explain specialized terminology used in assessing individuals who are deaf or hard of hearing;		
(2) Utilize the specialized materials and procedures for evaluation, eligibility, placement, and program planning for individuals who are deaf or hard of hearing;		
(3) Gather and analyze verbal and nonverbal communication samples;		
(4) Articulate the specialized policies on referral and placement procedures for individuals who are deaf or hard of hearing;		
(5) Report assessment results using effective communication;		
(6) Evaluate instruction and monitor progress of individuals who are deaf or hard of hearing;		
(7) Develop or modify individualized assessment strategies;		
(8) Use performance data and informal input from students, parents, educators, and administrators to do the following for individuals who are deaf or hard of hearing: <ul style="list-style-type: none"> a. Identify appropriate modifications in the learning environment; b. Develop instructional assessment strategies; and c. Evaluate results of instruction and appropriateness of program options; and 		

(9) Assess developmental skill levels in the domains of cognition, language, motor, and social emotional development;		
(i) In the area of professional and ethical practice, the ability to:		
(1) Promote appropriate roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing;		
(2) Model adherence to professional conduct and confidentiality policies;		
(3) Participate in professional development activities to increase knowledge and skills related to educating and communicating with individuals who are deaf or hard of hearing; and		
(4) Utilize the knowledge of the various organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing; and		
(j) In the area of collaboration, the ability to:		
(1) Understand the various services, networks and organizations available to individuals who are deaf or hard of hearing at the local, state and national levels;		
(2) Coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing;		
(3) Provide families with resources, knowledge, skills, and support to make choices regarding communication modes/philosophies and educational options across the lifespan;		
(4) Promote effective communication and collaboration with individuals with exceptional learning needs, including families, school personnel, and community members;		

(5) Collaborate with school personnel, parents, clinical personnel, and community members in integrating individuals with exceptional learning needs into various settings;		
(6) Model techniques and coach others in the use of instructional methods and accommodations;		
(7) Demonstrate the ability to impart specific knowledge of the needs of deaf and hard of hearing individuals to educational staff; and		
(8) Support instruction in the regular education classroom by observing, evaluating, and providing specific knowledge to educational and support staff.		

Source. (See Revision Note at part heading for Ed 612) #9157, eff 7-1-08