

Specialty Set Initial Special Education Deaf and Hard of Hearing

Initial Preparation Standard 1 Learner Development and Individual Learning Differences¹

Revised	Previous	
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Knowledge

ISCI 1 K1	ICC 2 K1	Typical and atypical human growth and development
ISCI 1 K2	ICC 2 K6	Similarities and differences among individuals with exceptionalities
ISCI 1 K3	ICC 2 K2	Educational implications of characteristics of various exceptionalities
ISCI 1 K4	ICC 2 K4	Family systems and the role of families in supporting development
ISCI 1 K5	ICC 3 K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
ISCI 1 K6	ICC 3 K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling
ISCI 1 K7	ICC 2 K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family
ISCI 1 K8	ICC 2 K5	Similarities and differences of individuals with and without exceptionalities
ISCI 1 K9	ICC 2 K7	Effects of various medications on individuals with exceptionalities
ISCI 1 K10	ICC 3 K1	Effects an exceptional condition(s) can have on an individual's life
ISCI 1 K11	ICC 3 K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ISCI 1 K12	ICC 3 K5	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences
ISCI 1 K13	ICC 6 K1	Effects of cultural and linguistic differences on growth and development
ISCI 1 K14	ICC 6 K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ISCI 1 K15	ICC 6 K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
DHH1 K1	DH2K1	Cognitive and language development of individuals who are deaf and hard of hearing.
DHH1K2	DH2K2	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 The knowledge described in this Standard is applied to skills in other Standards.

DHH1K3	DH3K1	Influence of experience and educational placement on all developmental domains.
DHH1K4	DH3K2	Influence of cultural identity and language on all developmental domains.
DH1K5	DH6K1	Components of linguistic and non-linguistic communication
DHH1K6	DH6K2	Importance of early intervention to language development.
DHH1K7	DH6K3	Effects of sensory input on the development of language and learning.
DHH1K8	DH6K4	Spoken and visual communication modes.
DHH1K9	DH6K5	Current theories of the development of spoken language and signed languages.

Skills

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Preparation Standard 2 Learning Environments

Knowledge

ISCI 2 K1	ICC 5 K1	Demands of learning environments
ISCI 2 K2	ICC 5 K2	Basic classroom management theories and strategies for individuals with exceptionalities
ISCI 2 K3	ICC 5 K3	Effective management of teaching and learning
ISCI 2 K4	ICC 5 K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ISCI 2 K5	ICC 5 K5	Social skills needed for educational and other environments
ISCI 2 K6	ICC 5 K6	Strategies for crisis prevention and intervention
ISCI 2 K7	ICC 5 K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ISCI 2 K8	ICC 5 K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ISCI 2 K9	ICC 5 K9	Ways cultures are negatively stereotyped
ISCI 2 K10	ICC 5 K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
DH2 K1	DH5K1	Influence of family communication and culture on all developmental domains.

Skills

ISCI 2 S1	ICC 5 S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ISCI 2 S2	ICC 5 S2	Identify realistic expectations for personal and social behavior in various settings

ISCI 2 S3	ICC 5 S3	Identify supports needed for integration into various program placements
ISCI 2 S4	ICC 5 S4	Design learning environments that encourage active participation in individual and group activities
ISCI 2 S5	ICC 5 S5	Modify the learning environment to manage behaviors
ISCI 2 S6	ICC 5 S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ISCI 2 S7	ICC 5 S7	Establish and maintain rapport with individuals with and without exceptionalities
ISCI 2 S8	ICC 5 S8	Teach self-advocacy
ISCI 2 S9	ICC 5 S9	Create an environment that encourages self-advocacy and increased independence
ISCI 2 S10	ICC 5 S10	Use effective and varied behavior management strategies
ISCI 2 S11	ICC 5 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
ISCI 2 S12	ICC 5 S12	Design and manage daily routines
ISCI 2 S13	ICC 5 S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences
ISCI 2 S14	ICC 5 S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person
ISCI 2 S15	ICC 5 S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors
ISCI 2 S16	ICC 5 S16	Use universal precautions
DHH2S1	DH5S1	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.
DHH2S2	DH5S2	Provide access to incidental language experiences.
DHH2S3	DH5S3	Prepare individuals who are deaf or hard of hearing to use interpreters.
DHH2S4	DH5S4	Manage assistive technology for individuals who are deaf or hard of hearing.
DHH2S5	DH5S5	Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.

Preparation Standard 3 Curricular Content Knowledge

Knowledge		
ISCI 3 K1	ICC 7 K1	Theories and research that form the basis of curriculum development and instructional practice
ISCI 3 K2	ICC 7 K2	Scope and sequences of general and special curricula
ISCI 3 K3	ICC 7 K3	National, state or provincial, and local curricula standards
ISCI 3 K4	ICC 7 K4	Technology for planning and managing the teaching and learning environment

Skills

ISCI 3 S1	ICC 7 S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities
ISCI 3 S2	ICC 7 S7	Integrate affective, social, and life skills with academic curricula
DHH3S1	DH7S2	Plan and implement transitions across service continuums.
DHH3S2	DH7S3	Integrate language instruction into academic areas.

Preparation Standard 4 Assessment

Knowledge

ISCI 4 K1	ICC 8 K1	Basic terminology used in assessment
ISCI 4 K2	ICC 8 K2	Legal provisions and ethical principles regarding assessment of individuals
ISCI 4 K3	ICC 8 K3	Screening, prereferral, referral, and classification procedures
ISCI 4 K4	ICC 8 K4	Use and limitations of assessment instruments
ISCI 4 K5	ICC 8 K5	National, state or provincial, and local accommodations and modifications
DHH4K1	DH8K1	Specialized terminology used in assessing individuals who are deaf or hard of hearing.

Skills

ISCI 4 S1	ICC 8 S1	Gather relevant background information
ISCI 4 S2	ICC 8 S2	Administer nonbiased formal and informal assessments
ISCI 4 S3	ICC 8 S3	Use technology to conduct assessments
ISCI 4 S4	ICC 8 S4	Develop or modify individualized assessment strategies
ISCI 4 S5	ICC 8 S5	Interpret information from formal and informal assessments
ISCI 4 S6	ICC 8 S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds
ISCI 4 S7	ICC 8 S7	Report assessment results to all stakeholders using effective communication skills
ISCI 4 S8	ICC 8 S8	Evaluate instruction and monitor progress of individuals with exceptionalities
ISCI 4 S9	ICC 8 S9	Create and maintain records
DHH4S1	DH8S1	Administer assessment tools using the individuals preferred mode and language of communication.
DHH4S2	DH8S2	Develop specialized assessment procedures that allow for alternative forms of expression.
DHH4S3	DH8S3	Collect and analyze spoken, signed, or written communication samples.

Preparation Standard 5 Instructional Planning & Strategies

Knowledge

ISCI 5 K1	ICC 7 K1	Theories and research that form the basis of curriculum development and instructional practice
ISCI 5 K2	ICC 7 K2	Scope and sequences of general and special curricula
ISCI 5 K3	ICC 7 K3	National, state or provincial, and local curricula standards
ISCI 5 K4	ICC 7 K4	Technology for planning and managing the teaching and learning environment
ISCI 5 K5	ICC 7 K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
ISCI 5 K6	ICC 4 K1	Evidence-based practices validated for specific characteristics of learners and settings
ISCI 5 K7	ICC 6 K4	Augmentative and assistive communication strategies
DH5K1	DH4K1	Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.

Skills

ISCI 5 S1	ICC 7 S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ISCI 5 S2	ICC 7 S3	Involve the individual and family in setting instructional goals and monitoring progress
ISCI 5 S3	ICC 7 S4	Use functional assessments to develop intervention plans
ISCI 5 S4	ICC 7 S5	Use task analysis
ISCI 5 S5	ICC 7 S6	Sequence, implement, and evaluate individualized learning objectives
ISCI 5 S6	ICC 7 S7	Integrate affective, social, and life skills with academic curricula
ISCI 5 S7	ICC 7 S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ISCI 5 S8	ICC 7 S9	Incorporate and implement instructional and assistive technology into the educational program
ISCI 5 S9	ICC 7 S10	Prepare lesson plans
ISCI 5 S10	ICC 7 S11	Prepare and organize materials to implement daily lesson plans
ISCI 5 S11	ICC 7 S12	Use instructional time effectively
ISCI 5 S12	ICC 7 S13	Make responsive adjustments to instruction based on continual observations
ISCI 5 S13	ICC 7 S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions
ISCI 5 S14	ICC 4 S1	Use strategies to facilitate integration into various settings
ISCI 5 S15	ICC 4 S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ISCI 5 S16	ICC 4 S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities

ISCI 5 S17	ICC 4 S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
ISCI 5 S18	ICC 4 S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ISCI 5 S19	ICC 4 S6	Use strategies that promote successful transitions for individuals with exceptionalities
ISCI 5 S20	ICC 6 S1	Use strategies to support and enhance communication skills of individuals with exceptionalities
ISCI 5 S21	ICC 6 S2	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language
ISCI 5 S22	ICC 7 S15	Modify instructional practices in response to ongoing assessment data
DHH5S1	DH6S1	Apply strategies to facilitate cognitive and communicative development.
DHH5S2	DH6S2	Implement strategies for stimulating and using residual hearing.
DHH5S3	DH6S3	Facilitate independent communication in all contexts.
DHH5S4	DH6S5	Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.
DHH5S5	DH7S1	Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.
DHH5S6	DH7S4	Develop successful inclusion experiences.
DHH5S7	DH4S1	Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.
DHH5S8	DH4S2	Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.
DHH5S9	DH4S3	Apply first and second language teaching strategies to the instruction of the individual.
DHH5S10	DH4S4	Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

Preparation Standard 6 Professional Learning & Ethical Practice

Knowledge

ISCI 6 K1	ICC 1 K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ISCI 6 K2	ICC 1 K2	Laws, policies, and ethical principles regarding behavior management planning and implementation
ISCI 6 K3	ICC 1 K3	Relationship of special education to the organization and function of educational agencies
ISCI 6 K4	ICC 1 K4	Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities
ISCI 6 K5	ICC 1 K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds

ISCI 6 K6	ICC 1 K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
ISCI 6 K7	ICC 1 K7	Family systems and the role of families in the educational process
ISCI 6 K8	ICC 1 K8	Historical points of view and contribution of culturally diverse groups
ISCI 6 K9	ICC 1 K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
ISCI 6 K10	ICC 1 K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ISCI 6 K11	ICC 9 K1	Personal cultural biases and differences that affect one's teaching
ISCI 6 K12	ICC 9 K2	Importance of the teacher serving as a model for individuals with exceptionalities
ISCI 6 K13	ICC 9 K3	Continuum of lifelong professional development
ISCI 6 K14	ICC 9 K4	Methods to remain current regarding research-validated practice
DHH6K1	DH7K1	Model programs for individuals who are deaf or hard of hearing.
DHH6K2	DH9K1	Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
DHH6K3	DH9K2	Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.
DHH6K4	DH9K3	Knowledge of professional organizations in the field of deaf education.
DHH6K5	DH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing.
DHH6K6	DH1K2	Sociocultural, historical, and political forces unique to deaf education.
DHH6K7	DH1K3	Etiologies of hearing loss that can result in additional learning challenges.

Skills

ISCI 6 S1	ICC 9 S1	Practice within the CEC Code of Ethics and other standards of the profession
ISCI 6 S2	ICC 9 S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
ISCI 6 S3	ICC 9 S3	Act ethically in advocating for appropriate services
ISCI 6 S4	ICC 9 S4	Conduct professional activities in compliance with applicable laws and policies
ISCI 6 S5	ICC 9 S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities
ISCI 6 S6	ICC 9 S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ISCI 6 S7	ICC 9 S7	Practice within one's skill limits and obtain assistance as needed
ISCI 6 S8	ICC 9 S8	Use verbal, nonverbal, and written language effectively

ISCI 6 S9	ICC 9 S9	Conduct self-evaluation of instruction
ISCI 6 S10	ICC 9 S10	Access information on exceptionalities
ISCI 6 S11	ICC 9 S11	Reflect on one's practice to improve instruction and guide professional growth
ISCI 6 S12	ICC 9 S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues
ISCI 6 S13	ICC 9 S13	Demonstrate commitment to engage in evidence-based practices
ISCI 6 S14	ICC 1 S1	Articulate personal philosophy of special education
DHH6S1	DH6S4	Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.
DHH6S2	DH9S1	Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.
DHH6S3	DH1S1	Explain historical foundations and research evidence upon which educational practice is based.
DHH6S4	DH1S2	Develop and enrich cultural competence relative to the Deaf community.

Preparation Standard 7 Collaboration

Knowledge

ISCI 7 K1	ICC 10 K1	Models and strategies of consultation and collaboration
ISCI 7 K2	ICC 10 K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ISCI 7 K3	ICC 10 K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ISCI 7 K4	ICC 10 K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
DHH7K1	DH10K1	Services, organizations, and networks that support individuals who are deaf or hard of hearing.

Skills

ISCI 7 S1	ICC 10 S1	Maintain confidential communication about individuals with exceptionalities
ISCI 7 S2	ICC 10 S2	Collaborate with families and others in assessment of individuals with exceptionalities
ISCI 7 S3	ICC 10 S3	Foster respectful and beneficial relationships between families and professionals
ISCI 7 S4	ICC 10 S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team
ISCI 7 S5	ICC 10 S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families
ISCI 7 S6	ICC 10 S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings

ISCI 7 S7	ICC 10 S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ISCI 7 S8	ICC 10 S8	Model techniques and coach others in the use of instructional methods and accommodations
ISCI 7 S9	ICC 10 S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities
ISCI 7 S10	ICC 10 S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds
ISCI 7 S11	ICC 10 S11	Observe, evaluate, and provide feedback to paraeducators
DHH7S1	DH10S1	Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

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