

**CEC Knowledge and Skill Base
for All Beginning Special Education Teachers
of Students Who Are Deaf and Hard of Hearing**

Weblinks:

[CEC Initial Preparation Standards](#)

[Initial Specialty Set for Deaf and Hard of Hearing](#)

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Key Elements	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
<i>DHH Specialty Set: Knowledge</i>	
DHH.1.K.1	Effects of the interrelationship among age of identification, type and etiology, level of hearing, auditory development, and provision of services on the development of individuals who are D/HH
DHH.1.K2	Auditory development of individuals who are D/HH
DHH.1.K3	Visual and spoken languages and communication modes
DHH.1.K4	The impact of exceptionalities on the development of language and learning for individuals who are D/HH, including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs
DHH1.K.5	The importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings
<i>DHH Specialty Set: Skills</i>	
DHH.1.S1	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
DHH.1.S2	Develop individualized programming and instruction in light of various aspects of hearing status

DHH.1.S3	Incorporate auditory development of individuals who are D/HH into programming and planning for students
DHH.1.S4	Implement evidence-based practices in early intervention services specifically related to overall development of children who are D/HH and family outcomes
DHH.1.S5	Identify and support communication modes that provide equal access, based on the needs and preferences of individuals and their families
DHH.1.S6	Deliver individualized programming and planning informed by the presence of identified exceptionalities
DHH.1.S7	Identify and support all LRE options to facilitate IEP team decisions taking communication into account

Initial Preparation Standard 2: Learning Environments

2.0	Beginning special education professionals 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.
Key Elements	
2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
<i>DHH Specialty Set: Knowledge</i>	
DHH.2.K1	Influence of educational placement, family communication, language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on development and learning
DHH.2.K2	The value of peers and role models who are D/HH on family perceptions, decision making, and student outcomes
DHH.2.K3	Factors impacting visual and/or auditory learning
<i>DHH Specialty Set: Skills</i>	
DHH.2.S1	Promote ongoing opportunities for interactions between individuals who are D/HH and their families with peers and role models who are D/HH

DHH.2.S2	Assist with routines related to assistive technology used by individuals who are D/HH to enhance access to the environment
DHH.2.S3	Design or modify a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
DHH.2.S4	Structure the learning environments to encourage developmentally- appropriate self-advocacy and self-determination skills

Initial Preparation Standard 3: Curricular Content Knowledge

3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Key Elements	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

DHH Specialty Set: Knowledge

DHH.3.K1	The interrelationship between services and curricular sequencing and progressions
Skills	
DHH.3.S1	Integrate evidence based language and literacy instruction across all academic areas
DHH.3.S2	Differentiate and adapt curricula in response to diverse populations across multiple educational settings

Initial Preparation Standard 4: Assessment

4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
<i>Key Elements</i>	

4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

DHH Special Set: Knowledge

DHH.4.K1	The range of assessment types, from informal to standardized
DHH.4.K2	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.
DHH.4.K3	The relationship between assessment data, reporting, and programming and planning

DHH Specialty Set: Skills

DHH.4.S1	Utilize appropriate terminology and interpret results across assessments
DHH.4.S2	Ensure equal access to communication and minimized biased assessment with regard to laws, policies, and ethical principles
DHH.4.S3	Use and interpret technically sound assessments for individuals with D/HH
DHH.4.S4	Administer appropriate formative, summative, and diagnostic assessments
DHH.4.S5	Identify or develop appropriate specialized assessments that allow for alternative forms of expression, and select appropriate accommodations and modifications
DHH.4.S6	Collect and analyze a range of spoken, signed, written, or other language and communication samples
DHH.4.S7	Utilize assessment data to develop reports and to inform programming and planning

Initial Preparation Standard 5: Instructional Planning and Strategies

5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
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Key Elements

5.1	Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

DHH Specialty Set: Knowledge

DHH.5.K1	Language/modes of communication used by individuals who are D/HH
DHH.5.K2	Strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings

DHH Specialty Set: Skills

DHH.5.S1	Tailor evidence-based instructional strategies and specialized technologies across a variety of service delivery models and instructional settings
DHH.5.S2	Coordinate and collaborate to ensure appropriate instruction and planning
DHH.5.S3	Implement strategies for conserving vision and hearing
DHH.5.S4	Implement strategies for supporting audition
DHH.5.S5	Implement evidence-based strategies for developing language in individuals' preferred communication mode(s)
DHH.5.S6	Promote optimal access to communication to facilitate inclusive experiences
DHH.5.S7	Develop proficiency in the languages/modes of communication used by individuals who are D/HH
DHH.5.S8	Promote literacy and content area reading and writing through the individual's preferred communication mode(s)
DHH.5.S9	Apply first and second language teaching strategies

DHH.5.S10	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
DHH.5.S11	Plan and implement transitions across service continua

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0	Beginning special education professionals 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.
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Key Elements

6.1	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

DHH Specialty Set: Knowledge

DHH.6.K1	Laws, policies, and ethical principles guiding equal access to communication in individuals' preferred communication mode(s)
DHH.6.K2	The awareness of the educator's language competence in supporting individual outcomes
DHH.6.K3	Sociocultural, historical, and political considerations unique to Deaf culture and the field of education of individuals who are D/HH

DHH Specialty Set: Skills

DHH.6.S1	Advocate, using impartial ethical practices, based on the needs of the individual or family
DHH.6.S2	Apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning

DHH.6.S3	Increase educator's competence in the individual's preferred communication mode(s)
DHH.6.S4	Use historical foundations and research evidence to inform educational programming and planning
DHH.6.S5	Advocate for and implement programming and planning to provide equal communication access to individuals across all educational settings

Initial Preparation Standard 7: Collaboration

7.0	Beginning special education professionals 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.
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Key Elements

7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

DHH Specialty Set: Knowledge

DHH.7.K1	Services, organizations, and networks that are relevant to individuals who are D/HH
DHH.7.K2	Policies, procedures, and resources for universal newborn hearing screening and early intervention
DHH.7.K3	Roles and responsibilities of support staff in programming and planning

DHH Specialty Set: Skills

DHH.7.S1	Demonstrate collaborative behaviors within the boundaries of the professionals' scope of practice
DHH.7.S2	Interpret relevant data and statistics related to hearing levels and their potential impact on outcomes
DHH.7.S3	Participate in professional networks relevant to the education of individuals who are D/HH
DHH.7.S4	Provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options

DHH.7.S5

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