

# **Council on Education of the Deaf**

## **CED STANDARDS FOR PROGRAMS PREPARING TEACHERS OF STUDENTS WHO ARE DEAF AND HARD OF HEARING (Aligned with CAEP)**

**Revised February 2019**

## COUNCIL ON EDUCATION OF THE DEAF

### STANDARDS FOR PROGRAMS PREPARING TEACHERS OF STUDENTS WHO ARE DEAF AND HARD OF HEARING

#### COUNCIL ON THE EDUCATION OF THE DEAF PROGRAM STANDARDS

Five program standards are evaluated for accreditation. Below are each of the standards and the components of each standard that will be addressed in the accreditation report.

##### **1.0 Curriculum for Core Programs at Provisional Certification Level**

**Aligns with CAEP Standard 1 (Content and Pedagogical Knowledge) and CAEP Standard 2 (Clinical Partnerships and Practice) and Standard 5 (Provider Quality, Continuous Improvement and Capacity)**

Curriculum for teacher education is designed to achieve explicitly stated objectives. These objectives are determined in relation to both the professional roles and educational settings for which preparation programs are designed and behavioral outcomes sought. It is assumed that the design of each curriculum for the preparation of teachers adopted by the institution reflects an awareness of research and development in teacher education and the location of deaf and hard of hearing children in a variety of settings for their formal educational programs.

Curriculum includes the knowledge, skills, and dispositions candidates should attain from courses, services, readings, practicum experiences, and other planned learning activities. A program of learning refers to the sequencing of those planned learning activities to be achieved by the candidates.

##### Standard 1.1 Design of Curriculum

***Standard 1.1 Each curriculum reflects the institution's philosophy regarding education of students who are D/deaf or hard of hearing and personnel preparation, its conception of the role of the teacher, and its program objectives.***

##### Standard 1.2 Curriculum Components

***Standard: 1.2.1 The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC Special Education Initial Special Educator Preparation Standards: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.***

***Standard 1.2.2 The specialized portion of curriculum prepares candidates to meet the unique language and communication needs of D/deaf and hard of hearing children. The curriculum should include, as appropriate to program objectives, experience, coursework and training in skills that optimize language development, learning and literacy.***

### Standard 1.3 Practicum

Practicum, observation, participation, and student teaching are an essential and integral curriculum component for prospective teachers. While other curriculum components provide candidates with certain knowledge, skills, and principles of practice, their direct experiences with D/deaf and hard of hearing students, teachers, and other personnel in educational situations provide them with professional models, examples for the application of theories, knowledge, and principles of instruction, and opportunities to develop and demonstrate their own competencies.

Many settings are available for practicum, including regular education settings, residential and day programs, itinerant and resource programs. Candidates should be familiar with the full range of resources available to D/deaf and hard of hearing students. They should carry out practicum activities in these facilities as appropriate to the program philosophy and objectives and their own professional goals.

Practicum typically occurs over an extended period of time and is integrated with other planned learning activities within the curriculum. To insure this integration and to guide, monitor and evaluate candidates' learning experiences in all phases of practicum, qualified personnel from the teacher preparation program and the practicum facilities should provide close and continuous supervision. Furthermore, the respective roles of all personnel involved in practicum and practicum supervision should be defined clearly, and communication among all persons involved in practicum should be frequent and successful.

***1.3.1 The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING.***

***1.3.2: A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/deaf and hard of hearing students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals.***

**1.3.3: Qualified personnel from the teacher preparation center and practicum settings and facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives.**

#### Standard 1.4 Program Development Guidelines

Professional organizations, universities, programs for D/deaf and hard of hearing students, etc. have developed numerous guidelines and strategies that have been found to be effective in planning, developing, and evaluating a curriculum. Program faculty should review these various guidelines to determine how they will establish the program's content, structure, and system of delivery.

**Standard 1.4 In planning and developing the curriculum, the institution should give due consideration to existing guidelines, both internal (institutional) and external (e.g. CED).**

#### Standard 1.5 Administrative Structure

Administrative structure exists primarily as a practical arrangement for formulating and achieving goals, fixing responsibility, utilizing resources, and facilitating continuous development and improvement. The standard assumes that this principle is applicable to administrative units responsible for teacher preparation. The unit within the institution officially designated as responsible for teacher education should be composed of experienced persons committed to preparing teachers for students who are D/deaf and hard of hearing. The standard does not prescribe any particular organizational structure. A unit, as referred to below, may take the form of a center, council, commission, committee, department, school, college or other recognizable organizational entity. While major responsibility for designing, approving, evaluating, and developing teacher education programs should be carried by an officially designated unit, teacher education faculty members in the area of students who are D/deaf and hard of hearing should be systematically involved in decision-making processes.

**Standard 1.5 The design, administration and continuous evaluation and development of teacher education programs are the primary responsibility of an administrative unit. Faculty of the teacher education program in the education of D/deaf and hard of hearing students have significant and meaningful involvement in the administrative unit responsible for the program in terms of program design, administration and continuous evaluation and development of the program**

## **2.0 Faculty for Core Programs at the Initial Level**

**Aligns with CAEP Standard 5 (Provider Quality, Continuous Improvement and Capacity)**

Programs preparing teachers for students who are D/deaf and hard of hearing require a competent faculty who are a coherent body devoted to the preparation of effective teachers. This faculty is significantly involved in developing and evaluating teacher education in their area of specialization and other areas offered by the institution. They also systematically engage in efforts to improve the quality of instruction and practicum experiences. The faculty constantly scrutinizes curricula in relation to the characteristics and needs of the candidates and the resources required to support an acceptable program. The following standards deal with significant aspects of faculty competence related to development, execution, and review of teacher education programs and conditions for effective faculty performance. Faculty for Teacher Education as used in standards 2.1 through 2.4 designates faculty members who are responsible for instruction and supervision in all areas of the curriculum, including practicum, for candidates preparing to teach students who are D/deaf and hard of hearing.

#### Standard 2.1 Competence and Utilization of Faculty

Faculty competence is crucial in teacher education, not only for the quality of instruction but also for the total atmosphere of the program. The quality of the program and the degree to which such quality is maintained depend primarily on the faculty. Faculty members' expertise makes competent instruction possible in all aspects of the curriculum and competent supervision of all types of practicum experiences.

Faculty competence is based academic preparation, experience, teaching, and scholarly performance. The standard assumes that advanced graduate work and experience in education of students who are D/deaf and hard of hearing or a related field are minimal requirements for teaching in an institution of higher education. In certain cases, where the faculty member has not completed the requisite advanced graduate work, competence may be established on the basis of scholarly performance as reflected by publication, research, or recognition by professional peers in the faculty member's field of specialization.

An institution should capitalize on the academic and professional strength of its faculty by making assignments that maximize preparation and experience. An institution also should relate faculty selection and assignment to faculty performance. The standard does not preclude offering adequate programs of teacher education with a small faculty, but it does discourage over-extending faculty and using them in areas in which they are not competent.

***Standard 2.1: An institution engaged in preparing teachers has a minimum of two qualified CED-certified full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy), one of whom is officially designated as coordinator or head of the Program and who assumes accountability for program administration, direction and evaluation.***

#### Standard 2.2 Faculty Involvement with Schools and Programs

Faculty members who instruct prospective teachers need frequent contact with schools and programs so that their teaching and research remain current and relevant. In addition, teacher education faculty should be committed to the needs of the teaching profession as a whole and to institutional programs. School personnel and faculty members in colleges and universities should share a common purpose and interest in teacher education. The specialized talent of the teacher education faculty is viewed as a resource for providing in-service assistance to schools and programs in the area served by the institution.

***Standard 2.2: Members of the teacher education faculty have continuing association and involvement with educational programs for students who are D/deaf and hard of hearing.***

### Standard 2.3 Conditions for Faculty Service

The institution, recognizing that the faculty is the major determinant of the quality of its teacher education programs, makes provision for the efficient use of faculty competence, time, and energy. Such provisions include policies that establish maximum limits for teaching loads, permit adjustments in teaching loads when non-teaching duties are assigned, and allow time for faculty members to do the planning involved in carrying out their assigned responsibilities.

To maintain and to improve the quality of its faculty, the institution has a plan for professional development that provides opportunities like in-service education, sabbatical leave, travel support, summer leaves, and intra- and inter-institutional visitation. In addition, time is allocated in the faculty members' loads so that they can continue their scholarly development.

The institution recognizes that the quality of its instructional programs can be compromised if faculty members do not focus on instruction. Therefore, provision is made for support services, such as technology support services, instructional and/or research assistants, and administrative professionals, which permit faculty members to fulfill their instructional and other professional responsibilities at a high level of performance.

**Standard 2.3: The institution provides conditions essential to the effective performance by the teacher education faculty.**

### Standard 2.4 Part-Time Faculty

Two kinds of situations support employing part-time faculty. One is the institution's need for competence not represented on the regular staff or not requiring a full-time faculty member. The other is the need for additional service in areas already represented on the full-time staff. In the interests of operating acceptable programs, however, the institution avoids fragmenting instruction and eroding program quality, which can accompany excessive use of part-time faculty. The competence of part-time faculty, indicated by academic preparation, experience, teaching, and scholarly performance, should be comparable to that of full-time faculty.

***Standard 2.4: The requirements for part-time faculty in the institution are comparable to those for appointment to the full-time faculty and are employed only when part-time faculty can make special contributions to teacher education programs.***

### **3.0 Candidates in Core Programs at the Initial Level**

#### **Aligns with CAEP Standard 3 (Candidate Quality, Recruitment and Selectivity)**

##### Standard 3.1 Admission to Programs

Teacher education programs require candidates who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession. Attention to the characteristics of candidates admitted to, retained in, and graduated from teacher education is essential to designing and maintaining acceptable programs.

The program or institution should select and retains qualified candidates and eliminate those who should not go into teaching. They also should provide counseling and advising services, opportunities for candidate participation in evaluating and developing programs, and evaluation of graduates. The following standard applies to the selection of candidates in the program for the preparation of teachers of students who are D/deaf and hard of hearing.

***Standard 3.1: The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/deaf and hard of hearing. These criteria require the use of both objective and subjective data.***

##### Standard 3.2 Retaining Candidates in Programs

The professional studies component in teacher education curricula requires high academic achievement and growth in technical competence. Grades in coursework provide the usual measures of achievement in theoretical work. Observations, reports, and other modes of appraisal provide evaluations of laboratory, clinical, and practicum experiences. The institution owes it to the candidates to determine as objectively and systematically as possible specific strengths and weaknesses as they affect their continuing in the program

A teacher's academic competence is a major determinant of effectiveness but is not the only one. Prospective teachers should demonstrate those personal characteristics that will contribute to, rather than detract from, their classroom performance. Institutions have the right and obligation to consider personal factors as well as academic achievement as a basis for permitting candidates to continue in a teacher education program.

***Standard 3.2: The institution applies specific criteria for retaining candidates who possess academic competencies and personal characteristics appropriate to the requirements of teaching.***

### Standard 3.3 Candidate Participation in Program Evaluation and Development

***Standard 3.3: The program preparing teachers for students who are D/deaf and hard of hearing has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates.***

### Standard 3.4 Program Graduation Requirements

***Standard 3.4: Graduation from a program for the preparation of teachers of students who are D/deaf and hard of hearing implies more than the satisfactory completion of a series of academic credit hours and includes performance-based assessments for all CEC-CED Initial Preparation Standards.***

#### **General Education Prerequisites:**

Teachers of students who are D/deaf and hard of hearing increasingly need to have both the broad general education background described above and expansive professional preparation for teaching. They should acquire knowledge, skills, and dispositions for teaching students without disabilities prerequisite to or concurrent with their preparation to teach students who are D/deaf and hard of hearing. They also must have knowledge of subject matter and the ability to present it to a variety of students using appropriate language and communication pedagogies. Consequently, prior to, or upon completion, of a program in education of students who are D/deaf and hard of hearing, candidates also should have completed the course work generally required for a regular state teaching credential in early childhood, elementary, or secondary education. This course work should be in the candidate's area of specialization in education of students who are D/deaf and hard of hearing.

Teachers of students who are D/deaf and hard of hearing, face a wide variety of situations with which they must deal effectively. These situations demand teachers with strong backgrounds of general knowledge combined with understanding the issues of a multicultural and pluralistic society. Their preparation must be strong in the natural, cognitive and behavioral sciences and the humanities. These prerequisites may be more specifically translated into general knowledge in the areas of:

- child growth and development, learning theory, and general psychology;
- linguistics and language acquisition
- the development, structure, and function of social institutions, including the interaction and interrelationship of these groups in our society, including the history, role and characteristics of educational institutions
- instructional procedures in general education;
- general instructional procedures for educating children with disabilities, including multiple disabilities.

No less than one-third of a four-year curriculum should be devoted to the studies of a general nature. The particular needs and interest of an individual candidate provide direction for particular course configuration or depth of study in a specific area of general education. Prior to (for graduate students) or parallel with (for undergraduate students) completion of a preparation program, candidates should demonstrate general knowledge in the areas above.



**3.4.1 Programs seeking Council on Education of the Deaf approval must document how they meet the prerequisite requirements described above. (Is this redundant if programs document how they meet the CEC-CED standards?)**

#### **4.0 Resources and Facilities for Core Programs at the Initial Level**

##### **Aligns with CAEP Standard 5 (Provider Quality, Continuous Improvement and Capacity)**

The institution provides an environment that supports the teacher education programs it offers. The adequacy of this environment is systematically evaluated in relation to the demands of curricula, faculty, and candidates. In the standards, certain elements of this environment are selected for fuller explication without presuming to relegate other elements to insignificance and without assuming that those that are selected are of equal importance. The standards treat the importance of the library, the materials and instructional media center, physical facilities, and other resources.

##### **Standard 4.1 Library and Virtual Resources**

The online or print library should be the principal educational materials resource and information storage and retrieval center of an institution. As a principal resource for teaching and learning, the library holdings and electronic databases in teacher education should be sufficient for candidates and pertinent to the types and levels of programs offered. Recommendations of faculty members and national professional organizations should be seriously considered in maintaining and building the collection and maintaining access. Library services assure both candidates and faculty members access to the holdings.

***Standard 4.1: The online and/or print library access is adequate to support the instruction, research, and services of each teacher education program.***

##### **Standard 4.2 Instructional Technology**

A wide variety of instructional technologies are necessary for the effective instruction of D/deaf and hard of hearing students. For this reason, teachers need to understand and use current technologies, both auditory and visual. To assist candidates in developing these understandings and skills, the institution should provide candidates and faculty members with appropriate technology resources. In maintaining and developing the collection of such materials and media, the institution should seriously consider the recommendations of faculty members and appropriate national professional organizations. Teacher preparation programs should include the use of teaching-learning materials and instructional media in two important ways: candidates should learn to use modern technologies in their teaching, and faculty members should use modern technologies to teach candidates.

***Standard 4.2: Instructional technology and support for a variety of technologies is adequate to support the teacher education program.***

#### Standard 4.3 Physical and Online Facilities, Support, and Other Resources

Teacher education programs should draw on the full range of institutional resources to support instruction and research. Assuming that the other aspects of an institution's teacher education program are acceptable, the adequacy of the physical facilities, equipment, and special resources is judged in terms of the program's operational requirements. The resources should be readily accessible, so that faculty and candidates can pursue instructional objectives effectively.

***Standard 4.3: The institution provides sufficient physical facilities and/or online services and other resources essential to the instructional and training activities of the program.***

### **5.0 Evaluation Review and Planning of Core Program at Initial Level**

**Aligns with CAEP Standard 1 (Content and Pedagogical Knowledge) and Standard 4 (Program Impact)**

In order to assure that a program is current, relevant, and organized to carry out its mission appropriately, a continuous program of evaluation should be in effect. Such a program should focus on:

- Candidate performance and effectiveness
- Annual follow-up and evaluation of graduates
- Improving existing programs
- Engaging in long-range planning at both program and institutional levels

#### Standard 5.1 Evaluating Candidates and Graduates

The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. An institution committed to the preparation of teachers engages in systematic efforts to evaluate the quality of its graduates' performance. The institution should evaluate candidates and graduates at multiple points during their preparation and after. Programs should use their stated objectives of their teacher education programs as a basis for evaluating performance outcomes in the teachers they prepare.

**Standard 5.1: The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.**

Standard 5.2 Use of Evaluation Results to Improve the Program

The institution evaluates the teachers and candidates it prepares not only to obtain assessments of their quality but also to identify areas in the programs that need strengthening and to suggest new directions for program development. The results of the evaluations should be reflected in modifications in the preparation programs.

**Standard 5.2: The institution analyzes reports and uses evaluation results to study, develop, and improve its teacher education programs.**

Standard 5.3 Long-Range Planning

Institutional plans for future development provide a basis for making decisions in matters such as strengthening or modifying existing programs or introducing new programs. The institutional community, including faculty of the program preparing teachers of D/deaf and hard of hearing students should participate in conducting such studies and developing long-range plans.

**Standard 5.3: The institution plans for the long-range development of teacher education, including the program for preparing teachers of D/deaf and hard of hearing students. These plans are part of a design for total institutional development.**

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P. Luft