

# Deaf and Hard of Hearing Standards

**FINAL**

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## **DEAF AND HARD OF HEARING STANDARDS**

- Standard I.*** The teacher of deaf or hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.
- Standard II.*** The teacher of deaf or hard of hearing students understands and applies knowledge of characteristics of learners.
- Standard III.*** The teacher of deaf or hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.
- Standard IV.*** The teacher of deaf or hard of hearing students understands and applies knowledge of instructional content and practice.
- Standard V.*** The teacher of deaf or hard of hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.
- Standard VI.*** The teacher of deaf or hard of hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.
- Standard VII.*** The teacher of deaf or hard of hearing students knows how to communicate and develop collaborative partnerships.
- Standard VIII.*** The teacher of deaf or hard of hearing students understands and demonstrates professionalism and ethical practice.
- Standard IX.*** The teacher of deaf or hard of hearing students promotes students' performance in English language arts and reading.

**Standard I. The teacher of deaf or hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>1.1k current educational definitions of students with hearing loss, including identification criteria, labeling issues (e.g., deaf, hard of hearing, deaf-blind, learning disabled), and current incidence and prevalence figures;</p> <p>1.2k models, theories, and philosophies (e.g., bilingual-bicultural, total communication, auditory-oral) that provide the basis for educational practice(s) for students who are deaf or hard of hearing;</p> <p>1.3k variations in beliefs, traditions, and values across cultures (including Deaf culture) and within society and the effect of the relationships among students who are deaf or hard of hearing, their families, and schooling;</p> <p>1.4k cultural versus medical perspectives for individuals who are deaf or hard of hearing;</p> <p>1.5k rights and responsibilities (e.g., Deaf Children's Bill of Rights [TEC §§ 29.301–29.314], procedural safeguards) of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing; and</p> <p>1.6k the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing) with regard to cultural identity, least restrictive environment (LRE), and linguistic, academic, and social-emotional development.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>1.1s apply understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing;</p> <p>1.2s articulate pros and cons of issues and trends in education for students who are deaf or hard of hearing; and</p> <p>1.3s identify the major contributing factors to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard of hearing.</p>

**Standard II. The teacher of deaf or hard of hearing students understands and applies knowledge of characteristics of learners.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k research in cognition related to students who are deaf or hard of hearing;</p> <p>2.2k the effects of families and/or primary caregivers on the overall development of the student who is deaf or hard of hearing;</p> <p>2.3k the effects that onset of hearing loss, age of identification, and provision of services have on the overall development of the student who is deaf or hard of hearing;</p> <p>2.4k the impact of early comprehensible communication on the overall development of the student who is deaf or hard of hearing;</p> <p>2.5k the differences in quality and quantity of incidental language/learning experiences that students who are deaf or hard of hearing may experience;</p> <p>2.6k the effects of sensory input on the development of language and cognition of students who are deaf or hard of hearing; and</p> <p>2.7k the basic components of cochlear implants and the implications of the development of auditory skills of students who are implanted.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>2.1s recognize the various learning styles (e.g., visual, spatial, tactile, and/or auditory) of individual learners who are deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;</p> <p>2.2s demonstrate an awareness of the various cultural dimensions (e.g., socio-economic, family, Deaf culture, ethnic) that may impact the student who is deaf or hard of hearing;</p> <p>2.3s recognize that various etiologies of hearing loss that result in additional sensory (e.g., visual), motor, and/or learning differences in students who are deaf or hard of hearing require specific instructional strategies and/or services;</p> <p>2.4s recognize that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability;</p> <p>2.5s understand and apply the principles of language acquisition for students who are deaf or hard of hearing; and</p> <p>2.6s use audiological information for students who access assistive technology, such as FM systems, cochlear implants, and hearing aids.</p>

**Standard III. The teacher of deaf or hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>3.1k specialized terminology used in the assessment of students who are deaf or hard of hearing;</p> <p>3.2k components of an adequate evaluation for eligibility determination, individualized education program (IEP) development, and placement;</p> <p>3.3k legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing; and</p> <p>3.4k special policies and regulations regarding referral and placement procedures (e.g., Department of Education, "Deaf Students Education Services; Policy Guidance; Notice," October 30, 1992) for students who are deaf or hard of hearing.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>3.1s administer, interpret, and use appropriate classroom assessments utilizing the preferred communication mode of the student who is deaf or hard of hearing;</p> <p>3.2s gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts;</p> <p>3.3s interpret and use data from exceptionality-specific assessment instruments appropriate for students who are deaf or hard of hearing;</p> <p>3.4s interpret and use data from state and local assessment instruments (e.g., TAKS, SDAA, LDAA) as appropriate for students who are deaf or hard of hearing; and</p> <p>3.5s write measurable individualized education program (IEP)/instructional objectives and goals and participate appropriately in the admission, review, and dismissal (ARD) process.</p>

**Standard IV. The teacher of deaf or hard of hearing students understands and applies knowledge of instructional content and practice.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades EC-12</i></p>	<p><i>Teachers of Students in Grades EC-12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>4.1k sources of materials and support for students who are deaf or hard of hearing;</p>	<p>4.1s demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing;</p>
<p>4.2k components of nonlinguistic and linguistic communication that students who are deaf or hard of hearing use;</p>	<p>4.2s identify and explain the basic characteristics of various communication modes used with students who are deaf or hard of hearing;</p>
<p>4.3k the procedures and technologies available to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies;</p>	<p>4.3s select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing;</p>
<p>4.4k information related to American Sign Language (ASL) and other English communication modes (e.g., auditory-oral, Signed English) used by students who are deaf or hard of hearing;</p>	<p>4.4s infuse speech and auditory skills across the curriculum as consistent with the individualized education program (IEP) of the student who is deaf or hard of hearing;</p>
<p>4.5k current theories of how languages (e.g., ASL and English) develop in both students who are hearing and those who are deaf or hard of hearing;</p>	<p>4.5s modify the curriculum, instructional process, and classroom environment to meet the physical, cognitive, cultural, and communicative needs of the student who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, support services, appropriate technologies);</p>
<p>4.6k subject matter and practices used in general education across content areas;</p>	<p>4.6s facilitate independent communication in students who are deaf or hard of hearing;</p>
<p>4.7k ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency);</p>	<p>4.7s apply first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing;</p>
<p>4.8k techniques for developing the use of residual hearing in students who are deaf or hard of hearing; and</p>	<p>4.8s facilitate incidental language learning opportunities for students who are deaf or hard of hearing; and</p>
<p>4.9k research-supported best practices and instructional strategies for teaching students who are deaf or hard of hearing.</p>	<p>4.9s use appropriate strategies in English and/or ASL to develop literacy across the curriculum and to promote literacy in English and/or ASL for students who are deaf or hard of hearing.</p>

**Standard V. The teacher of deaf or hard of hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p> <p>5.1k strategies and techniques that may enhance classroom management of students who are deaf or hard of hearing;</p> <p>5.2k model programs, including career/vocational and transition, that have been effective for students who are deaf and hard of hearing; and</p> <p>5.3k unique learning characteristics of and instructional approaches for students who are deaf or hard of hearing and who have additional disabilities (e.g., deaf-blind, learning disabilities).</p>	<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher is able to:</p> <p>5.1s manage assistive/augmentative devices, including FM and soundfield equipment, appropriate for students who are deaf or hard of hearing in learning environments;</p> <p>5.2s select, adapt, and implement classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each student's cultural needs;</p> <p>5.3s design a classroom environment that maximizes student outcomes through visual and/or auditory instruction to students who are deaf or hard of hearing; and</p> <p>5.4s plan and implement instruction for students who are deaf or hard of hearing and who have additional disabilities.</p>

**Standard VI. The teacher of deaf or hard of hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p> <p>6.1k processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing;</p> <p>6.2k processes for establishing ongoing interaction of students who are deaf or hard of hearing with hearing peers, family members, and others;</p> <p>6.3k opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels; and</p> <p>6.4k processes for managing behavior of students who are deaf or hard of hearing.</p>	<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher is able to:</p> <p>6.1s prepare students who are deaf or hard of hearing in the appropriate use of interpreters, including oral interpreters, if needed; and</p> <p>6.2s utilize appropriate behavior management techniques to establish and maintain socially acceptable behavior.</p>

**Standard VII. The teacher of deaf or hard of hearing students knows how to communicate and develop collaborative partnerships.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k available resources to help parents of students who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children;</p> <p>7.2k roles and responsibilities of teachers, interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting for students who are deaf or hard of hearing;</p> <p>7.3k roles and responsibilities of teachers in a variety of teaching situations (e.g., coteaching, general education, itinerant, team teaching) to support positive outcomes for students who are deaf or hard of hearing;</p> <p>7.4k effects of communication on the development of family relationships and strategies that promote effective communication in families with children who are deaf or hard of hearing; and</p> <p>7.5k services provided by governmental and nongovernmental agencies or individuals in the ongoing support of students who are deaf or hard of hearing.</p>	<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s teach students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note takers);</p> <p>7.2s train students who are deaf or hard of hearing to self-advocate and seek out available services through governmental and nongovernmental agencies;</p> <p>7.3s facilitate communication between the student who is deaf or hard of hearing and his or her family and/or other caregivers; and</p> <p>7.4s facilitate coordination of support and related services personnel (e.g., interpreters, audiologists, counselors) to meet the diverse needs of the student who is deaf or hard of hearing and his or her primary caregivers.</p>

**Standard VIII. The teacher of deaf or hard of hearing students understands and demonstrates professionalism and ethical practice.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p> <p>8.1k issues of professional ethics and professional responsibilities in working with deaf or hard of hearing students, their families, and other professionals; and</p> <p>8.2k the value of consumer and professional organizations, publications, and journals relevant to the education of students who are deaf or hard of hearing and to general education.</p>	<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher is able to:</p> <p>8.1s actively seek interaction with adults in the Deaf community to maintain/improve ASL, English signs, or cues;</p> <p>8.2s apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession; and</p> <p>8.3s acquire knowledge of and participate in activities (e.g., hold membership in professional organizations, attend workshops) that foster continued professional development.</p>

**Standard IX. The teacher of deaf or hard of hearing students promotes students' performance in English language arts and reading.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher of deaf or hard of hearing students knows and understands:</p> <p>9.1k the developmental process of communication and language systems (e.g., listening, speaking, signing, writing), including emergent and preliteracy skills;</p> <p>9.2k the basic components of phonological and phonemic awareness and dactylic (fingerspelling) awareness;</p> <p>9.3k the basic elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems, including signs and fingerspelling;</p> <p>9.4k the link between signed concepts and printed text, if sign language is used;</p> <p>9.5k the nature of literacy development and various methods to promote students' literacy development;</p> <p>9.6k the use of word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) by deaf or hard of hearing students who use fingerspelling, sign language, and oral language;</p> <p>9.7k the relationship between reading fluency and reading comprehension and how to provide systematic instruction to improve students' reading fluency;</p> <p>9.8k the importance of vocabulary knowledge and reading comprehension skills and strategies;</p> <p>9.9k the relationship between learning and effective study and inquiry skills and how to promote the acquisition of these skills; and</p> <p>9.10k how to interpret, evaluate, and provide visual images and messages using various media and technologies within various contexts.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher of deaf or hard of hearing students is able to:</p> <p>9.1s provide a variety of instructional opportunities and strategies for students who are deaf or hard of hearing to learn communication and language skills;</p> <p>9.2s use a variety of approaches to help students who are deaf or hard of hearing develop an awareness of phonological, phonemic, and dactylic (fingerspelling) components and strategies and understand their relationship to written language;</p> <p>9.3s provide instruction to students who are deaf or hard of hearing so they understand that printed words consist of graphic representations that relate to the sounds of spoken language, the meaning of signed language, and components of other communication systems, including fingerspelling;</p> <p>9.4s provide instruction in strategies used for linking signed concepts to printed text, if sign language is used;</p> <p>9.5s provide systematic instruction using a variety of methods and strategies to improve the decoding, word analysis, and vocabulary skills of students who are deaf or hard of hearing, including those who use sign language;</p> <p>9.6s provide systematic instruction to improve the reading fluency and comprehension of deaf or hard of hearing students who use fingerspelling, sign language, and oral language;</p> <p>9.7s provide systematic instruction in critical reading strategies to students who are deaf or hard of hearing to improve their reading comprehension;</p> <p>9.8s use a variety of methods to provide systematic instruction to students who are deaf or hard of hearing to help them communicate effectively through writing, use appropriate written language conventions, and use writing to promote reading comprehension;</p>

**Standard IX. The teacher of deaf or hard of hearing students promotes students' performance in English language arts and reading.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC-12*

- 9.9s use a variety of methods and strategies to develop the study and inquiry skills of students who are deaf or hard of hearing;
- 9.10s provide systematic instruction that helps students who are deaf or hard of hearing learn to interpret, evaluate, and create visual images and messages using various media and technologies within various contexts; and
- 9.11s use a variety of literacy assessment practices, including English and ASL assessments, to plan and implement literacy instruction for students who are deaf or hard of hearing.