

Teachers of Hearing-Impaired Students

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher has understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing.

The teacher has understanding of current research in this area of language acquisition, both English and American Sign Language and instruction.

The teacher has knowledge of the relationship between reading and English language development.

The teacher has knowledge of appropriate auditory training theory and practice.

The teacher has knowledge of current theories and controversies concerning diagnosis and educational programming of infants who are deaf or hard of hearing.

The teacher has knowledge of speech development and production.

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The teacher has the knowledge to design, develop and implement an Individual Education Plan [IEP] which will include interpretation of assessment data and sequential ordering of skills for the learner who is deaf or hard of hearing.

The teacher has the knowledge to select, construct, or administer formal and informal tests to the learner who is deaf or hard of hearing.

The teacher has knowledge of the historical, philosophical, and legal basis of services for young children both with and without special needs (especially for early childhood teachers).

The teacher has knowledge of current trends and issues in general, special, and deaf education.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher works harmoniously with the educational team.

The teacher realizes the importance of maintaining knowledge of trends and issues in educating students who are deaf or hard of hearing.

The teacher accepts multiple perspectives in the areas of communication, linguistics, culture, and academics of the population who is deaf or hard of hearing.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The teacher represents and uses a variety of viewpoints, theories, "way of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

Evidences

The teacher communicates effectively through reading, writing, speaking, listening, signing, cueing, etc., and assists students in doing the same.

The teacher uses professional resources to keep of new ideas and understandings in deaf education.

The teacher involves the educational team in carryover activities related to IEP goals which may include auditory training, speech, articulation, language, etc.

The teacher effectively develops and implements student IEP.

The teacher effectively develops, constructs, and selects formal and informal tests for students who are deaf or hard of hearing.

The teacher uses a communication mode appropriate to the needs of the student who is deaf or hard of hearing.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to collect, document, and analyze the students current English language, speech skills and communication.

The teacher knows how to develop plans to teach the student and the educational team about the students hearing impairment, including terminology, audiogram and the Individual Education Plan (IEP).

The teacher knows how to develop plans to teach the student and the educational team about the impact the hearing impairment may have on academic performance.

The teacher understands the continuum of programming options that can be used to meet the individual needs of the student.

The teacher knows how to adapt academic, career, and social curricula for all types of hearing

impairments.

The teacher knows how to adapt oral and written communication to the needs of the student.

The teacher knows how to use effective strategies for collaboration with other professionals, such as interpreters, and audiologists and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to use assessment information to establish goals and objectives that are appropriate for an individual pupil.

The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher is willing to accept the students native language (American Sign Language [ASL], Spanish, etc.)

The teacher is willing to accept the educational teams programming decision(s).

The teacher is willing to participate in professional learning opportunities in specific and related fields of deaf/hard of hearing.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher develops a plan to increase the students English level in ASL and/or English.

The teacher develops a plan to increase the students' speech language and communication skills.

The teacher develops plans to teach the student, and the educational team about the students' hearing impairment including terminology, audiogram and the IEP.

The teacher develops plans to teach the student and the educational team about the impact the hearing impairment may have on academic performance.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for deaf or hard of hearing students.

The teacher plans and implements developmentally and individually appropriate curriculums and

instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils [e.g., drugs, poverty, guns].

The teacher infuses speech skills into academic areas consistent with the ability of the student who is deaf or hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies the physical environment to ensure maximum performance on standardized tests for students who are deaf/hard of hearing.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process (especially for early childhood teachers).

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and utilizes formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher is familiar with models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for education practice(s) for students who are deaf or hard of hearing, as consistent with program philosophy.

The teacher recognizes variations in beliefs, traditions, and values across cultures including deaf culture, and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling.

The teacher knows how to use community resources, allied health professionals, and organizations (Arkansas Association of Hearing Impaired Children [AAHIC], Self Help for Hard of Hearing [SHHH], Arkansas Association for the Deaf [AAD], Convention of American Instructors of the Deaf [CAID], Alexander Graham Bell Association for the Deaf [AGB], National Association of the Deaf [NAD], and others) which may be used by students and families and how to make referrals and collaborate with community program personnel.

The teacher knows of ethical considerations inherent in classroom behavior management.

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The teacher knows techniques for crisis preventions for working with students with various cultural backgrounds, and with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to utilize resources, aids, and materials for teaching children.

The teacher knows and understands how exceptionalities and medications may affect behaviors in educational, vocational, and/or social environments.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students who are deaf/hard of hearing.

The teacher knows how to utilize community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher accepts and respects the various philosophies (Oral, Total Communication [TC], etc.) and modes of communication (American Sign Language (ASL), Manually Coded English [MCE], Signing Exact English [SEEH], Cued Speech, etc.) of students who are deaf or hard of hearing.

The teacher is willing to use appropriate amplification systems.

The teacher is willing to explore current technologies.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success including students who are deaf/hard of hearing.

The teacher is committed to allowing students who are deaf/hard of hearing to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher applies understanding of theory, philosophy, and modes of communication to the education of students who are deaf or hard of hearing.

The teacher assists the student in managing amplification systems.

The teacher helps students work and cooperatively interact with the interpreter services.

The teacher makes appropriate referrals to community health, social services, and organizations (Office for the Deaf and Hearing Impaired [ODHI], Arkansas Registry of Interpreters for the Deaf [ARID], Educational Services for the Deaf or Hearing Impaired [ESHI], and others).

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students who are deaf/hard of hearing, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

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The teacher selects, procures, and maintains appropriate materials, devices, and aids for students who are deaf/hard of hearing..

The teacher assists students in developing independent study behaviors.

The teacher helps pupils work and cooperatively interact with their peers and to utilize play, environmental routines, and parent-mediated activities for learning.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows how to communicate effectively with people who use various communication modes.

The teacher knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The teacher knows how to facilitate the integration of students who are deaf/hard of hearing into the regular classroom.

The teacher knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The teacher respects, accepts, and support ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher believes all students who are deaf/hard of hearing can achieve academic and professional goals.

The teacher believes that all students who are deaf/hard of hearing can communicate effectively

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

Evidences

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

The teacher explains education programs to students, school personnel, school patrons, and community members.

The teacher models effective communication skills as needed, including speaking, writing, listening, natural gestures, signing, and cueing.

The teacher teaches the students to be their own advocates.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organization within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher knows how to use stress management skills.

The teacher knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, communication, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the instructional process, which may include deaf parents and need for interpreter services.

The teacher knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

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The teacher knows the roles and responsibilities of student, parent, teacher, and interpreter in the educational team.

The teacher knows how to respect parent's choices and communicate effectively with parents about curriculum, student progress, other programming options, and communication options.

The teacher knows how to involve deaf students in the educational planning process which may include interpreter services.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher values research, reflection, assessment, and learning as an ongoing process.

The teacher believes in collaborative, school-improvement activities.

The teacher is open to new ideas.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for young children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a pupil.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their child's development (especially for early childhood teachers).

The teacher involves families in assessing and planning for individual children.

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The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns (especially for early childhood teachers).

The teacher utilizes state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches the student's needs with home, school, and community resources.

The teacher demonstrates knowledge of the roles and the ability to work with paraprofessionals, interpreters and volunteers in an instructional program.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of young children and their families (especially for early childhood teachers).

The teacher recommends appropriate program needs which may include assistive listening devices, assistive technology, interpreter services, and notetaker services.