

Alignment Between the Indiana REPA Educator Standards for Exceptional Needs— Deaf or Hard of Hearing and national student and teacher standards for Deaf and Hard of Hearing

The alignment notations below indicate the content included in national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for Exceptional Needs—Deaf or Hard of Hearing.

<u>Standard 1: Foundations of Deaf Education</u>	
Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of deaf education and demonstrate the ability to apply this knowledge to effectively meet the needs of students who are deaf or hard of hearing.	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: DHH1K9 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1, K3 Preparation Standard 4—Assessment: ISCI4 K2, K5 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K1-K2, K4, K8, DHH6K2, K6, ISCI6 S1-S4, DDH6S3
<u>Standard 2: Development and Characteristics of Students Who Are Deaf or Hard of Hearing</u>	
Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of the characteristics and needs of students who are deaf or hard of hearing as well as factors affecting the learning and development of students who are deaf or hard of hearing and demonstrate the ability to apply this knowledge to effectively meet the needs of students who are deaf or hard of hearing.	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: ISCI1 K1-K4, K8-K13, DHH1K1-K4, K7 Preparation Standard 2—Learning Environments: DH2K1 Preparation Standard 5—Instructional Planning and Strategies: DHH5S1 Preparation Standard 6—Professional Learning and Ethical Practice: DHH6K7
<u>Standard 3: Assessment</u>	
Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of deaf education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students who are deaf or hard of hearing.	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 4—Assessment: ISCI4 K1-K5, DHH4K1, ISCI4 S1-S5, S7-S9, DHH4S1-S3 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S22 Preparation Standard 7—Collaboration: ISCI7 S2
<u>Standard 4: Individualized Program Planning and Implementation</u>	
Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students who are deaf or hard of hearing.	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 2—Learning Environments: ISCI2 S3, DHH2 S1-S4 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K4, ISCI3 S1-S2, DHH3 S1-S2 Preparation Standard 4—Assessment: ISCI4 S6, S8 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K4, ISCI5 S1-S5, S8, S12, S22, DHH5S6

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	Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K6, DHH6K2 Preparation Standard 7—Collaboration: ISCI7 K2-K3, ISCI7 S4
<p><u>Standard 5: Learning Environments</u></p> <p>Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of a variety of learning environments for students who are deaf or hard of hearing and demonstrate the ability to plan, manage, and modify learning environments for students who are deaf or hard of hearing.</p>	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 2—Learning Environments: ISCI2 K1-K4, K8, ISCI2 S1, S4-S7, S9, S12-13, S15-S16, DHH2S1-S2, S4-S5 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K4, ISC15 S8, DHH5 K1
<p><u>Standard 6: Instructional Planning and Delivery</u></p> <p>Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of effective, research-based instructional practices for students who are deaf or hard of hearing and demonstrate the ability to apply such practices to promote students' success in the general curriculum.</p>	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1-K3, DHH3S2 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K1-K7, DH5K1, S7-S12, S15-S18, S20-S21, DHH5 S5, S8-S10
<p><u>Standard 7: Language and Communication Skills</u></p> <p>Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of strategies for fostering students' language and communication skills and demonstrate the ability to apply such strategies to help students who are deaf or hard of hearing achieve their individual goals related to language and communication skills.</p>	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learner Differences: DHH1 K1, K5-K9 Preparation Standard 4—Assessment: DHH4 S1, S3 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S20, DHH5 S1-S5 S7-S9 Preparation Standard 6—Professional Learning and Ethical Practice: DHH6S1
<p><u>Standard 8: Social Skills and Positive Behavioral Interventions and Supports</u></p> <p>Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of effective strategies and interventions for fostering students' social skills and of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these strategies, interventions, and principles to foster social skills and provide effective positive behavioral interventions and supports for students who are deaf or hard of hearing.</p>	
CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)	Preparation Standard 2—ISCI2 K5-K6, ISCI2 S2, S8-S11, DHH2S3 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S3, S13, S18

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<p><u>Standard 9: Transitions</u></p> <p>Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students who are deaf or hard of hearing acquire independent living skills and make successful transitions.</p>	
<p>CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)</p>	<p>Preparation Standard 2—Learning Environments: ISCI2 K7 Preparation Standard 3—Curricular Content Knowledge: ISCI3 S2, DHH3S1 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S6, S14, S19 Preparation Standard 6—Professional Learning and Ethical Practice: DHH6K1 Preparation Standard 7—Collaboration: ISCI7 S6</p>
<p><u>Standard 10: Professional Roles and Responsibilities</u></p> <p>Teachers of students who are deaf/hard of hearing have a broad and comprehensive understanding of their professional roles and responsibilities and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students who are deaf or hard of hearing.</p>	
<p>CEC Initial Special Education Deaf and Hard of Hearing Specialty Set (2012)</p>	<p>Preparation Standard 2—Learning Environments: ISCI2 S15 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K2, K4, K11-K14, DHH6K3-K4, ISCI6 S1-S6, S9-S13, DHH6S2, S4 Preparation Standard 7—Collaboration: ISCI7 K1, K4, DHH7K1, ISCI7 S1, S3, S4-S5, S9-S11, DHH7S1</p>