Field 023: Exceptional Needs—Deaf or Hard of Hearing
REPA Educator Standards

Standard 1: Foundations of Deaf Education

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, including:

1.1   historical and philosophical foundations of deaf education, including classic research studies and major contributors to the field of deaf education

1.2   knowledge of current issues and trends related to knowledge and practice in the field of deaf education

1.3   the ability to apply ethical guidelines related to the education of students who are deaf or hard of hearing

1.4   the ability to apply knowledge of state and federal laws and policies related to the field of deaf education, including the Individuals with Disabilities Education Improvement Act (IDEA) parts B and C, Early Hearing Detection and Intervention (EHDI) laws, and Indiana's Article 7, Rules 32–47

1.5   the ability to apply knowledge of the rights, roles, and responsibilities of all stakeholders and organizations regarding the education of students who are deaf or hard of hearing

Standard 2: Development and Characteristics of Students Who Are Deaf or Hard of Hearing
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, including:

2.1 the ability to recognize typical and atypical human growth and development, including the cognitive, physical, sensory, linguistic, and social-emotional domains

2.2 similarities and differences among students with and without disabilities

2.3 types, characteristics, and etiologies of disabilities

2.4 the ability to apply knowledge of the types and degrees of hearing loss as well as their etiologies and characteristics

2.5 the ability to apply knowledge of the cognitive and language development of students who are deaf or hard of hearing

2.6 the ability to apply knowledge of the effects of medical conditions, physical and health needs, and common medications (e.g., stimulant, antidepressant, antiepileptic) on students who are deaf or hard of hearing, including students with multiple disabilities

2.7 the ability to apply knowledge of family systems and the roles families play in supporting learning and development

2.8 the ability to apply knowledge of the factors that may affect learning in individuals who are deaf or hard of hearing, including the etiology and onset of hearing loss, the age at which hearing loss is identified and services are initiated, and the use of amplification

2.9 the ability to recognize the effects of being deaf or hard of hearing on multiple aspects of an individual's life, including education, career, vocation, social relationships, recreation, and adult life roles

2.10 knowledge of the influence of cultural, linguistic, and socioeconomic factors on the development, learning, and identification of students who are deaf or hard of hearing

Standard 3: Assessment

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, including:

3.1 basic terminology used in assessment and specialized terminology used in the assessment of students who are deaf or hard of hearing

3.2 specialized terminology used in audiological assessments

3.3 measurement theory and the implications of measurement theory for selecting, administering, and scoring assessments and interpreting assessment results

3.4 the characteristics, uses, and limitations of various formal and informal assessments

3.5 the ability to apply the principles of universal design for learning (UDL) in regard to the assessment of students who are deaf or hard of hearing

3.6 the ability to select, adapt, and modify assessments to accommodate students who are deaf or hard of hearing, including students for whom English is a new language

3.7 the ability to apply eligibility criteria and recognize situations in which there is a need for referral for additional evaluations

3.8 the ability to apply strategies and procedures for administering assessments, including strategies for using technology, strategies for collaborating with families and other stakeholders in the assessment process, and procedures to avoid bias during the assessment process

3.9 the ability to interpret information from various formal and informal assessments, including curriculum-based assessments, and an understanding of the implications of audiological and cognitive test results and their impact on language acquisition

3.10 the ability to evaluate instruction, monitor progress, and make instructional changes to support student learning

3.11 the ability to interpret, report, and communicate assessment results to all stakeholders using paper-based and digital formats

Standard 4: Individualized Program Planning and Implementation

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, including:

4.1   the ability to use assessment information to make eligibility, program, and placement decisions for students who are deaf or hard of hearing, including students from culturally and/or linguistically diverse backgrounds

4.2   the ability to apply knowledge of the continuum of placement, services, and specialized programs for students who are deaf or hard of hearing and the types of supports needed to facilitate students' inclusion in various settings

4.3   components of individualized education programs (IEPs) and the ability to cite special factors as indicated by IDEA in determining the least restrictive environment for an individual student

4.4   roles and responsibilities of multidisciplinary team members and case conference committee (CCC) members in developing, implementing, monitoring, and amending individualized programs, including IEPs, transition plans, and behavioral intervention plans

4.5   the ability to involve students who are deaf or hard of hearing and their families in developing individualized programs, setting instructional goals, and monitoring progress

4.6   the ability to incorporate and implement instructional and assistive technology into IEPs to facilitate student learning

4.7   the ability to apply strategies for prioritizing areas of the general education curriculum for students who are deaf or hard of hearing and for sequencing, implementing, and evaluating individualized learning objectives

Standard 5: Learning Environments

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, including:

5.1 recognition of how teacher attitudes and behaviors can affect students with and without disabilities and the ability to apply strategies for developing and maintaining rapport with all students

5.2 the ability to apply strategies for creating a safe, positive, equitable, and supportive classroom climate that fosters respect for diversity and positive interactions among all students

5.3 the ability to apply the principles of universal design for learning (UDL) in regard to planning learning environments to support the inclusion of students who are deaf or hard of hearing

5.4 the ability to apply strategies for creating a learning environment that fosters students' appreciation of their own and others' linguistic and cultural heritages, including Deaf Culture

5.5 the ability to apply strategies for planning, managing, and modifying the teaching and learning environment, including strategies for designing and managing consistent classroom routines and using instructional time effectively

5.6 the ability to apply strategies for designing various learning environments to encourage students' active participation, meaningful engagement, and independence in individual and group activities and to provide opportunities for incidental language experiences

5.7 the ability to adapt the physical environment to maximize opportunities for visual and auditory learning and to meet individual needs of students who are deaf or hard of hearing

5.8 recognition of barriers to accessibility and to the acceptance of students who are deaf or hard of hearing

5.9 the ability to use performance data and information from all stakeholders to make or suggest modifications to learning environments

5.10 the ability to apply knowledge of the proper functioning, care, and use of assistive listening and visual technologies as well as other technologies that increase access to information for students who are deaf or hard of hearing, including hearing aids, cochlear implants, and FM/infrared systems; and the ability to apply knowledge of the types of information an audiologist needs to properly fit, program, and/or map specialized equipment for students who are deaf or hard of hearing

Standard 6: Instructional Planning and Delivery

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, including:

6.1   national, state, and local curricula standards and the scope and sequence of the general curriculum

6.2   the ability to prepare lesson plans, prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, and make responsive adjustments to instruction based on ongoing observations and other data

6.3   the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students who are deaf or hard of hearing

6.4   the ability to apply strategies for developing and selecting instructional content, resources, technologies, and strategies that respond to students' cultural, linguistic, and gender differences; learning strengths; and academic and social abilities, attitudes, interests, and values

6.5   knowledge of effective strategies for English Learner (EL) instruction as they apply to English instruction for deaf or hard of hearing students

6.6   sources of specialized materials, curricula, technologies, and other resources for students who are deaf or hard of hearing

6.7   the ability to apply research-based strategies for selecting, adapting, and applying instructional strategies and materials according to the characteristics of students who are deaf or hard of hearing

6.8   the ability to identify the advantages and limitations of various instructional strategies and practices for teaching students who are deaf or hard of hearing across the general education curricula

6.9   the ability to apply research-supported strategies for providing reading instruction to students who are deaf or hard of hearing, including strategies for providing explicit and systematic instruction and strategies for using technology to support students' reading skills

6.10   the ability to apply research-supported strategies for providing written language instruction to students who are deaf or hard of hearing, including strategies for providing explicit and systematic instruction and strategies for using technology to support various aspects of the writing process

6.11   the ability to apply research-supported strategies for providing mathematics instruction to students who are deaf or hard of hearing, including strategies for providing explicit and systematic instruction and strategies for using technology to engage students in solving authentic, real-world problems

6.12   the ability to apply research-supported strategies for providing science and social studies instruction to students who are deaf or hard of hearing, including strategies for providing explicit and systematic instruction, strategies for using technology to support students' learning, and strategies for incorporating inquiry-based instruction

6.13   the ability to apply research-supported strategies for teaching students who are deaf or hard of hearing to use self-assessment, problem solving, study skills, learning strategies, test preparation and test-taking skills, and other cognitive strategies across the general education curricula to meet their own needs

Standard 7: Language and Communication Skills

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, including:

7.1 familiarity with current theories of language acquisition and development (e.g., English, American Sign Language) in individuals who are deaf or hard of hearing

7.2 familiarity with the phonological, semantic, morphemic, syntactic, and pragmatic aspects of language; the impact of speech acoustics on spoken language development; and the linguistic differences between English and American Sign Language

7.3 the ability to apply specific research-based methods, resources, and technologies to promote students' development of spoken and/or sign language, including auditory skill hierarchies

7.4 the ability to apply research-based communication practices for instructing students who are deaf or hard of hearing

7.5 the ability to plan instruction regarding the use of augmentative and alternative communication (AAC) systems

7.6 the ability to select and use technology, materials, and other resources unique to individuals who are deaf or hard of hearing

7.7 the ability to communicate with students who are deaf or hard of hearing in their primary mode of communication in their preferred language

Standard 8: Social Skills and Positive Behavioral Interventions and Supports

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, including:

8.1 the ability to apply knowledge of social skills that students need in order to succeed in educational and other environments and of realistic expectations for students' personal and social behavior in educational and community settings

8.2 the ability to design, implement, and evaluate instructional programs that enhance the social participation of students who are deaf or hard of hearing across environments

8.3 the ability to apply strategies for increasing students' self-awareness, self-management, self-control, self-reliance, self-esteem, self-efficacy, and self-advocacy skills

8.4 the ability to facilitate students' use of educational interpreters and/or language facilitators in various social and academic situations

8.5 the ability to apply the principles of positive behavioral interventions and supports for students who are deaf or hard of hearing

8.6 components of functional behavioral assessments and behavioral support plans and the ability to use the results of functional behavioral assessments to develop behavioral support plans

8.7 the ability to apply knowledge of the types, characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students who are deaf or hard of hearing

8.8 the ability to coordinate with stakeholders the implementation of positive behavioral interventions and supports

8.9 the ability to apply strategies and procedures for crisis prevention and intervention

Standard 9: Transitions

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, including:

9.1   the ability to plan and provide instruction in daily living skills for students who are deaf or hard of hearing

9.2   the ability to apply strategies for integrating communication, social, and life skills with academic curricula

9.3   the ability to select, administer, and interpret transition assessments

9.4   the ability to design and implement instructional programs to address independent living skills and career education for students who are deaf or hard of hearing

9.5   the ability to apply strategies for preparing students who are deaf or hard of hearing to live harmoniously and productively in a culturally diverse world

9.6   the ability to apply knowledge of resources, strategies, and techniques for promoting successful life transitions for students who are deaf or hard of hearing before and throughout the school years and into postsecondary and adult settings

9.7   familiarity with model career, vocational, and transition programs for students who are deaf or hard of hearing

Standard 10: Professional Roles and Responsibilities

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, including:

10.1 the ability to communicate and collaborate with students who are deaf or hard of hearing and their families to help them make informed choices regarding communication modes and language and to help students achieve desired learning outcomes, including students from diverse cultural, linguistic, and socioeconomic backgrounds

10.2 the ability to communicate, collaborate, and consult with general education teachers, special education teachers, related services providers, other school staff members, representatives of community agencies, and other stakeholders to provide learning opportunities for students who are deaf or hard of hearing

10.3 the ability to supervise and work with interpreters, note takers, paraeducators, volunteers, and tutors

10.4 engagement in professional development activities and professional organizations relevant to teaching students who are deaf or hard of hearing, and knowledge of professional resources, organizations, and publications for enhancing one's professional skills and for engaging in lifelong professional development

10.5 recognition of the importance of interacting with deaf adults on a regular basis to maintain and/or improve communication skills

10.6 the ability to apply knowledge of how to practice within the Council for Exceptional Children (CEC) Code of Ethics, federal and state laws, and other standards of the profession, including legal and ethical guidelines for using digital information and technologies

10.7 the ability to apply strategies for engaging in reflection and self-assessment activities to address one's own strengths and weaknesses, to become aware of one's own cultural biases and differences and dispositions toward students who are deaf or hard of hearing and their families, to improve instruction, and to determine personal goals for professional growth

10.8 the ability to advocate for students who are deaf or hard of hearing and their families

10.9 the ability to apply strategies for using digital tools and resources to collaborate and communicate with others effectively and for teaching students who are deaf or hard of hearing to use technology to achieve desired learning outcomes