

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Education of the Deaf and Hard of Hearing

Master's Program Handbook

Department of Health and Behavior Studies
Teachers College, Columbia University
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2017-2018

Welcome to the Master's Program in Education of the Deaf and Hard of Hearing at Teachers College, Columbia University.

This handbook is a resource for all enrolled students in the master's programs. It should be used in conjunction with Teachers College, Columbia University Student Handbook. Students are accountable for the information, policies, procedures, and regulations outlined in the aforementioned handbook. As the program continues to update policies and procedures to ensure a quality program, the content in this handbook is subject to change.

Important dates for the 2017-2018 Academic Year can be found here: [Academic Calendar](#)

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About the Program

The Master of Education (Ed.M.) and Master of Arts (M.A.) programs in the Education of the Deaf and Hard of Hearing at Teachers College, Columbia University, are among the oldest teacher education programs in the country. They provide an intensive study of the educational issues of individuals who are d/Deaf or hard of hearing from the perspectives of psychology, anthropology, linguistics, child development, pedagogy, and regular education with the aim of preparing teachers who will address the educational and literacy needs of these children. We serve and prepare individuals for work with children who possess a wide range of hearing losses in classes using diverse communication systems, as well as for work with children who have typical hearing.

We offer three program options:

- 1) A combined 60-credit Ed.M./M.A. (*MA en passant*) degree that leads to initial certification as a teacher of the d/Deaf and hard of hearing, pre-K through 12, as well as a teacher of regular education for a particular age range or content domain (i.e., Early Childhood, Childhood, Science, Math, Social Studies, Reading Specialist) in New York State. Admission to these regular education programs is dependent upon individual program requirements and subject to program approval.
- 2) A 40-credit M.A. degree that leads to certification as a teacher of the d/Deaf and hard of hearing, pre-K through 12, primarily for those only interested in working with d/Deaf and hard-of-hearing individuals.
- 3) A 32- to 36-credit M.A. degree that does not lead to certification as a teacher of the d/Deaf and hard of hearing, but allows for application through the Individual Pathway route to certification in New York State.

Programs 1, 2, and 3 also lead to Council on Education of the Deaf (CED) provisional certification, a national professional certification.

Mission Statement

The mission of the Program in the Education of the d/Deaf and Hard of Hearing is to prepare scholarly professionals who will approach teaching, learning, and research as a dialogic, ever-evolving, life-long process of inquiry. The Program seeks to prepare pre-service, in-service, and leadership personnel so that they might become knowledgeable about and actively engaged in research concerning the personal, social, cultural, and pedagogical ramifications associated with being d/Deaf or having a hearing loss. It seeks to educate these pre-service, in-service, and leadership personnel in various research methodologies (both quantitative as well as qualitative) in order to explore new and enduring questions concerning the lives, well-being, and pedagogy of individuals who are d/Deaf or hard of hearing.

The program recognizes and respects the notion of diversity: racial and ethnic, as well as, linguistic diversity. Furthermore, it recognizes that diversity exists not only between and among cultures and groups of individuals, but also within them. As for the population of individuals who are d/Deaf or hard of

hearing, we recognize that it, too, is extremely diverse. As a result, the students in the program are expected to be knowledgeable about, and accepting of notions and skills associated with the listening and spoken language, Cued Speech, total communication, sign-supported speech, and bilingual-bicultural approaches to teaching d/Deaf and hard of hearing students, including issues relating to Deaf culture, American Sign Language, and other signing systems.

Given these notions, the program holds to a number of beliefs:

1. We believe that no "single answer" exists with regard to the "correct" pedagogical approach or communication system that should be used with d/Deaf and hard-of-hearing students. As a consequence, we feel that one should fit methods and communication systems to children and not children to methods or communication systems.
2. We believe that personal growth and growth within the profession are best fostered by building communities of individuals engaged in critical thought, critical dialogue, and research, while promoting open-mindedness and a tolerance for differences in belief systems.
3. We believe that literacy is one of the primary goals in the education of all individuals who are d/Deaf or hard of hearing. Reflected in this notion is the belief that all individuals, including those who are d/Deaf or hard of hearing, are meaning makers. Thus, the program strongly adheres to a constructivist philosophy that is student-centered and emphasizes authentic learning, the teacher-as-researcher/scholar model of classroom inquiry, literacy development, and applied linguistics in the education of individuals who are d/Deaf or hard of hearing.

It is our belief that adhering to this philosophy involves: 1) establishing a substantial theoretical and scientific research base of knowledge, and 2) providing for the practical application of these notions to the acquisition of language, communication skills, reading, writing, and content subjects that are applicable to all children including those that hear and those that are d/Deaf or hard of hearing, regardless of their preferred communication system.

Faculty Contacts

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Course Requirements

Course Number	Course Title	Credits
Deaf Education Core		
HBSE4070	Psychosocial and cultural aspects of deafness	2/3
HBSE4072	Language development DHH	2/3
HBSE4073	Audiological principles	2/3
HBSE4073	Teaching of speech/language/communication skills to individuals who are deaf or hard of hearing	2/3
HBSE4079	Lang dev. and habil. auditory verbal techniques	2/3
HBSE4871	American sign language I	2
HBSE4872	American sign language II	2
HBSE4863	Cued Speech	2
HBSE4707	Observation/Field Experience	0
HBSE4300 - 7	Assessment/evaluation of individuals who are DHH	2
HBSE4707	Observation and student teaching DHH	4/8
Various	Student teaching – elementary, early childhood education or content area specialty or reading practica if pursuing M.Ed.	3
Pedagogy Core		
HUDK4022	Developmental psychology: Childhood, or EC or Adol.	2/3
C&T4001	Teaching students w/ disabilities in inclusive classrooms or approved substitute	2/3
HBSE4071A	Language and literacy DHH	2/3
HBSE4071B	Language and literacy in the content areas DHH	2/3
HUDF, ITSF, A&HF or C&T	Philosophy, Sociology or History of education, Urban education or Multicultural education (Foundations of Education Requirement)	2/3
HBSE4005	Computer applications in Spec. ed or approved substitute	2/3
For M.Ed. 12-14 additional credits of pedagogy in area of second certification to be decided through advisement.		

Research opportunities – M.A. and M.Ed. students may be invited to participate in research projects being conducted by program faculty/staff. This work will be coordinated through advisory.

Master’s Project/EdTPA - The Master’s Project/EdTPA is the culminating experience of the student’s work at Teachers College and entails developing an in-depth case study of a focus learner from one of the practicum experiences. Using data from the case study, the candidate will set curriculum goals, plan and implement learning experiences, perform formative and summative evaluations, and analyze and reflect on the entire process.

Program Requirements

As noted in the mission statement, the Program in the Education of the Deaf and Hard of Hearing at Teachers College prepares high-quality professionals ready to meet the challenges of a complex field. The following expectations provide guidelines for successful progression through the program.

- The curriculum is intense and demanding. Students should expect a heavy workload and plan extracurricular activities accordingly.
- Students are expected to be on time for class, demonstrate professional behavior, and to contribute to discussion and activities. The program emphasizes collaborative group processes as well as individual activity. **Attendance is required; absence in excess of one session and lateness to class may affect your final course grade.**
- Students are expected to complete assignments on time. Papers must be clearly and coherently written with attention to the organization, structure, and mechanics of language. Ability to write at the graduate level is paramount to success in the program. Students in need of writing support may be referred to the Graduate Writing Center.
- Grades at the College are recorded as evaluative, pass/fail, or attendance. Grading symbols are listed below as approved by the faculty on April 27, 1984. All grades are final once submitted to the Registrar except for grades of Incomplete. See the catalogue for a complete list of symbols and descriptions.
 - A+ Rare performance. Reserved for highly exceptional, rare achievement.
 - A Excellent. Outstanding achievement
 - A- Excellent, but not quite outstanding.
 - B+ Very good. Solid achievement expected of most graduate students. **Note that B+ is the grade assigned for satisfactory graduate-level work.**
 - B Good. Acceptable achievement
 - B- Acceptable achievement, below what is generally expected of graduate students.
 - C Fair achievement, above minimally acceptable.
 - C Fair achievement, but only minimally acceptable.
 - C- Very low performance (Records of students achieving C- or below are subject to review)

Students are expected to maintain a B average in all coursework. Final grades below B- may require additional work or a repeat of the course. No grade below B- can be applied toward certification (see NYSDOE - <http://www.highered.nysed.gov/tcert/certificate/req-deaf.htm>)

Policy on Student Conduct and Social Media

Social media is a powerful tool that allows students to build connections, share information, and communicate with one another. Please be conscious of your use of social media as it relates to the Teachers College Student Code of Conduct. As a TC student, you are expected to “engage in responsible social conduct that reflects credit upon TC and to model good civil conduct and citizenship” (Teachers College Policies 3.2.13.) The manner in which you present yourself online and through social media is a direct reflection on your academic department and Teachers College.

Students are strongly encouraged to read through the Teachers College Student Handbook and to familiarize themselves with the Student Conduct Code on Academic Integrity and General Misconduct.

Observation and Practicum Sites

The program has long-standing collaborative relationships with each of the schools/programs listed below, which are approved observation/student teaching/internship/volunteer sites.

New York State Supported Schools for the Deaf (4201)

Lexington School for the Deaf 30th Ave. and 75th Street Jackson Heights, NY 11370 birth - 21 years	St. Joseph's School for the Deaf 1000 Hutchinson River Parkway Bronx, NY 10465-1899 birth - 15 years	St. Francis de Sales School for the Deaf 260 Eastern Parkway Brooklyn, NY 11225 birth - 15 years
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NYC Department of Education Independent (4410 Preschools)

Hearing Education Services 400 First Ave, Room 715 NY, NY 10010 Related Services, Self-contained classrooms 5 years – 21 years	Clarke School for Hearing & Speech/NY 80 East End Ave. NY, NY 10028 birth – 5 years	Strivright Auditory Oral School 3321 Avenue M Brooklyn, NY 11210 birth – 5 years
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Sign Language Requirements

As described in the mission statement, students in the program are expected to become knowledgeable about and practiced in the use of sign language. In order to determine readiness for student teaching placement, students should prepare to take the **Sign Language Proficiency Interview (SLPI)**, formerly known as the Sign Communication Proficiency Interview (SCPI), in the spring or summer before the practicum. Our partner schools request an **intermediate** rating in order to be accepted for placement. Students not achieving this rating may continue to study and be re-evaluated while student teaching in a non-signing placement. Resources for additional sign language study are listed below.

Sign Language Center 39 E 30 Street #2R NY, NY www.signlanguagecenter.com	American Sign Language, NYC 145 Front Street Brooklyn, NY 11201 www.aslnyc.com
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SLPI Evaluation

Please schedule your SLPI at least one month prior to student teaching.

Adele Agin, LCSW
Executive Director, SCPI Coordinator
Lexington Center for Mental Health Services
30th Avenue & 75th Street
Jackson Heights, New York 11370
718-350-3110 (V/T), x3072 (Fax), x3031 (VP)
AGgin@lexnyc.org

Important Websites

Websites you will find useful during your time in the program:

1. New York State Education Department (NYSED)
2. New York State Teacher Certification Exams (NYSTCE)
3. New York City Department of Education (NYCDOE)
4. Council on Education for the Deaf (CED)
Please go to the website and register as a TC student.
5. The Children's Hearing Institute (CHI)
Please join the e-mail list.

Certification Requirements

In order to be eligible for New York State certification as a teacher of the d/Deaf and hard of hearing, applicants will need to complete the following:

1. Workshops
 - a. Detection and Reporting of Child and Substance Abuse Workshop: The New York State Education Department requires that all applicants for certification have coursework or training regarding the identification and reporting of child abuse and maltreatment from a state-approved model. The course is offered online and can be accessed through the Office of Teacher Education.
 - b. School Violence Prevention Workshop: The New York State Education Department requires that all applicants for certification have coursework or training in violence prevention from a state-approved model. The course is offered online and can be accessed through the Office of Teacher Education.
 - c. Dignity for All Students (DASA): The New York State Education Department requires that all applicants for certification complete six clock hours of training in prevention and intervention of harassment, bullying, cyber-bullying, and discrimination in schools. Register for this workshop through the Office of Teacher Education.

2. New York State Teacher Examinations

You must pass:

- a. Educating All Students Test (EAS)
- b. Content Specialty Test (CST) Deaf and Hard of Hearing
- c. Content Specialty Test (CST) in second certification area if applicable
- d. Teacher Performance Assessment (edTPA)

The following timeline is suggested:

- a. EAS – after completion of workshops and special education course
- b. CST Deaf and HH – spring of final semester
- c. CST – secondary area – spring of final semester
- d. Teacher Performance Assessment (edTPA) – early spring of final semester

Registration information and frameworks for above tests can be found on the NYSTCE website.

3. Fingerprinting Requirement

As of July 1, 2001, New York State requires all applicants for certification to submit a fingerprint-supported background check to the New York State Education Department. The Office of Teacher Education provides information on fees and fingerprinting locations. **Students should begin the fingerprinting process immediately upon entering the program.**

4. Program Coursework

Recommendation for certification is dependent upon satisfactory completion of coursework according to program requirements. The list of course requirements may change at any time according to New York State Department of Education directives. It is the student's responsibility to seek continuous advisement to ensure that requirements are met.

5. Register with TEACH online services

Instructions are available in the Office of Teacher Education or online at www.tc.edu/ote. Complete the data sheet for institutional recommendation, which is available from the same website or in the OTE, and submit to OTE in the spring of your graduation year. Also, hand in non-TC transcripts, child abuse workshop form, and school violence prevention workshop form to OTE.

6. File for graduation with registrar's office. Check www.tc.edu/registrar for exact deadlines.

Conceptual Framework for Teacher Education at Teachers College

Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of professional education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This vision is based on three shared philosophical stances that underlie and infuse the work we do:

- **Inquiry stance:** We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.
- **Curricular stance:** Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.
- **Social justice stance:** Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

The three philosophical stances provide the context for developing and assessing candidates' proficiencies based on professional, state, and institutional standards. There are five TC Standards:

Standard 1: Inquirers and Reflective practitioners:

Our candidates are inquirers/researchers who have breadth of knowledge and a variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

Standard 2: Lifelong Learners

Our candidates are continually engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

Standard 3: Learner-Centered Educators

Our candidates understand their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster development and achievement in all students.

Standard 4: Effective Collaborators

Our candidates actively participate in the community or communities of which they are a part to support students' learning and well-being.

Standard 5: Advocates of Social Justice and Diversity

Our candidates are familiar with legal, ethical and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

The following table presents the alignment of Teachers College standards, the standards of the program's professional agency (Council for Educators of the Deaf), and New York State standards, along with courses and key assessments that address and evaluate those standards.

**NEW YORK STATE
COMPETENCIES FOR Teachers of
the Deaf and HH**

**COUNCIL ON EDUCATION OF
THE DEAF (CED) REVISED**

**TEACHERS COLLEGE
STANDARDS**

DEAF ED PROGRAM COURSES

1. a. applies knowledge of the historical and philosophical foundations of the field of deaf education, including the sociocultural, historical, and political forces unique to deaf education	Sociocultural, historical, and political forces unique to deaf education (DHH6K6) Explain historical foundations and research evidence upon which educational practice is based. (DHH6S3)	Competency Area 1: Professional practice: Demonstrate mastery of the content and methodologies of their discipline or profession.	HBSE 4070
1. b. applies knowledge of contemporary issues, trends, and research upon which educational practice is based			HBSE 4070, HBSE 4071, HBSE 4072, HBSE 4073, HBSE 4075, HBSE 4079
1. c. demonstrates knowledge of incidence and prevalence figures for students who are deaf or hard of hearing	Incidence and prevalence figures for individuals who are deaf and hard of hearing (DHH6K5)		HBSE 4075
1.d. applies knowledge of relevant laws, regulations, state policies, and ethical guidelines (e.g., related to early identification, referral, assessment, eligibility, placement within a continuum of services, behavior management planning and implementation, mandated reporting, maintaining confidentiality)			HBSE 4000
1.e. applies knowledge of the rights and responsibilities of students who are deaf or hard of hearing, parents/guardians, teachers, other professionals, and schools			HBSE 4000, HBSE 4070
1. f. applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students who are deaf or hard of hearing and their parents/guardians to help students achieve desired learning outcomes			HBSE 4070
1. g. applies knowledge of current research and best practices to provide families with nonbiased and comprehensive information regarding language development, communication modes, and educational options for informed decision making	Provide families with support to make informed choices regarding communication modes, philosophies, and educational options (DHH7S1)		HBSE 4072, HBSE 4079
1.h. applies knowledge of effective strategies communicating, collaborating w/ general and special ed teachers, school staff members, paraprofessional, related service providers, volunteers, representatives of community agencies to help students who are deaf/hh achieve			HBSE 4000, HBSE 4070, HBSE 4079

desired learning outcomes

1. i. applies knowledge of strategies for engaging in self-reflection and ongoing professional development activities to enhance effectiveness as a Teacher of the Deaf and Hard of Hearing		HBSE 4707
1.j. demonstrates knowledge of strategies and information sources for remaining current regarding research-validated practice in the field of deaf education, strategies for maintaining competence in languages used to teach students who are deaf or hard of hearing, and strategies for developing and enriching cultural competence related to the Deaf community	<p>Increase proficiency and sustain a life-long commitment to maintaining instructional language competence (DHH6S2)</p> <p>Develop and enrich cultural competence relative to the Deaf community (DHH6S4)</p>	HBSE 4070
1. k. demonstrates knowledge of local, state, and national services, resources, and organizations serving students who are deaf or hard of hearing and knowledge of professional resources and organizations relevant to the field of deaf education	<p>Professional resources relevant to the field of education of individuals who are deaf or hard of hearing (DHH6K3)</p> <p>Knowledge of professional organizations in the field of deaf education (DHH6K4)</p> <p>Services, organizations, and networks that support individuals who are deaf or hard of hearing (DHH7K1)</p>	HBSE 4000
2. a. demonstrates knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, linguistic, social, emotional, physical, sensory)	Importance of early intervention to language development (DHH1K6)	<p>Competency Area 2: Research, scholarship, and inquiry: Use skills of inquiry, research, critical thinking, and problem solving to pursue and evaluate knowledge.</p> <p>HBSE 4072, HBSE 4073, HBSE 4075, HBSE 4079</p>
2. b. demonstrates knowledge of cognitive and language development in students who are deaf or hard of hearing	Cognitive and language development of individuals who are deaf and hard of hearing (DHH1K1)	HBSE 4072, HBSE 4079
2. c. demonstrates knowledge of the auditory system, typical auditory development, and the types, degrees, and etiologies of hearing loss that can result in learning challenges	Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing (DHH1K2)	HBSE 4075
2. d. demonstrates knowledge of the characteristics and educational implications of various types of exceptionalities (e.g., learning disability, intellectual disability, autism, multiple disabilities, gifted and talented)	Etiologies of hearing loss that can result in additional challenges (DHH6K7)	HBSE 4000
2. e. demonstrates knowledge of similarities and differences between students with and without exceptionalities		HBSE 4000

<p>2. f. applies knowledge of the different ways in which students who are deaf or hard of hearing learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences</p>	<p>Influence of family communication and culture on all developmental domains (DH2K1)</p>	<p>HBSE 4070, HBSE 4073</p>
<p>2. g. applies knowledge of the effect of the interrelationship between age of onset of hearing loss, age of identification of hearing loss, and provision of services on the development of students who are deaf or hard of hearing</p>		<p>HBSE 4075</p>
<p>2. h. applies knowledge of the influence of individual experience and educational placement, cultural identity and language, and family communication and culture on all developmental domains</p>	<p>Influence of cultural identity and language on all developmental domains (DHH1K4)</p>	<p>HBSE 4070</p>
<p>3.a. demonstrates knowledge of basic and specialized terminology used in the assessment of students who are deaf or hard of hearing</p>	<p>Specialized terminology used in assessing individuals who are deaf or hard of hearing (DHH4K1)</p>	<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. b. demonstrates knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments (e.g., assessments of auditory functioning and speech, assessments of visual functioning, assessments of signed and/or spoken receptive and expressive language, assessments of cognitive functioning and academic achievement)</p>		<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3.c. applies knowledge of strategies for selecting and administering nonbiased assessments for given students, strategies for administering assessment tools using students' preferred language and mode of communication, and strategies for developing specialized assessment procedures that allow for alternative forms of expression</p>	<p>Administer assessment tools using the individuals preferred mode of language of communication (DHH4S1)</p> <p>Develop specialized assessment procedures that allow for alternative forms of expression (DHH4S2)</p>	<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3.d. demonstrates knowledge of how to collect and analyze signed, spoken, and written communication samples</p>	<p>Collect and analyze spoken, signed, or written communication samples (DHH4S3)</p>	<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. e. interprets information from formal and informal assessments</p>		<p>HBSE 4300, HBSE 4072, HBSE 4079</p>

<p>3. f. applies knowledge of how individual evaluation assessment and data and information are used to make eligibility, program, and placement decisions for students who are deaf or hard of hearing; to evaluate instruction; to monitor progress of students who are deaf or hard of hearing; and to make responsive, research-based, and timely adjustments to instruction</p>	<p>Influence of experience and educational placement on all developmental domains (DHH1K3)</p>	<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. g. demonstrates knowledge of effective strategies for communicating assessment results to all stakeholders, and strategies and procedures for creating and maintaining records</p>		<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. h. applies knowledge of screening, pre-referral, referral, and classification procedures</p>		<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. i. demonstrates knowledge of the continuum of services and placements available for students who are deaf or hard of hearing</p>		<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. j. demonstrates knowledge of the components of IEPs and the roles and responsibilities of Teachers of the Deaf and Hard of Hearing in developing, implementing, monitoring, and amending IEPs, transition plans, and behavioral intervention plans</p>		<p>HBSE 4300, HBSE 4072, HBSE 4079</p>
<p>3. k. demonstrates knowledge of the roles of students who are deaf or hard of hearing, parents/guardians, general and special education teachers, and other related service providers in developing, implementing, monitoring, and amending IEPs, transition plans, and behavioral intervention plans</p>		<p>HBSE 4000</p>
<p>3. l. applies knowledge of strategies for promoting successful postsecondary transitions for students who are deaf or hard of hearing</p>	<p>Plan and implement transitions across all service continuums (DHH3S1)</p>	<p>HBSE 4000, HBSE 4300</p>
<p>4 a. demonstrates knowledge of how to create and maintain a safe, productive learning environment for all students, including establishing routines and appropriate physical arrangements</p>		<p>HBSE 4707</p>

4. b. demonstrates knowledge of how to design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets the developmental and learning needs of students who are deaf or hard of hearing	Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs (DHH2S5)	HBSE 4707
4. c. applies knowledge of ways in which teacher attitudes and behaviors affect all students, strategies for establishing and maintaining rapport with all students, and strategies for adjusting communication in response to student needs	Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing (DHH6K2)	HBSE 4707
4. d. demonstrates knowledge of how to plan and implement transitions across the service continuum and of strategies for developing successful inclusion experiences for students who are deaf or hard of hearing	Develop successful inclusion experiences (DHH5S6)	HBSE 4000, HBSE 4707
4. e. demonstrates knowledge of how to manage assistive and access technology for students who are deaf or hard of hearing	Manage assistive technology for individuals who are deaf or hard of hearing (DHH2S4)	HBSE 4000, HBSE 4005, HBSE 4707
4. f. applies knowledge of strategies for developing, implementing, monitoring, and modifying behavioral interventions for students who are deaf or hard of hearing, including strategies for providing positive behavioral interventions and supports		HBSE 4707
4. g. applies knowledge of appropriate strategies for crisis prevention and intervention		HBSE 4707
5.a. demonstrates knowledge of applicable local, state, and national curriculum standards, including the New York State P–12 Common Core Learning Standards, and how to align instruction for students who are deaf or hard of hearing to these standards	Competency Area 5: Diversity, multiculturalism, advocacy, and social justice: Appreciate diversity, understand nature and causes of injustice, and take actions to promote a better world.	HBSE 4071, HBSE 4707
5.b. applies knowledge of visual tools and organizers that support content mastery and retention by students who are deaf or hard of hearing	Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing (DH5K1)	HBSE 4071

<p>5.c. applies knowledge of research- or evidence-based practices that have been validated for students who are deaf or hard of hearing, including explicit instruction, guided instruction, peer learning, and reflection; and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of given students who are deaf or hard of hearing</p>	<p>Provide balance among explicit instruction, guided instruction, peer learning, and reflection (DHH5S10)</p>	<p>HBSE 4071</p>
<p>5. d. demonstrates knowledge of specialized technologies, materials, curricula, resources, instructional strategies, and model programs for students who are deaf or hard of hearing; strategies for using interpreter services; strategies for incorporating and implementing instructional, assistive, and access technology into the educational program; and strategies for evaluating, modifying, and adapting instructional resources and curriculum materials for individual learners</p>	<p>Prepare individuals who are deaf or hard of hearing to use interpreters (DHH2S3)</p> <p>Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing (DHH5S5)</p> <p>Model programs for individuals who are deaf or hard of hearing (DHH6K1)</p>	<p>HBSE 4071</p>
<p>5.e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading for students who are deaf or hard of hearing, including reading in the content areas</p>		<p>HBSE 4071</p>
<p>5.f. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing for students who are deaf or hard of hearing, including writing in the content areas</p>	<p>Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community (DHH5S8)</p>	<p>HBSE 4071</p>
<p>5.g. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics for students who are deaf or hard of hearing</p>		<p>HBSE 4071</p>
<p>5.h. demonstrates knowledge of research- or evidence-based methods for explicitly teaching learning strategies, study skills, and test-taking skills to help students who are deaf or hard of hearing acquire academic content; strategies for explicitly teaching students to use self-assessment, problem-solving strategies, and other cognitive strategies to meet their own needs; and explicit teaching methods to</p>		<p>HBSE 4071</p>

help students strengthen perception, comprehension, memory, and retrieval

<p>6.a. demonstrates familiarity with current theories of signed and spoken language acquisition and development, including the importance of early intervention for language development, the components of linguistic and nonlinguistic communication, spoken and visual communication modes, and the effects of sensory input on the development of language and learning</p>	<p>Effects of sensory input on the development of language and learning (DHH1K7)</p> <p>Current theories of the development of spoken language and signed language (DHH1K9)</p>	<p>Competency Area 3: Professionalism, lifelong learning, and professional development: Engage in professional discourse and take responsibility for one’s personal and professional growth.</p>	<p>HBSE 4072, HBSE 4073, HBSE 4079</p>
<p>6.b. applies knowledge of strategies for facilitating linguistic, cognitive, and communicative development</p>	<p>Components of linguistic and non-linguistic communication (DHH1K5)</p> <p>Apply strategies to facilitate cognitive and communicative development (DHH5S1)</p>		<p>HBSE 4072, HBSE 4073, HBSE 4079</p>
<p>6.c. applies knowledge of strategies for integrating language instruction across the curriculum</p>	<p>Integrate language instruction into academic areas (DHH3S2)</p>		<p>HBSE 4071</p>
<p>6.d. demonstrates knowledge of instructional strategies for fostering independent communication skills in students who are deaf or hard of hearing, including students from various cultural and linguistic backgrounds</p>	<p>Facilitate independent communication in all contexts (DHH5S3)</p>		<p>HBSE 4070, HBSE 4073</p>
<p>6.e. demonstrates understanding of a variety of communication strategies for instructing students who are deaf or hard of hearing (e.g., American Sign Language [ASL], other signed communication systems, cued speech, speechreading)</p>	<p>Current theories of the development of spoken language and signed languages (DHH1K9)</p> <p>Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals (DHH5S4)</p>		<p>HBSE 4860, HBSE 4871, HBSE 4872</p>
<p>6.f. demonstrates understanding of strategies for developing expressive and receptive language proficiency (signed and/or spoken) in students who are deaf or hard of hearing</p>	<p>Spoken and visual communication modes (DHH1K8)</p> <p>Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing (DHH5S7)</p>		<p>HBSE 4072, HBSE 4079, HBSE 4871, HBSE 4872</p>
<p>6. g. applies knowledge of first- and second-language teaching strategies</p>	<p>Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community (DHH6S1)</p> <p>Apply first and second language teaching strategies to the instruction of the individual (DHH5S9)</p>		<p>HBSE 4073</p>

6.h. demonstrates knowledge of amplification methods, strategies for stimulating and using residual hearing, and strategies for promoting auditory skill development, as appropriate	Implement strategies for stimulating and using residual hearing (DHH5S2)	HBSE 4075
6.i. demonstrates knowledge of strategies for planning and implementing instruction in the use of alternative and augmentative communication (AAC) systems		HBSE 4073
6.j. applies knowledge of strategies for integrating affective, social, career, and life skills with academic curricula		HBSE 4070, HBSE 4072, HBSE 4079, HBSE 4707
6.k. demonstrates knowledge of social skills needed for educational and other environments and of strategies for designing, implementing, and evaluating instructional programs that enhance students' social participation across environments		HBSE 4070, HBSE 4072, HBSE 4079, HBSE 4707
6.l. applies knowledge of strategies for developing self-concept awareness and for teaching self-advocacy and self-determination skills, encouraging increased independence, and preparing students who are deaf or hard of hearing to use interpreters or transliterators		HBSE 4070, HBSE 4072, HBSE 4079, HBSE 4707
6.m. applies knowledge of how to provide students who are deaf or hard of hearing with ongoing opportunities for interactions with peers and role models who are deaf or hard of hearing	Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing (DHH2S1)	HBSE 4070, HBSE 4072, HBSE 4079, HBSE 4707
6.n. applies knowledge of strategies for providing students who are deaf or hard of hearing with access to incidental learning experiences that promote signed and/or spoken language, communication, and social skills	Provide access to incidental language experiences (DHH2S2)	HBSE 4070, HBSE 4072, HBSE 4079, HBSE 4707
7.a. analyzes profiles of students who are deaf and hard of hearing	Competency Area 4: Communication, collaboration, and leadership: Demonstrate effective communication, collaboration and leadership skills to convert goals and commitments into	HBSE 4300, HBSE 4707

<p>7.b. interprets and synthesizes information from formal and informal assessments (e.g. spoken receptive and expressive of auditory functioning and speech, assessments of signed and/or spoken receptive and expressive language, individual achievement tests, curriculum-based assessments, functional behavioral assessments, teacher observations) to determine a given student's strengths and needs</p>	<p>action.</p>	<p>HBSE 4072, HBSE 4073, HBSE 4079, HBSE 4300, HBSE 4707</p>
<p>7.c. applies knowledge of research- or evidence-based practices that have been validated for learners who are deaf or hard of hearing and for specific settings by recommending appropriate interventions, accommodations, or modifications for a given student</p>		<p>HBSE 4071</p>
<p>7.d. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading, including reading in the content areas, by recommending appropriate interventions for a given student</p>		<p>HBSE 4071</p>
<p>7.e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing, including writing in the content areas, by recommending appropriate interventions for a given student</p>		<p>HBSE 4071</p>
<p>7.f. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics by recommending appropriate interventions for a given student</p>		<p>HBSE 4071</p>
<p>7.g. applies knowledge of research- or evidence-based methods for teaching learning strategies, study skills, and test-taking skills by recommending appropriate interventions for a given student</p>		<p>HBSE 4071</p>
<p>7.h. applies knowledge of research- or evidence-based strategies for teaching signed and/or spoken language, communication, and social skills by recommending appropriate interventions for a given student</p>		<p>HBSE 4071</p>

