

Standards of Practice for APSEA Teachers of the Deaf

Standards of Practice for APSEA Teachers of the Deaf provide a framework of principles that describe the knowledge, skills, and values inherent in the education of students who are deaf or hard of hearing. These standards convey a collective vision of professionalism that guides daily practice. They are in line with standards developed in other educational jurisdictions across North America.

This document will:

- guide professional judgment and actions;
- foster a common understanding of what it means to be a member of the profession;
- outline the competencies expected of individuals in each position;
- and guide professional growth plans

Given the collaborative nature of these positions, there will be some overlap among the standards.

These Standards of Practice for APSEA Teachers of the Deaf are adopted from *Newfoundland and Labrador Standards of Practice for Student Support Services Standards for Teachers of the Deaf and Hard of Hearing* (draft 2013) and *Specialist Certification Standards (2009)* by the *Canadian Association of Educators of the Deaf and Hard of Hearing*.

These standards are based on the rationale that an educator of students who are deaf or hard of hearing must be trained to understand and deal competently with specific standards of practice common to all educational settings for the deaf and hard of hearing from birth to 21. Therefore, all teachers working with this population are required to have a Masters Degree in Deaf Education or equivalent.

Standards of Practice for Teachers of the Deaf and Hard of Hearing

Standard 1: Foundations

The teacher of the deaf and hard of hearing understands and applies knowledge of the foundations of deaf education.

Standard 2: Development and Characteristics of Learners with Hearing Loss

The teacher of the deaf and hard of hearing understands the development and characteristics of learners with hearing loss from birth to 21.

Standard 3: Assessment

The teacher of the deaf and hard of hearing understands the educational assessment process and uses a variety of assessment tools and strategies to support students with hearing loss from birth to 21.

Standard 4: Planning and Delivering Instruction

The teacher of the deaf and hard of hearing understands the diversity of students' strengths and needs and applies this knowledge when program planning and delivering instruction for learners with hearing loss from birth to 21.

Standard 5: Learning Environment

The teacher of the deaf and hard of hearing helps create a learning environment that encourages positive social interaction, active engagement in learning, independence and self-motivation.

Standard 6: Collaborative Partnerships

The teacher of the deaf and hard of hearing understands the importance of building collaborative partnerships to enhance learning for students with hearing loss from birth to 21.

Standard 7: Reflective Practice

The teacher of the deaf and hard of hearing is a reflective practitioner who continually evaluates his/her practice and actively seeks opportunities to grow professionally.

Standard 1: Foundations

The teacher of the deaf and hard of hearing understands and applies knowledge of the foundations of deaf education.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- the historical perspective of deaf education in Canada and internationally
- the philosophies of education for students who are deaf or hard of hearing
- the similarities and differences between Deaf and hearing cultures
- the causes, types and effects of hearing loss
- the various communication, treatment and educational options for children with hearing loss from birth to 21
- the current service delivery model as outlined by provincial and APSEA guidelines
- Department of Education, district and school policies, guidelines and practices that support the learning and development of students
- APSEA Act and policies

Application:

The teacher of the deaf and hard of hearing:

- articulates the philosophies of deaf education
- articulates the similarities and differences between Deaf and hearing cultures
- demonstrates and articulates his/her knowledge of causes, types and effects of hearing loss
- articulates the various communication modes, treatments and educational options for children with hearing loss from birth to 21
- considers the continuum of placement and services within the context of the most inclusive, least restrictive environment, respecting the dignity of the student
- applies knowledge of the current service delivery model in everyday practice
- applies knowledge of current guidelines and policies, as well as human rights legislation into everyday practice

Standard 2: Development and Characteristics of Learners with Hearing Loss

The teacher of the deaf and hard of hearing understands the development and characteristics of learners with hearing loss from birth to 21.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- typical and atypical growth and development in:
 - cognitive, speech, language, communication, emotional, behavioural, cultural, social and physical domains
- hearing loss and its impact on language development
- the importance of sign language as a communication mode for some students
- audiology and auditory development
 - anatomy, physiology and pathology of the ear
 - causes of hearing loss
 - acoustic phonetics
 - audiological assessment
 - auditory skills hierarchy
- diversity exists among all learners
- hearing loss and its impact on learning, language and social development
- hearing loss and the possibility of other co-existing exceptionalities
- impact of hearing loss on families
- importance of providing support to families regarding options for their child's learning and development
- sign languages and signed systems, such as ASL and Signed English as options for children with hearing loss
- current research on assistive technology, learning environments and academic achievement for children with hearing loss
- importance of providing language enriched experiences
- strengths and needs of each learner

Application:

The teacher of the deaf and hard of hearing:

- uses knowledge of an individual's cognitive, speech, language, communication, emotional, behavioural, cultural, social and physical characteristics in planning and delivering instruction
- uses knowledge of hearing loss and its impact on language development to plan for programming
- promotes and supports language development and increases proficiency as appropriate to the communicative needs of the student
- uses audiological and acoustic information and to program plan for learners with hearing loss
- provides relevant audiological information to various audiences
- values and addresses diversity through proactive planning and flexible teaching
- applies knowledge of hearing loss and adjusts teaching to address learning, language and social development needs
- supports families in addressing their child's needs
- facilitates development of sign language and/or signed systems to foster communication skills of learner(s) who sign
- increases one's own levels of communication skills appropriate to student's needs
- applies current research on assistive technology, learning environments and academic achievement in everyday practice
- uses language enriched experiences to foster language and literacy development
- uses knowledge of learner's strengths and needs for program planning

Standard 3: Assessment

The teacher of the deaf and hard of hearing understands the educational assessment process and uses a variety of assessment tools and strategies to support students with hearing loss from birth to 21.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- the purpose of assessment
- different types of formal and informal assessment measures
- the range of assessment tools currently available to assess communication, language and literacy
- the strengths and limitations of various assessment tools and procedures
- the unique issues in assessing and evaluating children with hearing loss which could impact the validity of the assessment results
- influences of co-existing exceptionalities, culture and language on the assessment process
- his/her role in assessment within the service delivery team
- his/her role in monitoring student progress as a member of the team
- the accommodations available to students as outlined in provincial assessment policies and guidelines
- how to assess and interpret assessment results
- using assessment results to write effective, attainable goals

Application:

The teacher of the deaf and hard of hearing:

- adheres to assessment procedures and guidelines
- administers formal and informal assessments that respect cultural and linguistic diversity
- matches appropriate assessment tools and procedures to the purpose of the assessment
- maintains professional skills in assessment
- collaborates with other professionals on the service delivery team regarding assessment
- collaborates with other teachers of the deaf and hard of hearing in meeting learner's needs
- makes recommendations for appropriate accommodations to administer assessments
- interprets and reports assessment results (formal and informal) for the purpose of informing instruction
- uses ongoing observation and progress monitoring to inform instruction (assessment for learning)

Standard 4: Planning and Delivering Instruction

The teacher of the deaf and hard of hearing understands the diversity of students' strengths and needs and applies this knowledge when planning instruction for learners with hearing loss from birth to 21.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- the importance of collecting/reviewing student information to aid in instructional planning
- the significance in collaborating with other educators and the family in planning instruction to meet the student's needs
- the value in explaining hearing loss and its impact on learning
- the importance of making responsive adjustments to instruction based on continual observations and assessment
- the accommodations available to students as outlined in provincial assessment policies and guidelines such as visuals, organizers, etc., to support learners with hearing loss in the classroom
- the importance of reviewing prescribed curriculum to support goals for language development and communication
- the components of an Individualized Education Plan (IEP)
- value in collaborating with classroom teachers to cover outcomes
- the importance of providing effective and supportive teaching strategies
- the value in adapting and modifying curriculum to address language and literacy goals
- the value of adaptive, assistive and instructional technologies in meeting a student's needs
- the process of transitional planning

Application:

The teacher of the deaf and hard of hearing:

- uses the information gathered (e.g., cumulative file, assessment data, anecdotal records, interviews) to plan for instruction
- collaborates with other educators and family in planning for instruction
- explains the impact of hearing loss on learning to the school team and the family
- makes responsive adjustments to instruction based on continual observations and assessment
- makes recommendation for appropriate accommodations such as visuals, organizers, etc, to support learners with hearing loss in the classroom
- develops goals for language development and communication that support prescribed curriculum
- contributes to the development of IEP goals
- collaborates with classroom teacher to determine which IEP outcomes can be addressed during content area instruction
- uses current research to inform strategies and methods when creating individualized ASPs and programming
- creates lesson plans that address the student's outcomes identified in the APSEA Service Plan
- recommends and supports the use of technologies that will help a student meet instructional objectives (e.g., assistive technology, hearing devices, alternate format materials, etc)
- works collaboratively in transitional planning at pivotal points from birth to 21

Standard 5: Learning Environment

The teacher of the deaf and hard of hearing helps create a learning environment that encourages positive social interaction, active engagement in learning, independence and self-motivation.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- the importance of designing a classroom environment that maximizes opportunities for visual and/or auditory learning to meet the developmental needs of students with hearing loss
- the value in creating an acoustically-sound classroom to enhance listening and learning opportunities for students with hearing loss
- the importance of keeping current on assistive technology and application programs for students with hearing loss
- the value in advocating for students with hearing loss
- the use of hearing technology for students with hearing loss:
 - hearing aids, cochlear implants, personal FM/DM systems, sound field systems, noise reduction materials
- how technology can be used to promote learning, independence, interaction, and accessibility
- the importance of guiding classroom teachers and deaf and hard of hearing students in effectively using assistive technology
- how to promote a student’s independence within a variety of social and learning environments
- the importance of guiding classroom teachers to promote the social development of a student with hearing loss through meaningful inclusion
- the importance of working with classroom teachers to promote purposeful language experiences and meaningful communication

Application:

The teacher of the deaf and hard of hearing:

- collaborates with classroom teacher to design an environment that maximizes opportunities for students with hearing loss
- collaborates with program planning team to create an acoustically-sound classroom to enhance listening and learning opportunities
- keeps current on assistive technology and application programs and their use for students with hearing loss
- advocates for appropriate services and technologies for students with hearing loss
- supports the use of hearing technology for students with hearing loss:
 - hearing aids, cochlear implants, personal FM/DM systems, sound field systems, noise reduction materials
- advocates for and supports the use of technology in the classroom
- guides classroom teachers and deaf and hard of hearing students in effectively using assistive technology
- teaches independence and self-advocacy skills to students with hearing loss
- assists classroom teachers in building student’s social skills and promotes opportunities for meaningful inclusion
- assists classroom teachers in providing rich language experiences to promote language development and meaningful communication

Standard 6: Collaborative Partnerships

The teacher of the deaf and hard of hearing understands the importance of building collaborative partnerships to enhance learning for students with hearing loss from birth to 21.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- factors that promote effective communication and collaboration
- the value of keeping students' needs at the center of all collaborative decision making
- the importance of building and maintaining respectful and collaborative relationships with students, parents/guardians, team members and district staff
- his/her role as a member of the program planning team
- the value in providing families with knowledge and support to make informed decisions regarding their child with hearing loss
- the benefits of collaborating with agencies and personnel external to education
- ethical practices for confidentiality related to student information, management of student data, referral and reporting procedures
- professional and ethical practice with respect to the diversity of perspectives and opinions
- the importance of collaborative decision making at all transition points
- his/her role in advocating on behalf of the student

Application:

The teacher of the deaf and hard of hearing:

- communicates and collaborates effectively with students, parents/guardians and school personnel
- keeps students' needs at the forefront of all decision making
- builds and maintains respectful and collaborative relationships with students, parents/guardians, team members and district staff
- gathers and reviews pertinent information/documents required for meetings
- follows up on responsibilities assigned at team meetings
- participates on the service delivery team/program planning team
- provides families with knowledge and support to make informed decisions regarding their child
- collaborates effectively with agencies and personnel external to education
- applies the NSTU code of ethics in daily practice
- demonstrates an openness and respect for different points of view
- participates in the transition process
- continues to advocate for students with hearing loss

Standard 7: Reflective Practice

The teacher of the deaf and hard of hearing is a reflective practitioner who continually evaluates his/her practice and actively seeks opportunities to grow professionally.

Knowledge:

The teacher of the deaf and hard of hearing knows and understands:

- the importance of engagement in critical self-evaluation and ongoing professional learning specific to the field
- the value of increasing proficiency of instructional language in spoken and sign language to meet the communication needs of the learner
- the importance of seeking opportunities to enhance his/her professional knowledge and skills through networking, mentorship and research
- that in order to be effective he/she must remain current in evidence-based practice
- the benefits of participating in professional learning communities and organizations related to this field for his/her professional growth
- the importance of sharing knowledge of hearing loss and its impact on learning with others
- the value in mentoring student teachers in this field
- the value in being mentored and working collaboratively with other teachers of the deaf and hard of hearing to improve one's own practices
- the importance of sharing ideas, strategies and practices with fellow teachers
- the importance of keeping current in the latest research in audiology, assistive devices/technology and literature

Application:

The teacher of the deaf and hard of hearing:

- reflects on practice to improve instruction and guide professional growth
- actively seeks opportunities to increase proficiency of instructional language to meet the communication needs of the learner
- actively seeks opportunities for mentorship, networking and professional growth
- ensures his/her professional growth plan includes activities to remain current with evidence-based practices
- keeps current in professional literature and practice
- participates in professional learning communities and related organizations
- provides knowledge of hearing loss and its impact on learning to a number of audiences
- accepts opportunities to mentor student teachers
- seeks opportunities to work collaboratively with fellow teachers of the deaf and hard of hearing
- accepts opportunities to mentor or to be mentored by fellow teachers of the deaf and hard of hearing
- continues to work in collaboration with fellow teachers of the deaf and hard of hearing as well as classroom teachers
- keeps current in latest research in all related fields of hearing loss

Revised – September, 2014 (LDM)