Missouri Educator Gateway Assessments

FIELD 048: DEAF & HARD OF HEARING
TEST FRAMEWORK

June 2014

Content Domain		Range of Competencies	Approximate Percentage of Test Score
I.	Understanding Students Who Are Deaf or Hard of Hearing	0001–0002	18%
II.	Assessment and Program Planning	0003–0004	18%
III.	Learning Environments and Instructional Practices	0005–0009	46%
IV.	Foundations and Professional Practice	0010–0011	18%

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UNDERSTANDING STUDENTS WHO ARE DEAF OR HARD OF HEARING

0001   Understand the development and characteristics of students who are deaf or hard of hearing.

>   For example:

>   1.1   Demonstrate knowledge of characteristics of typical and atypical human growth and development in various domains (e.g., cognitive, speech/language, social/emotional, physical).

>   1.2   Demonstrate knowledge of the auditory system, the processes involved in hearing, and typical auditory development; types, characteristics, degrees, and etiologies of deafness and loss of hearing; student behaviors that may indicate the presence of hearing loss; and similarities and differences among students with and without deafness or hearing loss.

0002   Understand the development of speech and language (including listening and spoken language, written language, and sign language) and factors that affect development, learning, and daily living in students who are deaf or hard of hearing.

>   For example:

>   2.1   Demonstrate knowledge of theories relating to speech and language development.

>   2.2   Demonstrate knowledge of typical stages and progressions of speech and language development (including listening and spoken language, written language, and sign language), the effects of hearing loss on speech and language development, and characteristics of first- and second-language acquisition.

>   2.3   Apply knowledge of phonological, semantic, morphological, syntactic, and pragmatic aspects of language (including English and American Sign Language).

>   2.4   Apply knowledge of preferred learning modalities and ways to vary modalities to support the development of speech and language processes.

>   2.5   Demonstrate knowledge of factors affecting speech and language development (e.g., communication, amplification, socialization, access to spoken language, cognitive development).

2.6   Apply knowledge of the roles families and communities play in the development and learning of students who are deaf or hard of hearing, including knowledge of the influence of cultural, linguistic, and socioeconomic factors on the development and learning of students who are deaf or hard of hearing.

2.7   Apply knowledge of the implications of deafness or hearing loss, including the age of onset or identification of hearing loss and start and type of services initiated, for education and learning, development, and other aspects of an individual's life (e.g., social relationships, recreation and leisure, independent living, employment).

ASSESSMENT AND PROGRAM PLANNING

0003   Understand procedures for selecting, adapting, modifying, designing, administering, and interpreting and communicating results of various types of formal and informal assessments used with students who are deaf or hard of hearing.

For example:

3.1   Demonstrate knowledge of basic concepts and specialized terminology used in the assessment of students who are deaf or hard of hearing, including specialized terminology used in audiological assessments.

3.2   Demonstrate knowledge of various types, characteristics, uses, and limitations of formal and informal assessments used with students who are deaf or hard of hearing, including assessment of communicative, auditory, cognitive, and academic functioning.

3.3   Apply knowledge of strategies and procedures for selecting, adapting and/or modifying, individualizing, and administering nonbiased assessments for students who are deaf or hard of hearing, using the students' preferred language and mode of communication.

3.4   Apply knowledge of strategies and procedures used in collecting, analyzing, and interpreting information from formal and informal assessments.

3.5   Apply knowledge of strategies for using assessment information to monitor progress and evaluate and make adjustments in instruction to support learning for students who are deaf or hard of hearing.

3.6   Demonstrate knowledge of strategies for effectively communicating results of assessments to all stakeholders (e.g., students, parents/guardians, service providers, general education teachers).

0004   Understand strategies and procedures for developing, implementing, monitoring, and amending individualized programs and making placement and programming decisions for students who are deaf or hard of hearing.

For example:

4.1   Apply knowledge of screening, prereferral, referral, and classification procedures.

4.2   Interpret, analyze, and use information from formal and informal assessments of students who are deaf or hard of hearing to collaborate with the team in making eligibility, program, and placement decisions; determining student goals; and planning and evaluating instruction.

4.3   Demonstrate knowledge of the components of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) and the roles special education teachers, general education teachers, students who are deaf or hard of hearing, parents/guardians, related services providers, and others play in planning, implementing, and monitoring IFSPs, IEPs, and behavioral intervention plans.

4.4   Apply knowledge of the continuum of placement and services available for students who are deaf or hard of hearing, including knowledge of supports to facilitate successful integration into various program placements.

4.5   Apply knowledge of strategies for integrating affective, social, and life skills with academic curricula; for incorporating and implementing instructional and assistive technology; and for prioritizing areas of the general curriculum for students who are deaf or hard of hearing.

LEARNING ENVIRONMENTS AND INSTRUCTIONAL PRACTICES

0005   Understand strategies and procedures for planning, managing, and modifying the learning environment for students who are deaf or hard of hearing.

For example:

5.1   Demonstrate knowledge of ways in which teacher attitudes and behaviors and factors in the learning environment affect students with and without deafness or hearing loss and apply knowledge of effective strategies for establishing and maintaining rapport with all students.

5.2   Demonstrate knowledge of strategies for planning and managing the learning environment to promote the learning of students who are deaf or hard of hearing (e.g., supporting visual and/or auditory access, making responsive adjustments to the classroom environment to support students' needs), including strategies for establishing reasonable behavioral expectations, designing consistent daily routines, fostering students' independence, and maintaining students' attention.

5.3   Apply knowledge of strategies for creating a safe, supportive, productive, and equitable classroom and schoolwide climate that fosters respect for diversity and positive interactions among all students.

5.4   Demonstrate knowledge of barriers to accessibility and acceptance of students who are deaf or hard of hearing and adaptations and modifications that can be made to the physical environment to support auditory and/or visual access and to promote optimal learning and independence for students who are deaf or hard of hearing.

5.5   Demonstrate knowledge of assistive listening, visual, and amplification technologies (e.g., captioning, hearing aids, cochlear implants, FM/infrared systems, sound field systems, assistive listening devices, visual technologies) used by students who are deaf or hard of hearing, as well as strategies to support their proper functioning, care, and use.

5.6   Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' integration into various settings.

5.7   Apply knowledge of strategies for adapting and modifying the learning environment to manage behaviors and promote positive behaviors and strategies used for crisis prevention and intervention.

0006   Understand effective instructional practices for promoting success in the general curriculum for students who are deaf or hard of hearing.

For example:

6.1   Demonstrate knowledge of national, state, and local curriculum standards and the scope and sequence of the general curriculum, including grade-level content-area curricula.

6.2   Demonstrate the ability to prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, differentiate instruction, and make responsive adjustments to instruction based on ongoing observations and other assessment data, according to the needs of students who are deaf or hard of hearing.

6.3   Apply strategies for developing and selecting specialized instructional content, resources, and technologies that respond to students' age; hearing impairment; cultural, linguistic, and individual differences; learning strengths; and academic and social abilities, attitudes, interests, and values.

6.4   Demonstrate the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery and methods of using visual tools and organizers to support content comprehension and retention for students who are deaf or hard of hearing.

6.5   Apply knowledge of research-supported methods for providing reading and written language instruction to students who are deaf or hard of hearing.

6.6   Apply knowledge of research-based practices for providing mathematics instruction to students who are deaf or hard of hearing.

6.7   Apply knowledge of research-based practices for providing instruction in science, social studies, health, physical education, fine arts, and other areas of the existing core curriculum to students who are deaf or hard of hearing.

6.8   Demonstrate knowledge of methods for teaching students who are deaf or hard of hearing learning strategies for addressing areas of need in perception, attention, language processing, memory, and retrieval, as well as methods for teaching students organization and study skills and the use of self-assessment, problem-solving, and other cognitive strategies and assistive technologies to meet their needs.

6.9   Demonstrate knowledge of effective strategies for teaching essential concepts, vocabulary, and content across the general curriculum; for facilitating maintenance and generalization of academic skills; and for helping students recognize relationships across disciplines.

0007   Understand strategies for promoting the language and communication skills of students who are deaf or hard of hearing, including language, speech, and auditory skill development.

> For example:

> 7.1   Demonstrate knowledge of strategies, resources, and technologies to facilitate linguistic and communicative development of spoken and/or sign language, including the development of receptive and expressive language proficiency.

> 7.2   Demonstrate knowledge of a wide variety of communication modes used by students who are deaf or hard of hearing, including students from various cultural and linguistic backgrounds.

> 7.3   Demonstrate familiarity with current theories of signed and spoken language acquisition and the linguistic differences between English and American Sign Language.

> 7.4   Demonstrate an understanding of the impact of speech acoustics and varying degrees of hearing loss on the development of spoken language and auditory skills, as well as knowledge of strategies used to promote use of listening, including knowledge of auditory skill hierarchies and how the use of different devices (e.g., hearing aids, cochlear implants) along with auditory training strategies can promote the use of hearing provided by the devices.

> 7.5   Demonstrate knowledge of strategies used to promote independent communication skills of students who are deaf or hard of hearing and strategies for working with students who are deaf or hard of hearing in their primary language and mode of communication.

0008   Understand strategies for fostering students' social skills and for providing positive behavioral supports and interventions for students who are deaf or hard of hearing.

For example:

8.1   Apply knowledge of strategies for fostering students' social skills (e.g., increasing participation, self-awareness, self-management, self-esteem, and self-advocacy skills) across environments, including educational and community settings.

8.2   Demonstrate knowledge of strategies for facilitating students' use of interpreters (e.g., American Sign Language interpreter, oral interpreter) in social and academic settings.

8.3   Demonstrate knowledge of strategies for establishing appropriate expectations for personal and social behavior in educational and community settings and strategies for teaching problem-solving and conflict-resolution skills.

8.4   Demonstrate knowledge of principles of positive behavioral support, including components of functional behavioral assessments (FBAs) and procedures involved in developing, implementing, and monitoring behavioral intervention plans.

0009   Understand strategies for promoting independent living skills and successful transitions for students who are deaf or hard of hearing.

For example:

9.1   Apply knowledge of strategies for teaching daily living skills (e.g., money management, self-management of listening and assistive technologies, accessing community resources) to students who are deaf or hard of hearing.

9.2   Apply knowledge of strategies for teaching skills to promote vocational/career competence; college readiness; and participation in civic, leisure, and recreational activities to students who are deaf or hard of hearing.

9.3   Demonstrate knowledge of sources of specialized materials, curricula, and resources for students who are deaf or hard of hearing; effective career, vocational, and transition programs; and strategies for developing and selecting instructional content that is responsive to students' individual differences.

9.4   Apply knowledge of strategies, resources, and programs that promote successful transitions between various environments (e.g., early intervention to early childhood education; classroom to classroom; school to school; school to adult life roles, employment, or postsecondary education or training) for students who are deaf or hard of hearing.

9.5   Apply knowledge of strategies for providing students who are deaf or hard of hearing with opportunities to interact with peers and role models who are deaf or hard of hearing as well as peers and role models who are hearing.

FOUNDATIONS AND PROFESSIONAL PRACTICE

0010   Understand philosophical, historical, legal, and ethical foundations of the field of deaf education.

For example:

10.1   Apply knowledge of the historical and philosophical foundations of deaf education, as well as contemporary issues and trends (e.g., advances in technology, inclusion, early identification and intervention, Deaf culture) in the field of deaf education.

10.2   Apply knowledge of federal and state laws, policies, and ethical guidelines related to the education of students who are deaf or hard of hearing (e.g., IDEA, mandated reporting, confidentiality, rights and responsibilities of all stakeholders).

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0011   Understand professional roles and responsibilities of the teacher of students who are deaf or hard of hearing and strategies for working in a collaborative professional environment.

For example:

11.1   Apply knowledge of effective strategies for communicating and collaborating with and advocating for students who are deaf or hard of hearing and their parents/guardians in their preferred language and mode of communication to help students achieve desired learning outcomes, including students from a variety of cultural and linguistic backgrounds.

11.2   Apply knowledge of effective strategies for communicating, collaborating, and consulting with general education teachers, related services providers, other school staff members, and representatives of community agencies in providing learning opportunities for students who are deaf or hard of hearing and knowledge of effective strategies for supervising and working with interpreters, note takers, paraprofessionals, volunteers, and tutors.

11.3   Demonstrate knowledge of the importance of upholding high standards for professional practice through participation in professional activities and organizations and knowledge of resources for enhancing one's professional skills and for engaging in lifelong professional growth and development.

11.4   Demonstrate knowledge of professional organizations and resources relevant in the field of deaf education and effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and weaknesses, to become aware of cultural biases and differences, to improve instruction, and to determine goals for professional growth.