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The beginning (preservice) special education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Deaf and Hard of Hearing Education** areas of study:

<p>1. Philosophical, Historical, and Legal Foundations of Special Education Common Core: (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 1.1-6; 2002 CEC: DH1K1-5, DH1S1; CR: III A; Praxis 0271: II-A, II-B)</p>	<p>COMMON CORE (CC) CC1 [1.3] models, theories, and philosophies that provide the basis for special education practice CC2 [CC1K2; 1.5] laws, policies, procedures, and ethical principles regarding behavior management planning and implementation. CC3 [CC1K3; 1.2] relationship of special education to the organization and function of educational agencies, community agencies, and advocacy groups. CC4 [CC1K4] rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. CC5 [CC1K5; 1.4] issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. CC7 [CC1K7] family systems and the role of families in the educational process. CC8 [CC1K8; 1.1] historical points of view and contribution of culturally diverse groups. CC9 [CC1K9] impact of the dominant culture on shaping schools and the individuals who study and work in them. CC10 [CC1K10] potential impact of differences in values, languages, and customs that can exist between the home and school. DEAF AND HARD OF HEARING (DH) DH1 [DH1K1; 1.5] educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals who are deaf or hard of hearing. DH2 [DH1K2; 1.3] models, theories, and philosophies that provide the basis for individuals who are deaf or hard of hearing. DH3 [DH1K3; 2.10] etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences. DH4 [DH1K4-5; 1.1] issues, trends, and major contributors to the field of education of individuals who are deaf or hard of hearing.</p>
<p>2. Development and Characteristics of Learners Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: II A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) DH:(1997 SSC: 2.1-13, 4.6; 2002 CEC: DH2K1-2 ; CR: III A,B; Praxis 0271: I-A-C)</p>	<p>COMMON CORE (CC) CC1 [2.1] similarities and differences in the development of individuals with and without disabilities CC2 [CC2K6] similarities and differences among individuals with exceptional learning needs. CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities CC4 [CC6K1] effects of cultural and linguistic differences on growth and development. CC5 [CC2K4] family systems and the role of families in supporting development. CC5 [CC2K7] effects of various medications on individuals with exceptional learning needs.</p>

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<p>C)</p>	<p>DEAF AND HARD OF HEARING (DH) DH1 [DH2K1; 2.4] cognitive development of individuals who are deaf or hard of hearing. DH2 [DH2K2] impact of the onset of hearing loss, age of identification, and provision of services on the development of the individual who is deaf or hard of hearing. DH3 [2.9] structure, function, diseases, and disorders of the human auditory system. DH4 [DH6K6; 4.6] current theories of first language development (e.g., ASL and English) and second language acquisition in individuals who are deaf or hard of hearing.</p>
<p>3. Individual Learning Differences Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: II A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 2.1-13, 6.6, 7.7; 2002 CEC: DH3K1-4 ; CR: III A; Praxis 0271: I-A, II-C, II-E)</p>	<p>COMMON CORE (CC) CC1 [CC3K1] effects an exceptional condition(s) can have on an individual's life. CC2 [CC3K2] impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. CC3 [CC3K3] variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. CC4 [CC3K4] cultural perspectives influencing the relationships among families, schools and communities as related to instruction. CC5 [CC3K5] differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. DEAF AND HARD OF HEARING (DH) DH1 [DH3K1] impact of educational placement options with regard to cultural identity and linguistic, academic, and social-emotional development. DH2 [DH3K2; 2.3] various cultural dimensions that impact an individual with a disability including racial/ethnic and/or other cultures. DH3 [DH3K3; 7.7] influence of families on the overall development of the individual who is deaf or hard of hearing. DH4 [DH3K4] impact of hearing loss on learning and experience. DH5 [6.6] cultural differences of social behavior in a variety of settings.</p>
<p>4. Instructional Strategies Common Core: (1997 SSC: 4.1-5; 2002 CEC: CC4S1-6; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 4.1-14, 5.10; 2002 CEC: DH4K1-3, KH4S1-4; CR: III B,C; Praxis 0271: II-D)</p>	<p>COMMON CORE (CC) CC1 [CC4S1] strategies to facilitate integration into various settings. CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs. CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student. CC4 [CC4S4] strategies to facilitate maintenance and generalization of skills across learning environments. CC5 [CC4S5] procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. CC6 [4.5] supports for students making age- and grade-level transitions including the transition to adult life.</p>

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	<p>DEAF AND HARD OF HEARING (DH)</p> <p>DH1 [DH4K1] sources of specialized materials for individuals who are deaf or hard of hearing.</p> <p>DH2 [DH4K2; 4.5] awareness of the models, theories, and perspectives (e.g., American Sign Language, bilingual-bicultural, total communication, manually coded English, oral/aural) that provide the basis for educational practice(s) for individuals who are deaf or hard of hearing.</p> <p>DH3 [DH4K2; 4.10] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments.</p> <p>DH4 [DH4K3] instructional strategies for teaching individuals who are deaf or hard of hearing.</p> <p>DH5 [DH4S3; 5.10] preparation of individuals who are deaf or hard of hearing in the use of interpreters.</p> <p>DH6 [DH4S4] application of first- and second-language teaching strategies to the needs of the individual.</p>
<p>5. Learning Environments and Social Interactions</p> <p>Common Core: (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III B,C; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>DH: (1997 SSC: 5.1-10, 4.7, 4.13, 6.1-6; 2002 CEC: DH5K1-2, DH5S1-5; CR: III A-C; Praxis 0271: II-D, II-F)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [5.1] effective classroom management theories, models, and techniques for individuals with disabilities incorporating research-supported practices.</p> <p>CC2 [CC5K4 & CC5S7] teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, including the establishment and maintenance of rapport with individuals with and without exceptional learning needs.</p> <p>CC3 [CC5K5] social skills needed for educational and other environments.</p> <p>CC4 [6.3] strategies for crisis prevention/intervention.</p> <p>CC5 [CC5K7] strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</p> <p>CC6 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.</p> <p>CC7 [CC5K9-10] strategies used by diverse populations to cope with a legacy of former and continuing racism and the ways specific cultures are negatively stereotyped.</p> <p>CC8 [5.2] universal precautions to maintain healthy and safe environments.</p> <p>CC9 [CC5S2] identifying realistic expectations for personal and social behavior in various settings.</p> <p>CC10 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence.</p> <p>CC11 [6.2] community affiliation and advocacy issues and their influence on self-advocacy.</p> <p>CC11 [5.7] strategies for directing the activities of a classroom paraprofessional and others in an assistive role.</p> <p>CC12 [5.5] strategies for managing time, schedules, and other associated variables for providing instruction.</p> <p>CC13 [5.6] strategies for utilizing mentors and role models in</p>

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	<p>programming for students with disabilities. CC14 [6.1] legal and ethical standards regarding behavioral support systems for individuals with disabilities. CC15 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages). CC16 [6.5] pragmatic language skills needed for social, educational, and functional-living environments. DEAF AND HARD OF HEARING (DH) DH1 [DH5K1; 5.8] strategies for utilizing mentors and role models in programming for students who are deaf or hard of hearing. DH2 [DH5K2] learner opportunities for interaction with communities of individuals who are deaf or hard of hearing on local, state, and national levels. DH3 [DH5S1, DH5S4; 5.2] strategies for modifying the instructional and management environment to meet the physical, cognitive, cultural, and communication needs of the individual who is deaf or hard of hearing (e.g., teacher’s style, acoustic environment, availability of support services, availability of appropriate technologies). DH4 [DH5S2; 4.13] knowledge of differences in quality and quantity of incidental language/learning experiences that individuals who are deaf or hard of hearing may experience. DH5 [4.7] strategies to facilitate cognitive and communication development in individuals who are deaf or hard of hearing (e.g., visual saliency and environmental modification for incidental language learning) DH6 [DH5S3, DH7S1; 5.6] strategies for using technology to enhance the teaching and learning environment. DH7 [DH5S5] design a classroom environment that maximizes opportunities for visual and/or auditory learning for individuals who are deaf or hard of hearing.</p>
<p>6. Communication Common Core: (1997 SSC:7.1-3; 2002 CEC: CC6K1-4, CC6S1-2; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 2.5-8, 4.11, 7.1-3; 2002 CEC: DH6K1-8, DH6S1-3; CR: III A,B; Praxis 0271: II-E)</p>	<p>COMMON CORE (CC) CC1 [CC6K2] characteristics of one’s own culture and use of standard English and the ways in which these can differ from other cultures and uses of language. CC2 [CC6K3] ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups. CC3 [CC6K4] augmentative and assistive communication strategies. CC4 [CC6S1] strategies to support and enhance communication skills of individuals with exceptional learning needs. CC5 [CC6S2] communication strategies and resources that facilitate understanding of subject matter for students whose primary language is not the dominant language. CC5 [7.1] strategies to promote and provide access to information and facilities for individuals, families, school, and community. DEAF AND HARD OF HEARING (DH) DH1 [DH6K1; 2.5] receptive abilities (visual, spatial, tactile, and/or auditory) that can be promoted to enhance cognitive, emotional, social, and language development. DH2 [DH6K2; 2.7] impact of early comprehensible communication on</p>

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	<p>development of an individual who is deaf or hard of hearing.</p> <p>DH3 [DH6K3] effects of sensory input on the development of language and cognition.</p> <p>DH4 [DH6K4; 2.6] components of expressive nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing.</p> <p>DH5 [DH6K5; 2.8] existing communication modes used by individuals who are deaf or hard of hearing, including American Sign Language, manually coded English, and speech.</p> <p>DH6 [DH6K7] strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing.</p> <p>DH7 [DH6K8; 4.11] strategies for stimulating and using residual hearing for whom it is appropriate.</p> <p>DH8 [DH6S1] gathering and analyzing verbal and nonverbal communication samples.</p> <p>DH9 [DH6S2, DH6S3] facilitating independent communication and communication between the individual who is deaf or hard of hearing and the primary caregivers.</p>
<p>7. Instructional Planning</p> <p>Common Core: (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>DH: (1997 SSC: 4.1-14; 2002 CEC: DH7K1, DH7S1-3; CR: III B,C; Praxis 0271: II-D)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC7K1] theories and research that form the basis of curriculum development and instructional practice.</p> <p>CC2 [CC7K2] scope and sequences of general and special curricula.</p> <p>CC3 [CC7K3] national, Missouri, and local curricula standards.</p> <p>CC4 [5.4] strategies for using technology to enhance the teaching and learning environment.</p> <p>CC5 [4.4] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments</p> <p>CC6 [CC7K5] roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</p> <p>CC7 [CC8S8] making changes in instruction in response to assessment data.</p> <p>DEAF AND HARD OF HEARING (DH)</p> <p>DH1 [DH7K1] model programs, including career/vocational and transition, for individuals who are deaf or hard of hearing.</p> <p>DH2 [4.14] providing supports to students making age and grade-level transitions including the transition to adult life</p> <p>DH3 [DH7S2] integrating speech skills as consistent with the needs of individual students.</p> <p>DH4 [DH7S3] planning and implementing instruction for individuals who are deaf or hard of hearing and who have multiple disabilities and special needs.</p>
<p>8. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)</p> <p>Common Core: (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR:</p>	<p>COMMON CORE (CC)</p> <p>CC1 [3.3] commonly used principles and terminology of psychometrics.</p> <p>CC2 [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process.</p> <p>CC3 [3.5] continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs.</p> <p>CC4 [3.7] understanding the sequence and interrelatedness of each step of</p>

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<p>III A,C; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 3.1-11; 2002 CEC: DH8K1-3, DH8S1-2; CR: III A,C; Praxis 0271: II-C)</p>	<p>the Special Education Process, including the development and implementation of Individual Educational Plans and Individual Learning Plans. CC5 [3.2] appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments. CC6 [3.6] methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning). CC7 [3.8] the terminology and impact of medical, therapeutic, and educational information on assessment and programming. CC8 [3.4] strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities. DEAF AND HARD OF HEARING (DH) DH1 [DH8K1, DH8S2; 3.5] specialized terminology and disability-specific instruments used in assessing individuals who are deaf or hard of hearing. DH2 [DH8K2; 3.8] continuum of placement and service delivery models available for individuals who are deaf or hard of hearing emphasizing appropriateness in meeting individual needs DH3 [DH8K3; 3.7] special policies and guidelines regarding referral and placement procedures for individuals who are deaf or hard of hearing DH4 [DH8S1] administering assessment tools using the natural/native/preferred language of the individual who is deaf or hard of hearing. DH5 [3.2] impact of cultural versus medical view of hearing loss on the Special Education Process</p>
<p>9. Professional and Ethical Practices and Resources Common Core: (1997 SSC: 8.1-3, 4.3; 2002 CEC: CC9K1-4, CC9S1-12; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 8.1-4; 2002 CEC: DH9K1-3, DH9S1-2; CR: III A,B; Praxis 0271: <i>not apparent</i>)</p>	<p>COMMON CORE (CC) CC1 [CC9K1] personal cultural biases and differences that affect one's teaching. CC2 [CC9K2] impact and value of teachers serving as effective role models for individuals with exceptional learning needs. CC3 [CC9K4] methods of reflective practice that help one remain current regarding research-validated practice. CC4 [4.3] accessing and acquiring curricular content knowledge as needed. CC4 [8.2] ethical practices as defined by appropriate professional learned societies. CC5 [CC9S5] demonstrate commitment to developing the highest education and quality-of- life potential of individuals with exceptional learning needs. CC6 [CC9S6] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. CC7 [8.1] consumer organizations accessed by individuals with disabilities. CC8 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. DEAF AND HARD OF HEARING (DH)</p>

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	<p>DH1 [DH9K1, DH9S1; 7.6] roles, responsibilities, expertise, and appropriate interactions among teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.</p> <p>DH2 [DH9K2; 8.3] the process of acquiring information and communication skills not currently in an individual’s repertoire which are necessary to appropriately meet individual student needs</p> <p>DH3 [DH9K3, DH9S2; 8.1] knowledge of and participation in organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing.</p>
<p>10. Collaborative Partnerships Common Core: (1997 SSC: 7.1, 7.3-9; 2002 CEC: CC10K1-4, CC10S1-11; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) DH: (1997 SSC: 5.5, 7.4-11; 2002 CEC: DH10K1-2, DH10S1-2; CR: III A,B; Praxis 0271: I-A, II-C)</p>	<p>COMMON CORE (CC) CC1 [7.4] collaboration skills necessary to participate as an active and knowledgeable member of an educational team. CC2 [7.5] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, ancillary and support personnel, and community in planning and delivering an individualized program. CC3 [7.3] strategies to address concerns of families, teachers, students, and community related to individuals with disabilities. CC4 [CC10K4] culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families. CC6 [7.7] general classroom settings, curriculum, and instructional strategies. CC7 [7.8] techniques that can be used to provide and support services in general education settings. CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings.</p> <p>DEAF AND HARD OF HEARING (DH) DH1 [DH10K1; 7.8] strategies to address social and emotional issues that impact individuals who are deaf or hard of hearing and their families. DH2 [DH10K1; 7.3] strategies to address concerns of families, teachers, students, and community related to individuals who are deaf or hard of hearing. DH3 [DH10K2; 7.1] services and networks for and organizations of individuals who are deaf or hard of hearing. DH4 [DH10S1] coordinating support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing and the primary caregivers. DH5 [DH10S2; 5.5] resources/information/advocates to help families of students who are deaf or hard of hearing consider and make choices regarding educational options and communication modes/philosophies for their children.</p>
<p>11. Central Concepts, Tools of Inquiry, Structures of the</p>	<p>COMMON CORE (CC) CC1 solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to</p>

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<p>Disciplines Common Core: (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: none) DH: (1997 SSC: 4.8, 4.12; INTASC SPED Principle 1; 2002 CEC: DH4S1-2; CR: III B,C; Praxis 0271: I-C, II-D, II-E)</p>	<p>elementary generalist teachers. Special education teachers who teach content at the secondary level should demonstrate additional understanding in at least one content area (e.g., science, mathematics, history).</p> <p>CC2 [4.2] curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities.</p> <p>CC3 [CC7S1] strategies for identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs.</p> <p>CC4 [CC7S6] strategies for sequencing, implementing, and evaluating individualized learning objectives.</p> <p>CC5 [CC7S7] strategies for integrate affective, social, and life skills with academic curricula.</p> <p>DEAF AND HARD OF HEARING (DH)</p> <p>DH1 [DH4S1; 4.8] performance-based signing proficiency for teaching individuals who use sign (consistent with program philosophy).</p> <p>DH2 [DH4S2; 4.12] appropriate activities for individuals who are deaf or hard of hearing to promote literacy in English and ASL.</p>
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