

## Education Specialist Deaf and Hard-of-Hearing (DHH) Candidate Competencies: Part 1

### Part 1 – General Candidate Competencies

In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

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<b>Program Design Standards</b>													
<b>2</b>	Candidates know the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.						<a href="#">P</a>					<a href="#">P</a> <a href="#">A</a>	<a href="#">P</a> <a href="#">A</a>

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	Candidates demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.				I				P			P A	P A
3	Candidates understand and accept differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.											P A	P A
	Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.				I							P A	P A
	Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.											P A	P A
4	Candidates communicate, collaborate and consult effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP.						P					P A	P A
	Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.											P A	P A

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	Candidates communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.											P A	P A
5	Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.						A					P	P
	Candidates demonstrate knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.							P				P A	P A
	Candidates use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.				I	P						P A	P A
	Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.					P						P A	P A
6	Candidates acquire the ability to use computer-based technology to facilitate the teaching and learning process.								P			P A	P A
	Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.							P	P			P A	P A

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	Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.					I P						P A	P A
7	Candidates are able to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.					P						P A	P A
	Candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students.					P						P A	P A
	Candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills.							I			P A	P A	P A
8	Candidates demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.					I P						P A	P A

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<b>Preliminary Teaching Standards</b>													
9	Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.							I P		I P		P A	P A
	Candidates are able to meet the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.								I P	I P		P A	P A
10	Candidates have knowledge of linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.								I P			P A	P A
	Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.							I P	I P			P A	P A
	Candidates possess skills for managing and organizing a classroom with first- and second-language learners.							I P	I P			P A	P A
	Candidates possess skills to collaborate with specialists and paraprofessionals.			I P							P A	P A	P A

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	Candidates understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.			I P								P A	P A
	Candidates are knowledgeable of state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.								I P			P A	P A
	Candidates are able to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.							I P		I P		P A	P A
	Candidates know the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.								I P			P A	P A
	Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).								I P			P A	P A

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	Candidates know the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.									I P		P A	P A
	Candidates understand and implement effective instructional practices for ELD and content instruction for English learners.									I P		P A	P A
	Candidates demonstrate knowledge and application of pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English.				I					I P		P A	P A
	Candidates demonstrate knowledge and application of pedagogical theories, principles, and practices for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.				I					P		P A	P A
	Candidates demonstrate the ability to use initial, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).						I		P			P A	P A

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	Candidates understand issues of language learning as compared to issues of language disability and how these relate to academic achievement of English Learners.				I		I		P			P A	P A
	Candidates know how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.								I	P		P A	P A
	Candidates demonstrate how to write IEP goals and objectives that are linguistically appropriate for English Learners.						I		P			P A	P A
	Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.							I	P			P A	P A
	Candidates are able to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).									P		P A	P A
	Candidates are able to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.									P		P A	P A
11	Candidates demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.			I					P			P A	P A



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	Candidates demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.						I		P			P A	P A
	Candidates demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.			I P								P A	P A
	Candidates demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.				I					P		P A	P A
12	Candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.						P					P A	P A
	Candidates understand laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.						I P					P A	P A
13	Candidates demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans.								P			P A	P A

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	Candidates demonstrate understanding and application of strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.									P		P A	P A
	Candidates demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.								I		P A	P A	P A
14	Candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.			I P				I P				P A	P A
	Candidates understand the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.				I P							P A	P A
	Candidates understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.											P A	P A
	Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.			I P								P A	P A
	Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships.			I P								P A	P A

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	Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.						I P					P A	P A
	Candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.						P					P A	P A
	Candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.						P					P A	P A
	Candidates know effective strategies for encouraging the healthy nutrition of children and youth.						P				P A	P A	P A
	Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.						P					P A	P A

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<b>Deaf and Hard-of-Hearing (DHH) Standards</b>												
1	Candidates demonstrate knowledge of etiologies related to hearing loss, the research regarding access to language and theories of learner characteristics that impact the unique needs for education, language and cognitive development, as well as social growth of students, ages birth to 22, who are deaf or hard-of-hearing including students who are deaf-blind, and/or said learners with additional disabilities.		I P	I	I	I P	I P	I P	I P	P A	P A	P A
2	Candidates demonstrate an understanding of essential themes, concepts, and issues related to philosophical, historical, and legal foundations of the education of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.		I P	I	I P	I P	I P	I P	I P	P A	P A	P A
	Candidates are able to apply their understanding of the models and theories of deaf education and demonstrate sensitivity to and respect for varied beliefs, languages, whether spoken or signed, modes of communication, parental choices, and cultural differences, including Deaf culture.		I P	I	I P	I P	I P	I P	I P	P A	P A	P A
	Candidates demonstrate the ability to plan and implement instruction about the contributions of individuals and technological innovations that have benefited both deaf and hearing people.		I P	I	I P	I P	I P	I P	I P	P A	P A	P A
3	Candidates demonstrate skills in a repertoire of communication strategies that facilitate communication exchanges in signed and spoken language usage, as appropriate.		I P			I P	I P	I P	I P	P A	P A	P A

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	Candidates demonstrate appropriate language proficiency to communicate directly and effectively with students who are deaf and hard-of-hearing, including those who are deaf-blind, and/or those with additional disabilities, to engage and sustain student interest in the learning process.		I P			I P	I P	I P	I P	P A	P A	P A
4	Candidates demonstrate the knowledge of and ability to apply techniques to engage students in the learning process in order to develop language and cognitive skills, whether through visual (signed) and/or auditory (spoken) input, in students who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities.			I	I	I	I	I P	I P	P A	P A	P A
5	Candidates demonstrate the ability to select, adapt, administer (where appropriate), interpret and explain assessments, and make recommendations regarding services and educational progress for students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.				I	I P	I P	I P	I P	P A	P A	P A
	Candidates understand the importance of appropriate, ongoing, and a variety of assessments using the language and the communication system of students who are deaf or hard-of-hearing.				I	I P	I P	I P	I P	P A	P A	P A

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6	Candidates demonstrate an understanding of and ability to implement effective, individually designed instruction for students, ages birth to 22, who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities, in diverse learning environments, using instructional techniques that provide access to the state curriculum standards.			I P		I P	I P		I P	P A	P A	P A
7	Candidates demonstrate knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.		I P		I I P P	I P					P A	P A
8	Candidates are able to identify the characteristics of students who are deaf and hard-of-hearing who also exhibit one or more of any of the disability categories identified in IDEA (e.g., specific learning disability, visual impairment, emotional disturbance, and autism spectrum disorder) that are associated with hearing loss and significant enough to require considerations of specialized adaptations and/or modifications in the learning process.		I P		I P					P A	P A	P A

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9	Candidates demonstrate the ability to foster appropriate student behavior patterns, social interaction skills, and self-advocacy skills, as well as the ability to discriminate between behavior that is typical for various ages/stages and that behavior which might be attributable to limited language and ineffective communication skills.		I P			I			I P	P A	P A	P A
10	Candidates demonstrate knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.					I		I P	I P		P A	P A
11	Candidates demonstrate the ability to work collaboratively with families, support providers (i.e. interpreters, audiologists, speech/language pathologists, paraprofessionals, and other members of the educational team), general education professionals, community agencies, and the d/Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.		I P		I P	I	I P	I	I P	P A	P A	P A