CAEDHH

Canadian Association of Educators of the Deaf and Hard of Hearing

SPECIALIST CERTIFICATION STANDARDS

NOVEMBER 2016

CANADIAN ASSOCIATION OF
EDUCATORS OF THE DEAF AND HARD OF HEARING
TEACHER CERTIFICATION STANDARDS

INTRODUCTION

Students who are D/deaf or hard of hearing may require access to specialist teachers to achieve their potential in complex educational environments. The CAEDHH standards are based on the rationale that educators of students who are D/deaf or hard of hearing must undertake specialized study in addition to attaining general education teacher certification. These standards reflect the initial teaching knowledge, skills, and attitudes that are commonly considered to be required for teaching students who are D/deaf or hard of hearing; this teacher preparation is both specialized and introductory in nature. The standards reflect the need for beginning educators of students who are D/deaf or hard of hearing to have a breadth of knowledge, understanding, and skills to work with the variety of students they will encounter in various settings within educational systems in Canada.

Current Canadian provincial government standards and Canadian professional preparation programs were consulted extensively in developing both the 2009 Certification Standards and the 2016 revisions. Certification requirements were also developed with a view to being in line with those of the United States and Australia. The minimal period of specialist preparation, which includes coursework and practicum, is usually one full academic year, September through June; in the case of graduate studies this often includes summer study at both ends of the academic year. Equivalent part-time and/or online coursework is also appropriate. Those applying for CAEDHH Certification must provide evidence that these initial standards have been intentionally included in their studies; most commonly, the content would be covered in coursework and practicum experiences.

CAEDHH recognizes that, without question, newborn hearing screening is having an enormous and positive impact in our field in the area of early intervention and family support. It is advisable that CAEDHH-certified teachers be involved with this very young age group, and these teachers would also often need additional training. Other areas of focus that may be of specific interest to educators are, for example, Auditory Verbal Therapy (AVT), American Sign Language (ASL) studies, and Listening and Spoken Language (LSL). CAEDHH's initial standards require introductions to these specialty areas. Educators who have an interest in these areas are encouraged to supplement their CAEDHH certification by taking coursework online or by participating in both workshops and onsite programs that are now available from a variety of sources. CAEDHH strongly endorses continued face-to-face and/or online upgrading of skills and knowledge through in-services, conferences, workshops, and continuing education coursework for all educators.

A major objective of the Association is to have all Ministries of Education in the Provinces and Territories adopt these standards as the minimum measure of professional knowledge and skills required to employ teachers of students who are D/deaf or hard of hearing.

CAEDHH'S STATEMENT OF VALUES

1. CAEDHH advocates optimal education for all students who are D/deaf or hard of hearing. In educational settings, this is ideally a placement in which the ability to achieve is equal to the possibility to achieve.

2. CAEDHH advocates the involvement of a qualified educator (CAEDHH-certified educator or equivalent) in any decision-making regarding the educational programming of students who are D/deaf or hard of hearing, including the birth-to-five age group.

3. CAEDHH advocates the hiring of trained teacher-specialists (CAEDHH-certified teachers or equivalent) as the most appropriate educational specialist personnel to work with school-age students who are D/deaf or hard of hearing. A CAEDHH-certified teacher is also an essential member of the collaborative early intervention team that works with families of infants who are D/deaf or hard of hearing.

4. CAEDHH encourages the collaboration of members of all disciplines involved in the education of students who are D/deaf or hard of hearing.

5. CAEDHH recognizes the important role of parents and students in making educational placement decisions. Each student's input into the decision-making process is valued and given increasing weight with the student's maturity. The educator's responsibility is to ensure that the family receives complete, evidence-based, and unbiased information, in order to be able to make informed decisions.

6. CAEDHH holds no bias for or against any particular communication method, educational approach, or service delivery model in the education of students who are D/deaf or hard of hearing. A main goal of CAEDHH is for each student to be taught by a qualified educator in a way that best suits that student's strengths and needs.

7. CAEDHH strongly advocates for qualified individuals who are D/deaf or hard of hearing to become specialist educators in this field. In addition, CAEDHH strongly advocates for individuals who are D/deaf or hard of hearing to become involved as role models throughout the education process.

PURPOSE

These standards reflect a "stage model" of teacher development (Kagan, 1992), which indicates that professional growth requires time and experience. Dreyfus and Dreyfus (1986, 1991) described a five-step process: novice, to advanced beginner, to competence, to proficiency, to expert. Berliner (1994) similarly described the stages (novice, advanced beginner, competent performer, proficient practitioner, and expert) of development for practitioners. These stages have also been used to determine the level of mentoring necessary for beginning teachers across the field of education (Edwards & Townsend, 2014). CAEDHH uses the novice to advanced beginner stages to indicate the levels of achievement that can be expected over the course of a one-year program. CAEDHH also recognizes that each program will be able to evaluate these levels of skills and knowledge through established university course criteria for passing and failing grades. The directors of established Canadian programs are always consulted in the revision of these standards.

The primary purpose of this document is to provide criteria to determine eligibility for certification in the professional body known as the Canadian Association of Educators of the Deaf/deaf and Hard of Hearing (CAEDHH). To obtain certification from CAEDHH, applicants must show that they have met the requirements/criteria identified in this document. For CAEDHH certification, the applicant is required to provide a full transcript of his or her academic results and other appropriate documents as evidence that these standards have been met.

The secondary purposes of the document are as follows:

1. To support universities and directors who offer diploma and graduate programs for teachers involved in the education of individuals who are D/deaf or hard of hearing. CAEDHH aims to provide national standards as a guide to develop programs that will allow educators to meet these knowledge and skill requirements. The directors of established Canadian programs are always consulted to revise these standards. These CAEDHH standards are intended to be in line with those established by the Council for Exceptional Children (CEC), Initial Special Education Deaf and Hard of Hearing Set in the United States and competencies established by the National Association of Australian Teachers of the Deaf (NAATD).

2. To inform authorities that employ teachers to work with individuals who are D/deaf or hard of hearing about national standards established by CAEDHH.

3. To guide CAEDHH-certified teachers in self-evaluation and/or peer evaluation of their current and evolving teaching performance and advancement of specialist knowledge and skills.

4. To guide educators and employing authorities in identifying and providing ongoing professional learning.

These beginner's knowledge and skills have been organized and adapted across FOUR strands; these were originally developed in the CAEDHH certification standards in 1995 and are still meaningful today: 1) Communication, Language, and Literacy; 2) Curriculum, Teaching, and Learning; 3) Foundations; 4) Practicum.

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COMMUNICATION, LANGUAGE, AND LITERACY STRAND

A. Development of Visual, Spoken, and Written Language

Demonstrate knowledge and understanding of
1. theories and sequence of language acquisition: spoken language, signed language, second language, and written language, including linguistic and nonlinguistic communication
2. basic principles of psycholinguistics and sociolinguistics
3. factors that may impede the development of language and literacy
4. the protracted linguistic and cognitive effects of barriers to language learning
5. the importance of early intervention to language and literacy development

B. Language and Literacy

(a) Research

Demonstrate knowledge and understanding of
1. current language and literacy development theories and research focused on individuals who are D/deaf or hard of hearing
2. the effects of hearing loss on the development of language, literacy, and learning
3. the importance of establishing a first language and how this supports all other aspects of development

(b) Instructional Language and Communication Approaches

Demonstrate knowledge and understanding of
1. communication philosophies and approaches
2. how to support the development of a first language (L1)
3. how to support the development of language for dual language learners, who are D/deaf or hard of hearing, and for whom English is not the language used in the home environment.

Demonstrate novice to advanced beginning teacher's skills in applying strategies to
1. facilitate cognitive and communicative development
2. access and maximize residual hearing
3. develop the sign-language proficiency of students who sign and the spoken-language proficiency of students who communicate orally, as appropriate to the situation
4. develop the use of written language
5. facilitate independent communication in all contexts

Demonstrate novice to advanced beginning teacher's skill level in

1. increasing one's own levels of communication skills in the language of instruction

(c) Linguistics

Demonstrate knowledge and understanding of
1. the cognitive and linguistic development of students who are D/deaf or hard of hearing and the complex interactions of language and culture

C. Communication Approaches

Demonstrate knowledge and understanding of
1. the philosophies, research and skill levels needed to use existing communication approaches
2. the uses and roles of Oral Communication Facilitators, Visual Language Interpreters, transliterators, interveners, and Deaf interpreters
3. the processes of oral and visual communication facilitation, interpretation, transliteration, and intervention in an educational setting.
4. the importance of ASL fluency for instructors of ASL classes for parents and the public

(a) Sign Language

Demonstrate knowledge and understanding of
1. the historical development of signed languages and, specifically, the development of ASL and La Langue des Signes Québécoise (LSQ) in Canada
2. the historical development of sign systems that represent spoken language (e.g., SEE2, Signed English)
3. current research on the role of signed languages in the development of print literacy
4. the linguistics of ASL
5. ASL lexicon specific to educational and curricular concepts
6. recently developed signed language assessment tools and authentic diagnostic processes
7. the use of signed language systems to support speech and language acquisition
8. language acquisition milestones for children who are acquiring a signed language

Demonstrate novice to advanced beginning teacher's skills in appropriate contexts in
1. using ASL or a signed language at a level appropriate to the situation and as evaluated with recognized assessment tools
2. using signed language to represent cognitive academic language in a teaching/learning environment
3. working collaboratively with sign language interpreters

(b) Speech

Demonstrate knowledge and understanding of
1. the theoretical basis of speech development and the complex interplay between hearing and speech development
2. the anatomy and physiology of the speech mechanism
3. the principles of phonetics
4. a common phonetic system
5. theories and strategies for developing speech, in infants, and pre-school and school age children who are D/deaf or hard of hearing

Demonstrate novice to advanced beginning teacher's skills in
1. assessing speech production at both phonetic and phonological levels*
2. using both formal and informal techniques and strategies to improve and maintain speech
3. working collaboratively with other speech/language and allied professionals

(c) Educational Audiology

Demonstrate knowledge and understanding of
1. the anatomy and physiology of the auditory system
2. the causes of hearing loss
3. acoustic phonetics
4. audiological assessments—both screening and diagnostic
5. the interpretation of audiological assessments and the implications of functional listening for learning and communication
6. universal newborn hearing screening and implications for children and families
7. prescription, fitting, and validation of amplification
8. screening, diagnostic, and referral procedures for infants, children, and youth
9. classroom acoustics and the implications for communication, language, and learning
10. amplification devices
11. procedures for checking and maintaining sensory devices

Demonstrate the development of novice to advanced beginning teacher's skills in
1. implementing, when appropriate, strategies for maximizing residual hearing using all communication approaches∗
2. interpreting audiological assessment information for functional use in a variety of contexts

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**CAEDHH recognizes that some individuals may be unable to demonstrate skills in these areas because of hearing status. Theoretical knowledge may be recognized as a replacement for a practical skill where a rationale and evidence can be provided.

3. using formal and informal assessments and procedures for assessment, including checklists for measuring and evaluating functional listening skills
4. using procedures to check and maintain amplification devices[1]*
5. working collaboratively with audiologists as members of the professional team
6. interpreting results for the student's school team, and providing recommendations for the students who are D/deaf or hard of hearing

(d) Communication Profiles

Demonstrate novice to advanced beginning teacher's skills in
1. compiling, from assessment data and input from parents and other professionals, a communication profile for students who are D/deaf or hard of hearing, that will include such areas as speech production skills, speech reading ability, listening abilities, print development levels, ASL skill levels, and English language levels, both receptive and expressive
2. incorporating this communication profile into an Individual Education Plan (IEP), Individual Program Plan (IPP), etc.

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[1] **CAEDHH recognizes that some individuals may be unable to demonstrate skills in these areas because of hearing status. Theoretical knowledge may be recognized as a replacement for a practical skill where a rationale and evidence can be provided.

CURRICULUM, TEACHING, AND LEARNING STRAND

Goal 1:   To meet individual learning needs through developing, modifying, implementing, and reviewing the curriculum, the learning environment, individual family service plans, individual education plans, and/or individual transition plans.

Goal 2:   To provide effective and supportive teaching strategies across a range of settings, age groups, sociocultural contexts, communication needs, and individual learning requirements.

A. Knowledge of Curricula

Demonstrate knowledge and understanding of
1. the academic and vocational curricula as defined by the provinces and territories
2. the teaching methods and materials designed to meet the differing needs of students who are D/deaf or hard of hearing
3. the visual tools and organizers that support content mastery and retention by individuals who are D/deaf or hard of hearing
4. the resources available to support dual language learners (those for whom the home language is not English)
5. the communicative demands of different environments and genres

Demonstrate novice to advanced beginning teacher's skills in
1. adapting and modifying curricula and communicating instructional content
2. developing proficiency in the languages used to teach individuals who are D/deaf or hard of hearing
3. developing print literacy and content area reading and writing through instruction via spoken language and/or signed languages
4. applying first- and second-language teaching strategies to the individual's instructional level of need

B. Instructional Planning

Demonstrate knowledge and understanding of
1. model programs for individuals who are D/deaf or hard of hearing
2. the purposes and development of IEPs, Individual Family Plans (IFPs), and Transition Plans
3. the importance of team building and collaboration in all instructional planning

Demonstrate novice to advanced beginning teacher's skill level in
1. implementing strategies and programs that develop language, literacy, and communication in different settings
2. developing IEPs, IFPs, and Transition Plans
3. reporting outcomes

4. using specialized technologies, resources, and instructional strategies unique to students who are D/deaf or hard of hearing
5. planning and implementing transitions across service continuums
6. integrating language instruction into academic areas
7. planning instruction to address academic content standards
8. developing successful inclusion experiences

C. Learning Environments/Social Interactions

Demonstrate knowledge and understanding of
1. the influence of family communication and culture on all developmental domains
2. current research that focuses on learning environments, social interactions, social/ emotional needs, learning needs, identity development, and academic achievement pertaining to learners who are D/deaf or hard of hearing
3. using multiuser platforms to develop outreach programs in order to build communities of learners and professionals who work together as a team.

Demonstrate novice to advanced beginning teacher's skill level in
1. providing ongoing opportunities for interactions between individuals who are D/deaf or hard of hearing with peers and role models who are D/deaf or hard of hearing
2. providing access to incidental language experiences
3. preparing individuals who are D/deaf or hard of hearing to use interpreters, computerized note takers, and educational assistants.
4. managing assistive technology for individuals who are D/deaf or hard of hearing
5. designing a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
6. helping students to understand their own strengths and needs while developing self-advocacy skills

D. Assessment & Evaluation

Demonstrate knowledge and understanding of
1. the unique issues in assessing and evaluating learners who are D/deaf or hard of hearing
2. the basic principles of assessment and sampling techniques
3. the range of current instruments and ways to record data for both formal and informal assessments for assessing communication skills, language, and literacy
4. the interpretation and sharing of assessment information

Demonstrate novice to advanced beginning teacher's skills in
1. collecting and analyzing spoken, signed, and/or written communication samples
2. administering assessment tools using the students' preferred mode and language of communication
3. developing specialized assessment procedures that take into consideration alternative forms of expression

4. analyzing, interpreting, and integrating assessment findings for use in educational environments and for the development of an IEP or Individual Program Plan and an Individual Family Service Plan
5. setting periodic and relevant goals and priorities as needed and as circumstances change
6. evaluating and reviewing the effectiveness of programs in an ongoing way, and making changes as needed

E. Utilization of Technology

Demonstrate a knowledge and understanding of
1. the current technological advances for home, school, outreach, and social media that specifically relate to individuals who are D/deaf or hard of hearing (At the end of this document, see Recent Advances).

Demonstrate novice to advanced beginning teacher's skills in
1. using appropriate and current instructional technology in all aspects of the education of students who are D/deaf or hard of hearing

2. managing assistive technology for and with individuals who are D/deaf or hard of hearing

F. Students who have Hearing Loss and Additional Needs

Demonstrate a beginner's knowledge and understanding of
1. the etiologies of hearing loss that can result in additional learning challenges
2. the development of vision and factors that can interact with hearing loss
3. additional learning challenges posed by the interaction of conditions related to any additional disabilities (i.e. learning disabilities, visual impairment, autism, etc.) and how they may interact to create multiple learning needs
4. the educational and social emotional implications of having challenges in addition to hearing loss, and the need to consult with specialists in these other related areas

FOUNDATIONS STRAND

A. Understanding D/deaf and Hard of Hearing Communities

Demonstrate knowledge and understanding of
1. Deaf and hearing cultural similarities and differences
2. the influence of experience and educational placement on all developmental domains
3. the influence of cultural identity and language on all developmental domains
4. the effects of the interrelationships among the causes and onset of hearing loss, communication modes, the age of identification, accessibility, and provision of appropriate and adequate services and how they affect the development of students who are D/deaf or hard of hearing

Demonstrate skills in
1. developing and enriching cultural competence relative to the Deaf community

B. The Philosophy and History of the Education of Students Who Are D/deaf or hard of hearing

Demonstrate knowledge of
1. the etiology, incidence, and prevalence figures for individuals who are D/deaf or hard of hearing
2. the history of education for individuals who are D/deaf or hard of hearing in Canada and internationally
3. the sociocultural, historical, and political forces unique to the education of students who are D/deaf or hard of hearing
4. the various philosophies of education for students who are D/deaf or hard of hearing, the impact on current programs, and the potential impact on future programs
5. the critical importance of, and functions, of service provision teams and the contributions of team members
6. the range of educational settings, educational philosophies, and professional partnerships, including multidisciplinary approaches
7. the impact of evolving technology as a way of enhancing outreach programs

Demonstrate novice to advanced beginning teacher's skills in
1. explaining the historical foundations and research evidence upon which educational practice, from birth to school graduation, is based

C. Educational Consultation

Demonstrate a knowledge and understanding of
1. the principles of key issues and strategies for consulting and collaborating with parents or caregivers, professionals who work in the field, other classroom teachers, and affiliated educational personnel

2. the kinds and availability of, and the current research base for educational options
3. the basic principles for guidance and counseling pertaining to children who are D/deaf or hard of hearing, and their families
4. the services, organizations, and networks that support individuals who are D/deaf or hard of hearing

Demonstrate the novice to advanced beginning teacher's skills in
1. providing families with evidence based information and support to make informed choices on communication modes, philosophies, and educational options
2. working with team members in collegial ways
3. collaborating with others to support families and individuals with hearing loss

D. Legislation and Professional and Ethical Practice

Demonstrate an awareness of the principles of
1. legislation and policies for children and students who are D/deaf or hard of hearing related to discrimination, privacy, child protection, and human rights (e.g., Handicapped Persons Act, privacy legislation, individual provincial policies, code of ethics from the Teachers' Association, Canadian Charter of Rights and Freedoms, etc.)
2. professional and ethical practices with respect to the diversity of perspectives and opinions
3. confidentiality related to student information, management of student data, referral and reporting procedures, and case management

Demonstrate knowledge and understanding of
1. the roles and responsibilities of teachers and support personnel in educational practice with regard to individuals who are D/deaf or hard of hearing
2. the professional resources relevant to the field of education for individuals who are D/deaf or hard of hearing, and how to advocate for these professionals resources as appropriate for their learning needs
3. professional organizations in the field of education for individuals who are D/deaf or hard of hearing

Demonstrate professionalism by
1. reflecting on their own level of knowledge and skills to ensure that they are meeting their students' educational needs
2. working collaboratively with government and other agencies
3. accepting roles of advocacy, mediation, and negotiation
4. increasing their own proficiency and sustaining a lifelong commitment to maintaining instructional language competence
5. demonstrating engagement in critical self-evaluation and ongoing professional learning within the context of the curriculum as well as specific to the field
6. maintaining collegial and mentoring activities, including supervising student teachers

7. participating in professional organizations (CAEDHH and other related organizations)

PRACTICUM

A. Practicum Hours

CAEDHH certification for the initial training of specialized teacher-candidates requires a minimum 400-hour (ten week) practicum. At least three hundred and twenty (320) hours of the practicum will consist of face-to-face teaching and direct engagement with students. The 400-hour experience may include up to 80 hours of structured, directed observation that is professionally supervised. This is in line with other certification standards and with feedback from teachers in the field who are mentors. The 400 hours must be fully documented, clarify placements, document supervision and achievement, and describe student-teacher roles.

B. Teaching

Candidates are required to have supervised, direct engagement with students who are D/deaf or hard of hearing in a teaching/learning situation, which requires instructional planning, implementation, and evaluation. The supervisor and/or mentor teachers will have achieved the skills, knowledge and experiences needed to work professionally with students who are D/deaf or hard of hearing and will have or will be eligible for CAEDHH Certification. This is seen as the most valuable experience for beginning teachers of students who are D/deaf or hard of hearing. A supervised face-to-face teaching practicum consisting of at least two placement sessions in different contexts is preferred.

Accountability

To assess an application for certification, applicants will be required to submit appropriate evidence (e.g., a statement from a mentor teacher or university supervisor that outlines the dates, kind of teaching/learning environment, and candidate's responsibilities and achievement).

C. Observation/Participation

CAEDHH recognizes the value of directed observations of and participation in activities with master teachers and professionals in a variety of appropriate alternative placements and with individuals who vary in age levels, birth through young adult. Candidates are encouraged to experience a range of communication environments. These experiences can take place throughout the program and can constitute up to 80 hours of the required 400 practicum hours. This means that guided observations, online sessions, one-on-one work with a D/deaf or hard of hearing individual for a course, or any other practical sessions that the candidate experiences during the CAEDHH training can be submitted for approval. Appropriate documentation must be provided.

Accountability

Applicants will be required to submit appropriate evidence signed by a mentor teacher or university supervisor. The submission should outline the dates, number of hours, kind of activity, student-teacher responsibilities, and knowledge gained in the experience. The name of the faculty advisor and the skills and knowledge background of the mentor teachers and/or advisors or sponsors must also be included.

D. Supervision

During the face-to-face and observational practical experiences, candidates will work with and be supervised by an appropriately qualified mentor teacher. At least one person from the teacher-preparation program who has met or is eligible to meet CAEDHH international standards must be involved in close and continuous supervision. This qualified expert-level professional will be able to integrate theory and practice and guide, monitor, and evaluate a candidate's learning experiences. Supervision will be adequate and appropriate in terms of its nature, frequency, amount, and relevance to program and specialization objectives.

Accountability

The program itself will demonstrate the attainment of supervisory standards and provide evidence when the student applies for certification.

E. Types of Placements

A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources available to individuals who are D/deaf or hard of hearing and carry out practicum activities in these facilities as appropriate to the objectives of the program, areas of specialization, and their own professional goals. A minimum of two placements is preferred.

Accountability

The applicant will provide written, signed documentation that demonstrates adequacy and appropriateness.

F. Opportunity for Focus Area Development

In general, the practicum experience is intended to introduce the candidates to the variety of placements and programs that exist and to expose them to new contexts and situations. The goal is to broaden the participants' knowledge and skills. This will be one of the few times that candidates will be able to experience variety; once they are in their own classrooms or educational environments, it will be much more difficult to see what is happening in other areas. CAEDHH also recognizes that in some instances it is reasonable to encourage candidates to develop or enhance special areas of interest

(e.g., early intervention, vocational training, an ASL environment, Auditory Verbal Therapy, etc.) in addition to gaining an understanding and knowledge of the variety of placements available to them.

Accountability

The applicant will provide written, signed documentation that demonstrates adequacy and appropriateness of placements

G. Recent Advances Providing New Opportunities in 2016

Areas requiring up-to-date education and skill advancement are having a direct impact on students and individuals with hearing losses. Notably these areas include:

1) Newborn Hearing Screening and Early Intervention, which necessitates knowledge and skills related to early infant development for those who are D/deaf or hard of hearing, and how this impacts the family unit;

2) Early intervention, with its focus on learning a first language and the importance of the roles played by parents, the intervention teams and by role models available to the families;

3) The new advances in the use of cochlear implants, and the issues associated with the family's decision making in that regard. In addition to early interventions, teachers must be aware of evidence-based research and the impact of this technology;

4) The development of technology such as video conferencing and video relay services that result in improved communication;

5) Technological developments, including the use of multiuser platforms, to develop outreach programs for students where educators, interpreters, interveners and other professionals can work together and collaborate over long distances to develop communities of learners;

6) The growing trend toward outreach communities which place a greater emphasis on teachers who work with students who are D/deaf or hard of hearing to become skilled case managers, not only in their use of technology, but also in the development of their collaborative and consultative team-building skills.

7) The changing demographics of our students including those whose families are recent immigrants and/or do not use English or ASL in the home.

ATTAINMENT INDICATORS

CAEDHH understands that applicants for CAEDHH Certification will have obtained passing grades and will have graduated from a University or College Program that focuses on the provision of specialized services for educators who will be working with students who are D/deaf or hard of hearing. Therefore, most evidence required for meeting these Standards will come from completed course work, workshops, professional development courses and supervised practicum experiences. CAEDHH expects that evidence will consist of, for example, formal documentation, logbook summaries, reports and observations of teaching from qualified mentors and supervisors and other documentation as appropriate. The completed application with accompanying evidence should be signed by the head of the program. More detail will be provided on the Application for Certification form itself.