CAEDHH

CANADIAN ASSOCIATION OF EDUCATORS
OF THE DEAF AND HARD OF HEARING

SPECIALIST

CERTIFICATION

STANDARDS

MAY 2009

TABLE OF CONTENTS

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

INTRODUCTION

Students with hearing losses must have access to specialist teachers to achieve their potential in complex educational environments. These standards are based on the rationale that an educator of individuals who have a hearing loss must undertake specialized study in addition to an education degree. These standards reflect the *initial* teaching knowledge, skills, and attitudes that are common to educational settings for individuals who are D/deaf or Hard of Hearing; this training is both specialized and introductory in nature. The standards reflect the need for beginning educators of D/deaf and Hard of Hearing individuals to have a breadth of knowledge, understanding, and skills to work with the variety of students they will encounter in various settings within the educational systems in Canada.

The requirements reflected in these standards are comparable to those specifically of the United States and Australia, as well as of other nations worldwide. The minimal period of post-degree training that includes coursework and practicum is usually one full academic year, September through June; this often includes summer study in graduate studies at both ends of the academic year. Equivalent part-time and online coursework is also acceptable. Those applying for CAEDHH Certification must provide evidence that these initial standards have been intentionally included in their studies; most commonly, they 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. CAEDHH-certified teachers must be involved with this very young age group, but 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 cochlear implants. 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 yearly upgrading of skills and knowledge through in-services, conferences, workshops, and continuing education coursework for all educators.

It is a major objective of the Association to have all Ministries of Education in the Provinces and Territories adopt the following standards as the minimum measure of professional knowledge and skills to employ teachers of individuals who are D/deaf and Hard of Hearing. Recognition and thanks are given to both the Association of College Educators of the D/deaf and Hard of Hearing in the U.S. and the Australian Association of Teachers of the Deaf for allowing CAEDHH to borrow both concepts and language to enhance the Canadian standards and work towards international standardization of the requirements.

CAEDHH'S STATEMENT OF VALUES

1. CAEDHH advocates optimal education for all students who have a hearing loss. This is 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 on the education of individuals who are D/deaf or Hard of Hearing. This includes 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 individuals who are D/deaf or Hard of Hearing. A CAEDHH-certified teacher is also an essential member of the collaborative team that works with families of infants who have a hearing loss.

4. CAEDHH encourages the collaboration of members of all disciplines involved in the education of individuals who are D/deaf or Hard of Hearing.

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

6. CAEDHH holds no bias for or against any particular method or service delivery model in the education of individuals who are D/deaf or Hard of Hearing. The Association's main concern is that the individual student be provided the opportunity to be taught by appropriately trained personnel and by the method that best suits his or her strengths and needs.

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

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. 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 already established university course criteria for passing and failing grades.

Dreyfus, H. L., & Dreyfus, S. E. (1986). *Mind over machine*. New York: Free Press.

Dreyfus, H. L., & Dreyfus, S. E. (1991). Towards a phenomenology of ethical expertise. *Human Studies, 14*, 229-250.

Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research, 62*(2), 129-169.

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–D/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 by providing internationally derived standards that can be used as a guide to develop programs that will allow educators to meet these knowledge and skill requirements at this beginner's level. These CAEDHH standards are an amalgamation of those also set down by the Association of College Educators–D/deaf and Hard of Hearing in the United States and by the Australian Association of Teachers of the Deaf in Australia. The directors of established Canadian programs are always consulted to revise these standards.

2. To inform authorities that employ teachers to work with individuals who are D/deaf or Hard of Hearing about the internationally derived specialized beginner's standards set down by CAEDHH and recognized in other countries.

3. To guide CAEDHH-certified teachers in self-evaluation and/or peer evaluation of their current teaching performance and student learning.

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

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 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 with hearing losses
   2. the effects of hearing loss on the development of language, literacy, and learning

   (b) Instructional Language and Communication Approaches

   Demonstrate knowledge and understanding of
   1. communication philosophies and approaches

   Demonstrate novice to advanced beginner's skill level 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 beginner's skill level in
   1. increasing one's own levels of communication skills in the language of instruction

   (c) Psycholinguistics

   Demonstrate knowledge and understanding of
   1. the cognitive and language development of individuals who are D/deaf or Hard of Hearing

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 both oral and sign language interpreters, and the process of interpretation in an educational setting
3. 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 *Langue des signes québécoise* (*LSQ*) in Canada
2. the historical development of sign systems that represent spoken language; e.g., SEE2 and 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 curricula concepts
6. 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 beginner level 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
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, children, and adults with hearing losses

Demonstrate novice to advanced beginner level skills in
1. assessing speech production at the 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 assessment—both screening and diagnostic
5. interpretation of audiological assessment 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 beginner level 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
3. using formal and informal assessments for measuring and evaluating functional hearing (auditory skills)*
4. using procedures to check and maintain amplification devices*
5. working collaboratively with audiologists as members of the professional team

(d) Communication Profiles

Demonstrate novice to advanced beginner level skills in
1. compiling, from assessment data and input from parents and other professionals, a communication profile for D/deaf and Hard of Hearing students 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)

---

*CAEDHH recognizes that some individuals may be unable to demonstrate skills in these areas because of hearing loss. 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 communicative demands of different environments and genres

Demonstrate novice to advanced beginner's skill level 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

Demonstrate novice to advanced beginner's skill level in
1. implementing strategies and programs that develop language, literacy, and communication, including those that support communication for different environments and outcomes
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 and academic achievement pertaining to learners who are D/deaf or Hard of Hearing

Demonstrate novice to advanced beginner'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
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

D. *Assessment & Evaluation*

Demonstrate knowledge and understanding of
1. the unique issues in assessing and evaluating D/deaf and Hard of Hearing learners
2. the basic principles of assessment and sampling techniques
3. the range of instruments and informal assessments currently available for assessing communication, language, and literacy
4. the interpretation of assessment information

Demonstrate novice to advanced beginner's skill level in
1. collecting and analyzing spoken, signed, 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 goals and priorities
6. evaluating the effectiveness of programs

E. *Utilization of Technology*

Demonstrate a knowledge and understanding of
1. the current technological advances that specifically relate to individuals with hearing losses

---

Demonstrate novice to advanced beginner's skill level in
1. using appropriate and current instructional technology in all aspects of the education of students with hearing loss
2. managing assistive technology for and with individuals who are D/deaf or Hard of Hearing

F. *Students with 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 such as learning disabilities, visual impairment, and autism and how they interact with hearing loss
4. the educational implications of having challenges in addition to hearing loss, and the need to consult with specialists in these 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 onset of hearing loss, the age of identification, and the provision of services and how they affect the development of individuals 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 Individuals Who Are D/deaf and 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 individuals with hearing loss
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 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

Demonstrate novice to advanced beginner's skill level in
1. explaining the historical foundations and research evidence upon which educational practice is based

C. *Educational Consultation*

Demonstrate a knowledge and understanding of
1. the principles of and key issues in consulting with parents or caregivers and professionals who work in the field
2. the kinds and availability of and the research base for educational options
3. the basic principles for guidance and counseling pertaining to D/deaf and Hard of Hearing children and their families
4. the services, organizations, and networks that support individuals with hearing loss

Demonstrate the development of novice to advanced beginner's skill level in
1. providing families with 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 practice 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
3. professional organizations in the field of education for individuals who are D/deaf and Hard of Hearing

It is understood that CAEDHH-certified educators will already have demonstrated, or will be able to demonstrate, professionalism by
1. working collaboratively with government and other agencies
2. accepting roles of advocacy, mediation, and negotiation
3. increasing proficiency and sustaining a lifelong commitment to maintaining instructional language competence
4. demonstrating engagement in critical self-evaluation and ongoing professional learning within the context of the curriculum as well as specific to the field
5. maintaining collegial and mentoring activities, including supervising student teachers
6. participating in professional organizations (CAEDHH and other related organizations)

PRACTICUM

A. *Practicum Hours*

CAEDHH certification for the *initial* training of specialized teachers requires a minimum 10-week (400-hour) professionally supervised, full-time, face-to-face teaching practicum (direct engagement with students). This is in line with other international certification standards and with feedback from teachers in the field who are mentors. In very unusual circumstances, 8 full weeks will be accepted *as long as* the remaining 2 weeks (80 hours) are completed in specifically guided observation/participatory activities. The 400 hours must be fully documented and clarify placements, document supervision and achievement, and describe student-teacher roles.

B. *Teaching*

Students are required to have supervised, direct engagement with students in the teaching/learning situation, which requires instructional planning, implementation, and evaluation. This is seen as the most valuable experience for beginning teachers of students with hearing loss and requires a minimum of two different placements that will probably consist of 5 weeks (200 hours) in each of two different settings for a total of 10 weeks (400 hours). Although the requirement for 10 weeks will always be maintained, CAEDHH will consider changes in the balance of time in placements (e.g., 6-week and 4-week placements) or number (e.g., three different placements instead of two) if they are supported by a well-documented rationale that indicates adequacy, appropriateness, and achievement. Teachers in the field agree that the 5-week minimum generally allows *barely* enough time for the applicant to come to know the students and develop minimum skills and knowledge.

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 student-teacher's responsibilities and achievement).

C. *Observation/Participation*

In very unusual circumstances some students may be unable to complete the full 10 weeks of supervised, direct engagement with students in an educational setting. If it is supported by appropriate documentation, CAEDHH will recognize the value of directed observations of and participation in activities with master teachers and professionals in a variety of appropriate alternative placements and at varying age levels, birth through young adult. In addition, students are encouraged to experience a range of communication environments. These experiences can take place throughout the program and can constitute up to two weeks (80 hours) of the 10 required weeks (400 hours). This means that guided observations, online sessions, one-on-one speech work for a course, or any other practical sessions that the student experiences during the CAEDHH training can be submitted for approval.

Accountability

For assessment of an application for certification, applicants will be required to submit appropriate evidence signed by a mentor teacher or university supervisor. This will include a rationale that outlines why the full 10 weeks of supervised teaching were not completed. In addition, 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 10 weeks of practicum, students 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 different types of placement is required.

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 students 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 students 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 students to develop or enhance special areas of interest (e.g., early intervention, vocational training, an ASL

environment, AVT, 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.

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 individuals with hearing losses. 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.