

## **CAEDHH Teacher Certification Standards**

(Adopted July 1995)

These standards are based on the rationale that an educator of the Deaf/hard of hearing must be trained to understand and deal competently with specific CORE components common to all educational settings for the Deaf/hard of hearing, and should have training in a variety of allied, SUPPORTIVE areas. Individual components may form the basis of an entire course of study or may be a part of the offerings of a course of study dealing with a number of components. It is expected that an acceptable minimal period of training in CORE and SUPPORTIVE areas will be one (1) academic year, or the equivalent.

It is a major objective of the Association that the following standards will be adopted by all provincial Ministries of Education as a minimum measure of professional competence for teachers of the Deaf and hard of hearing in their employ.

### **COMMUNICATION**

#### **Core Component: A knowledge of Normal Speech and Language Development**

- \* Normal development
- \* With developmental theories
- \* With basic theories of psycholinguistics
- \* Disorders of speech and language development

#### **Core Component: A knowledge of Language and Deafness**

- \* Research in language
- \* Instructional language approaches

- \* Language needs and progress
- \* Psycholinguistics

### **Core Component: A knowledge of Sign Language**

- \* ASL
- \* Other sign systems

### **Supportive Components**

- \* trends in communication programs/philosophies
- \* total communication
- \* auditory-verbal
- \* bilingual/bicultural etc.
- \* understanding the interpreting process in an educational setting
- \* research in ASL and other sign systems such as LSQ and English
- \* other communication systems and methodologies (fingerspelling, cued speech etc.)

### **Core Component: A knowledge of Speech**

- \* Theoretical bases of speech
- \* Anatomy, physiology and medical treatments of speech mechanisms
- \* Principles of phonetics
- \* A common phonetic system
- \* Theories for developing speech
- \* Techniques for improving speech

### **Core Component: A knowledge of Audiology**

- \* Anatomy, physiology, and pathology of the ear
- \* Causes of deafness
- \* Acoustic phonetics
- \* Audiological assessment
- \* Interpretation of audiological assessment

## **CURRICULUM AND INSTRUCTION**

### **Core Component: A knowledge of Curricula**

- \* Standard curricula
- \* The teaching methods and materials designed to meet the differing needs of the Deaf/hard of hearing
- \* Methods of adapting curricula

### **Core Component: A knowledge of Assessment & Evaluation**

- \* Academic areas
- \* Communication areas

### **Core Component: A knowledge of Utilization of Technology**

- \* Media techniques and utilization for Deaf and hard of hearing students

### **Core Component: A knowledge of Deaf and hard of hearing Students with Additional Needs**

- \* Educational implications

### **Supportive Components**

- \* curricular implementation and evaluation
- \* teaching English as a second language

## **FOUNDATIONS**

### **Core Component: A knowledge of Psychosocial Aspects Deafness**

- \* Psychosocial development of the Deaf and hard of hearing
- \* Deaf and hearing Cultures
- \* Evolving issues impacting on the Deaf and hard of hearing

### **Core Component: A knowledge of Philosophy of Education of the Deaf and hard of hearing**

- \* History of education of the Deaf and hard of hearing
- \* Various philosophies of deaf education and the potential impact on present and future programs
- \* Multidisciplinary approaches

### **Core Component: A knowledge of Educational Consultation**

- \* Consultation with parents and professionals
- \* Knowledge of educational options
- \* Basic guidance and counselling
- \* Service and consumer groups for the Deaf and hard of hearing

## **PRACTICUM**

### **Components**

- \* Observation of master teachers and professionals in a variety of placements and at varying levels in both auditory/aural and total communication/bilingual–bicultural programs are highly recommended.

### **PLACEMENT OPTIONS**

Integrated Settings  
Special classes/resource room settings  
Residential school settings

### **LEVELS**

Preschool  
Elementary  
Middle school  
High school  
Vocational  
Community College

- \* **Supervised practica in two or more of the above placements at different levels for a minimum of 10 weeks.**

## **TEACHER PREPARATION PROGRAM**

The following guidelines should be used to determine provisional certification of an applicant. The Applicant should have successfully completed the following credit hours in each component of these standards:

Communication: 15

Speech and language development 6

Language and deafness 3

Sign Language 3

Speech 3

Audiology 3

Curriculum and Instruction 6

Foundations 6

Practicum (10 weeks)

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**TOTAL number of credit hours of program 42**

NOTE: While the teaching of speech is a common component of all education of the Deaf/hard of hearing, and therefore mandatory under these certification standards, it is realized that certain individuals, due to degree of deafness or other mitigating circumstances, may not be able to undertake complete training in this area. For these individuals, certain aspects of this component may not be considered mandatory.

## CAEDHH'S STATEMENT OF VALUES

1. CAEDHH advocates optimal education of Deaf and hard of hearing students. This is a placement where: Ability to Achieve = Possibility to Achieve.
2. CAEDHH advocates the involvement of a qualified educator of the Deaf (CAEDHH certified educator) in any decision-making regarding the education of Deaf and hard of hearing students.
3. CAEDHH advocates the hiring of trained teachers of the Deaf and hard of hearing (CAEDHH certified teachers) as the most appropriate educational personnel to work with Deaf and hard of hearing students.
4. CAEDHH encourages collaboration of members of all disciplines involved in education of Deaf and hard of hearing students.
5. CAEDHH recognizes parents and students as the final decision-makers regarding educational placement. Each student's input into the decision-making process would be valued and given increasing weight with maturity. The educator's responsibility is to ensure that the family receives complete and unbiased information on which to base this decision.
6. CAEDHH holds no bias for or against any particular method or service delivery model in the education of the Deaf and hard of hearing students. The Association's main concern is that the individual student be provided the opportunity to be taught by the method that suits his or her needs.