Kansas Licensure Standards for

Deaf or Hard-of-Hearing
Birth to Grade 12 [Birth to Grade 3 and PreK-12]

Adopted by the Kansas State Board of Education, November 09, 2021

Kansas Licensure Standards for
Deaf or Hard-of-Hearing
Birth to Grade 3 and PreK-12

STANDARD 1 Characteristics/Legal/Historical/Philosophical
The educator of DHH learners understands the historical and philosophical foundations of deaf education; characteristics of deaf gain and hearing loss including co-occurring conditions; legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner's educational and social needs; and understands the legal rights of families

Function 1.1	
The educator of DHH learners understands the historical and philosophical foundations of deaf education	
Content Knowledge	**Professional Skills**
CK 1.1.1 Understands the historical foundation of general and special education including major federal and state legislation, case law, and contributors including those that pertain to deaf education	PS 1.1.8 Explains the history of 504 accommodations and special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special and deaf education legislation
CK 1.1.2 Understands the philosophical foundation of 504 accommodations and special education, including models, theories, and philosophies that provide the basis of deaf education practice	PS 1.1.9 Articulates a personal philosophy of special education that is specific to deaf education and includes current educational evidence-based research related to the instruction of DHH learners and their needs including: ● showing they are critically informed ● analyzing own background and able to bridge to good practice
CK 1.1.3 Has knowledge of educational, sociocultural, historical, employment, and political considerations unique to the education of DHH learners including, but not limited to: ● founding of Gallaudet University ● founding of National Association of the Deaf and A.G. Bell Association ● Milan Conference of 1880 ● Deaf President Now, 1988	PS 1.1.10 Responds to and demonstrates importance of educational, sociocultural, historical, employment, and political considerations unique to deaf culture and the field of deaf education
CK 1.1.4 Understands models, theories, ethics, and philosophies that form the foundation for practices with DHH learners and are consistent with the range of educational programming options for these learners requiring language rich environments	PS 1.1.11 Weighs the effect of various educational placement options with regards to cultural identity, linguistic access, and academic and social-emotional development
CK 1.1.5 Understands the variations in beliefs, traditions, and values across cultures, including deaf	PS 1.1.12 Explains various beliefs, traditions, and values across cultures, including deaf culture, and their

culture, and its effect on relationships among DHH learners, their families, and educational practices	effect on relationships among DHH learners, their families, and education practices
CK 1.1.6 Knows current educational definitions of DHH learners, including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures	PS 1.1.13 Distinguishes issues in definition of, and identification procedures for, DHH learners including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures
CK 1.1.7 Aware of the findings and concerns of the President's Commission on Education of the Deaf and the U.S. Department of Education policy guidance on the educational services and LRE definition as it applies to DHH learners	PS 1.1.14 Explains the findings and concerns of the President's Commission on Education of the Deaf and the U.S. Department of Education policy guidance on the educational services and LRE definition as it applies to DHH learners

Function 1.2 The educator of DHH learners understands the characteristics of deaf gain and hearing loss including co-occurring conditions	
Content Knowledge	**Professional Skills**
CK 1.2.1 Understands the cultural vs medical perspectives for DHH individuals, considering the characteristics of DHH learners when identifying needs and determining appropriate strategies and learning environments when planning and providing instruction	PS 1.2.8 Applies an appropriate cultural awareness vs medical perspective of DHH individuals, considering characteristics of DHH learners, to help identify needs and determine appropriate strategies and learning environments when planning and providing instruction
CK 1.2.2 Knows the characteristics, strengths, and challenges of all DHH learners including those with co-occurring conditions (e.g., cognitive, learning disabilities, giftedness, behavior/emotional, autism, deaf+)	PS 1.2.9 Explains the characteristics of all DHH learners including those with co-occurring conditions (i.e., deaf+) in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors
CK 1.2.3 Understands the aspects of differentiation, intervention strategies, and theories based on the characteristics of all DHH learners	PS 1.2.10 Integrates the needs of the DHH learner, based on data, to analyze, practice and differentiate instruction accordingly
CK 1.2.4 Knows the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning	PS 1.2.11 Explains the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning

CK 1.2.5	PS 1.2.12

Understands current evidence-based research regarding the cause of disabilities as well as advancements in treatments, therapies, interventions (e.g., early visual language exposure), and instructional strategies (e.g., bilingual strategies) for DHH learners' education needs	Uses current evidence-based developmental, educational, and medical research to develop appropriate instructional plans and interventions to provide effective educational instruction to DHH learners
CK 1.2.6 Identifies co-occurring conditions and their effects on development, including impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on DHH learners' educational progress and social functioning	PS 1.2.13 Explains the impact of DHH learner's characteristics on cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on educational progress and social functioning
CK 1.2.7 Understands the relationship of cultural beliefs, traditions, and values of the DHH learner, family, and community on the provision of education and/or special education services	PS 1.2.14 Demonstrates respect of the cultural beliefs, traditions, and values of the DHH learner and family during identification, placement, and provision of education and/or special education services

Function 1.3
The educator of DHH learners understands the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner's educational and social needs

Content Knowledge	Professional Skills
CK 1.3.1 Knows the progression of federal legislative acts and Kansas statutes/regulations that have provided the foundation for current educational law (IDEA, ESEA, mandated reporting, FERPA) including those specific to DHH learners ● 1973 Rehabilitation Act ● 1990 Americans with Disabilities Act ● 2012 21st Century Communications & Accessibility Act	PS 1.3.5 Applies federal legislation and Kansas statutes and regulations including, but not limited to, IDEA, ESEA, Rehabilitation Act, ADA, mandated reporting, Communication & Accessibility Act, and FERPA, US DOE LRE guidance as they apply to DHH learners for development of IFSP/IEP and address FAPE and LRE
CK 1.3.2 Understands the rights and responsibilities of DHH learners, their families, teachers, and other professionals in schools	PS 1.3.6 Explains court cases (e.g., Rowley, Endrew) as well as federal and state requirements for the identification, referral, and placement options, and advocate for the rights of all DHH learners
CK 1.3.3 Recognizes the impact of various educational placement options from the perspective of the needs of any given DHH learner with regard to cultural identity; direct communication access to peers and adults; least restrictive	PS 1.3.7 Identifies appropriate learning environments using ethical principles of equitable educational and social opportunity, laws, and policies to guide equal access to communication in a DHH

environment as a language rich environment (LRE); and linguistic, academic, and social-emotional development	learners most accessible communication mode(s)
CK 1.3.4 Understands how case law and federal and state legislation affect current educational practices, teacher requirements, developmental and educational interventions, and DHH learner outcomes, both evidence-based and non-evidence-based	PS 1.3.8 Explains how case law and federal and state legislation apply to current education practices (both evidence-based and non-evidence-based), teacher requirements, developmental and educational interventions and DHH learner outcomes

Function 1.4
The educator of DHH learners understands the legal rights of families

Content Knowledge	Professional Skills
CK 1.4.1 Understands the definition of "parent" in state and federal statutes and knows the rights afforded parents/legal guardians, DHH learners, and professional team members under general and special education law	PS 1.4.7 Explains general, special, and deaf education legal rights and responsibilities afforded to parents/legal guardians, DHH learners, and professional team members in understandable terms
CK 1.4.2 Knows early intervention and general, special, and deaf education processes and procedures regarding collaboration, consultation and teaming to serve and benefit DHH learners	PS 1.4.8 Communicates early intervention and general, special, and deaf education procedures, program needs, processes and outcomes to family members, school and community members who serve DHH learners
CK 1.4.3 Understands the meaning and purpose of parental consent that is needed for every special education action in accordance to state and federal laws, especially as they pertain to DHH learners	PS 1.4.9 Explains the meaning and intent of parent consent that is needed for every special education action in accordance with state and federal laws, especially as they pertain to DHH learners
CK 1.4.4 Understands parent rights and the reasons for these rights in relation to timelines for early intervention, the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners	PS 1.4.10 Demonstrates knowledge of parent rights including notification for timelines for early intervention, initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners
CK 1.4.5 Understands parent rights and procedural safeguards, and the intent of these elements (especially as they pertain to DHH learners), that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain	PS 1.4.11 Provides explanations of parent right and procedural safeguards including the intent of these rights/safeguards (especially as they pertain to DHH learners) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as

additional information and support (e.g., parent information centers)	resources to obtain additional information and support (e.g., parent information centers)
CK 1.4.6 Understands that the "person acting as a parent" with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner	PS 1.4.12 Recognizes and interacts with the "person acting as a parent" with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner

STANDARD 2   Assessment
The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions; instructional planning; progress monitoring; and to determine the efficacy of the learning environment for effective instructional planning and implementation

Function 2.1	
The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions	
Content Knowledge	**Professional Skills**
CK 2.1.1 Understands evaluation and eligibility process for students to qualify for specially designed instruction (i.e., deaf education), including use of assessments, evaluation results, and patterns of DHH learner strengths and weaknesses during the eligibility process	PS 2.1.10 Analyzes data from audiological evaluations, Part C agencies (for children transitioning to Part B), and general education interventions to base the need for a special education (i.e., deaf education) evaluation referral
CK 2.1.2 Understands the purpose of DHH learner assessment and the legal process to gain informed consent for evaluations	PS 2.1.11 Explains the nature and purpose of evaluation to the DHH learner's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent
CK 2.1.3 Understands the construction, purpose, means of interpreting, and limitations of a variety of assessment instruments used for DHH learner screening and evaluation, including criterion and norm-referenced assessments; DHH learner, teacher, and parent surveys; academic and behavioral checklists; DHH learner observations; DHH learner work samples; and patterns of DHH learner strengths and weaknesses	PS 2.1.12 Selects appropriate assessment instruments to address DHH learner academic, behavioral, social, and postsecondary transitional patterns of DHH learner strengths and weaknesses, and need for visual access and/or assistive technology
CK 2.1.4 Understands frameworks and assessments that can be used to determine the need and planning for the implementation of assistive technology devices and services for academic, behavioral, social, and learning needs	PS 2.1.13 Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs
CK 2.1.5 Understands the legal and ethical implications of DHH learner assessment, including the influence of DHH learner diversity on the	PS 2.1.14 Administers assessments accurately and with fidelity using ethical testing practices, including implications for DHH learners from culturally and/or linguistically diverse backgrounds, and

DHH learner's evaluation procedures and assessment results	maintains confidentiality of DHH learner information and assessment results
CK 2.1.6 Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of DHH learner strengths and weaknesses	PS 2.1.15 Uses assessment data from multiple sources, patterns of DHH learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions
CK 2.1.7 Understands the need for effective communication and collaboration with the DHH learner's IFSP/ IEP team members, and the DHH learner (when appropriate) to interpret evaluation results and make eligibility decisions	PS 2.1.16 Communicates assessment results (verbally and in writing) with the DHH learner's IFSP/IEP team members, and the DHH learner (when appropriate) to determine eligibility, level of intervention, and placement decisions
CK 2.1.8 Understands the components of an audiogram and the process of a hearing evaluation	PS 2.1.17 Explains an audiogram and describes the process of administering a hearing evaluation
CK 2.1.9 Understands the implications that language access and results of audiological assessments may have on visual and spoken language development and auditory perception	PS 2.1.18 Identifies and explains the implications that language access and results of audiological assessments may have on visual and spoken language development and auditory perception

Function 2.2 The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for instructional planning	
Content Knowledge	**Professional Skills**
CK 2.2.1 Understands a variety of procedures to analyze DHH learner's developmental, academic, social, and behavioral data including patterns of strengths and weaknesses	PS 2.2.6 Analyzes patterns of DHH learner's strength and weaknesses, assessment data, and effectively communicates the instructional implications of assessment results to IFSP/IEP team members
CK 2.2.2 Understands the importance of DHH learner's characteristics and current evidence-based educational research when making instructional decisions based on assessment data	PS 2.2.7 Uses DHH learner's characteristics and current evidence-based educational research to guide instructional planning in all core content areas and to select appropriate levels of instructional and behavioral intervention strategies
CK 2.2.3 Understands the use of DHH learner's assessment data to guide instructional planning in all core content areas, transition planning, and school outcomes to meet the DHH learner's needs	PS 2.2.8 Uses DHH learner's assessment data to differentiate instructional content in all core content areas; to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary);

	develop transition plans (from birth to post-secondary); determine assistive technology; and write IEPs including goals, benchmarks, and short-term objectives that build upon DHH learner's strengths
CK 2.2.4 Understands the implications of DHH learner's motivation and how language skills and test-taking skills may affect performance on assessments; knows accommodations, adaptations, and modifications that may be used in the assessment of DHH learners	PS 2.2.9 Uses appropriate motivational and instructional strategies to improve DHH learner's persistence and assessment performance; explains how language skills may affect performance on assessments; and uses accommodations, adaptations, and modifications as appropriate for the assessment of DHH learners
CK 2.2.5 Understands communication and language assessment outcomes with reference to typical developmental sequences and stages of ASL and English development in DHH learners	PS 2.2.10 Evaluates and interprets communication and language assessment outcomes with reference to typical developmental sequences and stages of ASL and English development in DHH learners

Function 2.3
The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies to monitor DHH learner progress

Content Knowledge	Professional Skills
CK 2.3.1 Knows and understands research-supported assessment tools and approaches to monitor academic progress of DHH learners through formal and informal assessments as well as formative and summative assessments to ensure progress, appropriate developmental/instructional activities, interventions, and meaningful feedback	PS 2.3.6 Explains and applies data and assessment results to impact instruction ensuring the DHH learner is making adequate progress, select appropriate developmental and/or instructional activities in all core content areas, revise instructional or behavioral interventions, and to provide meaningful feedback to the DHH learner and parent
CK 2.3.2 Understands a variety of methods to use technology to document, organize, and communicate DHH learner's progress	PS 2.3.7 Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the DHH learner (when appropriate) to self-monitor individual progress
CK 2.3.3 Understands the responsibility to include all DHH learners in appropriate district and state standards-based assessments, with or without accommodations (including alternate assessment as appropriate), to demonstrate DHH learner's content knowledge	PS 2.3.8 Includes DHH learners with co-occurring conditions (i.e., deaf+) in district and state standards-based assessments, with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the DHH

	learner requires assessment accommodations, adaptations, or modifications to demonstrate DHH learner's content knowledge
CK 2.3.4 Understands the responsibility of the IFSP/IEP team members including the role of classroom teachers, related service providers and families to select appropriate methods to assess learning (e.g., audiological, health, vision, motor, speech-language [language development in ASL and English], academic, cognitive, social-emotional) using accommodations, adaptations, and/or modifications in accordance with the DHH learner's IFSP/IEP	PS 2.3.9 Collaborates with the IFSP/IEP team members including the classroom teachers, related service providers and families to select appropriate methods to assess learning (e.g., audiological, health, vision, motor, speech-language [language development in ASL and English], academic, cognitive, social-emotional) using accommodations, adaptations, and/or modifications in accordance with the DHH learner's IFSP/IEP
CK 2.3.5 Understands the components of a comprehensive evaluation to include expanded core curriculum, auditory status & auditory function, vision, ASL (comprehension & production), spoken language (comprehension and production), speech, cognitive & academic performance, social-emotional/behavioral, self-determination & self-advocacy, family needs, career/vocational interests and options	PS 2.3.10 Uses components of a comprehensive evaluation to include expanded core curriculum, auditory status & auditory function, vision, ASL (comprehension & production), spoken language (comprehension and production), speech, cognitive & academic performance, social-emotional/behavioral, self-determination & self-advocacy, family needs, career/vocational interests and options

Function 2.4
The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the learning environment for effective instructional planning and implementation

Content Knowledge	Professional Skills
CK 2.4.1 Understands physical, social, and learning environments conducive for DHH learners to plan and implement both explicit instruction and incidental learning	PS 2.4.7 Develops and implements learning activities based on the physical, social, and learning environment conducive for DHH learners to receive explicit instruction and incidental learning
CK 2.4.2 Knows how to assess the environment to determine if it appropriately supports the child's access to communication & instruction (e.g., use of sign language interpreter, classroom acoustics, lighting, captioning, classroom participation strategies, school culture of inclusion)	PS 2.4.8 Uses assessment results to identify the necessary accommodations & modifications necessary to support communication & learning (e.g., use of sign language interpreter, classroom acoustics, lighting, captioning, classroom participation strategies, school culture of inclusion)
CK 2.4.3	PS 2.4.9

Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments	Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
CK 2.4.4 Knows strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.)	PS 2.4.10 Uses strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.)
CK 2.4.5 Understands the use of DHH learner assessment data to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs	PS 2.4.11 Utilizes appropriate formative, summative, and diagnostic assessment of expanded core curriculum, visual and spoken language skills, literacy skills, auditory skills, self-advocacy, self-determination, functional listening, self-care skills, and student safety to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs
CK 2.4.6 Knows the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress as well as understanding the need for empowering families about the DHH learner's developmental and educational needs and subsequent outcomes	PS 2.4.12 Explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress with the intent of further empowering families to the DHH learner's developmental and educational needs and subsequent outcomes

STANDARD 3   Child Development and Learning
The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences; uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning; and uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners

Function 3.1	
The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences	
Content Knowledge	**Professional Skills**
CK 3.1.1 Knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) and recognizes variable progression in DHH learner	PS 3.1.15 Applies age-appropriate developmental expectations to address individual learning of DHH learner, including physical, cognitive, social, emotional language and aesthetic domains; play, activity and learning processes
CK 3.1.2 Understands integration of developmental domains as it applies to DHH learners	PS 3.1.16 Uses knowledge of developmental domains to address individual needs of DHH learner and to create positive, language-rich learning environments to stimulate brain development
CK 3.1.3 Knows and understands multiple influences on development of the whole DHH learner (e.g., play, brain research, environmental factors, individual physical factors, medical, genetics, parent developmental level, nutrition, SES status)	PS 3.1.17 Demonstrates respect for each DHH learner as a feeling, thinking individual and respect for each child's culture, home language, individual abilities or disabilities, family context, and community as well as affirms anti-bias perspectives on development and learning of DHH learner
CK 3.1.4 Knows and understands typical progression of language development and the impact of hearing loss on the access to spoken language and language acquisition of DHH learner from birth to age 8	PS 3.1.18 Demonstrates knowledge of typical progression of language development and the impact of hearing loss on the access and language acquisition of DHH learner from birth to age 8
CK 3.1.5 Understands current theories of how languages (e.g., ASL and English) develop in both hearing and DHH learners	PS 3.1.19 Explains current theories of how languages (e.g., ASL and English) develop in both hearing and DHH learners
CK 3.1.6 Understands the influence of variables such as age of identification, type and etiology, hearing level, auditory development, access to ASL, and the provision of services/intervention on the development of language for DHH learner (e.g., ASL and English)	PS 3.1.20 Demonstrates knowledge of the influence of variables such as age of identification, type and etiology, hearing level, auditory development, access to ASL, and the provision of services /intervention on the development of language for DHH learner (e.g., ASL and English)

Content Knowledge	Professional Skills
CK 3.1.7 Understands typical developmental sequences in auditory and visual perception as well as the factors that impact visual and/or auditory learning in DHH learners	PS 3.1.21 Articulates and plans for knowledge of typical developmental sequences in auditory and visual perception as well as the factors that impact visual and/or auditory learning in DHH learners
CK 3.1.8 Understands the principles of language acquisition and early communication for DHH learners, including prelinguistic and early linguistic communication stages, and how it can improve language development	PS 3.1.22 Applies the principles of language acquisition for DHH learners and can describe how early communication, including prelinguistic and early linguistic communication stages, can improve language development
CK 3.1.9 Understand the effects of multiple language exposure on DHH learner's development (i.e., bilingualism, ASL, English) drawing upon current theories of bilingualism for DHH learners	PS 3.1.23 Demonstrates respect and plans for the effects of multiple language exposure on DHH learner's development (i.e., bilingualism, ASL, English) drawing upon current theories of bilingualism for DHH learners
CK 3.1.10 Understands the development of phonology, morphology, syntax, semantics, and pragmatics of ASL and English	PS 3.1.24 Promotes the development of phonology, morphology, syntax, semantics, and pragmatics of ASL and English
CK 3.1.11 Understands the impact of exceptionalities on the development of language and learning for DHH learners including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs	PS 3.1.25 Considers the impact of exceptionalities on the development of language and learning for DHH learners including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs
CK 3.1.12 Understands how intrinsic and external factors impact visual, spatial, tactile and auditory aspects of communication acquisition in DHH learners	PS 3.1.26 Demonstrates how intrinsic and external factors impact visual, spatial, tactile and auditory aspects of communication acquisition in DHH learners
CK 3.1.13 Understands how early comprehensible communication influences DHH infants and learners, their families, and/or other caregivers	PS 3.1.27 Articulates the impact of cultural/familial factors, including effect on the development of communication skills, in DHH infants and learners
CK 3.1.14 Has knowledge of physical, social, and learning environments that can influence cognitive and physical development of DHH learners	PS 3.1.28 Develops and implements learning activities based on the physical, social, and learning environment of DHH learners

Function 3.2 The educator of DHH learners uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning	
Content Knowledge	**Professional Skills**

CK 3.2.1 Knows of language-rich learning environments that maximize opportunities for visual and/or auditory learning and meets developmental and learning needs of DHH learners	PS 3.2.8 Designs a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs of DHH learners
CK 3.2.2 Understands strategies for developing incidental and explicit language/learning experiences for DHH learners	PS 3.2.9 Explains strategies for developing incidental and explicit language/learning experiences for DHH learners
CK 3.2.3 Knows strategies that promote a language-rich learning environment to facilitate language, thought, and early literacy for DHH learners	PS 3.2.10 Coaches families in the use of strategies that promote a language-rich learning environment to facilitate language, thought, and early literacy for DHH learners
CK 3.2.4 Understands the importance of having access to skilled and experienced professionals to facilitate language development using language and communication modalities appropriate for the DHH learner	PS 3.2.11 Provides families and children with access to skilled and experienced professionals to facilitate language development using language and communication modalities appropriate for the DHH learner
CK 3.2.5 Understands how to implement strategies to promote visual language learning, promote auditory learning in children who have access through hearing technology (e.g., hearing aids, bone conduction devices, cochlear implants, digital modulation devices), and promote access to language using combined or multiple modalities for DHH learners	PS 3.2.12 Demonstrates and plans for strategies to promote visual language learning, auditory learning in children who have access through hearing technology (e.g., hearing aids, bone conduction devices, cochlear implants, digital modulation devices), and access to language using combined or multiple modalities for children DHH learners
CK 3.2.6 Understands and has knowledge of embedding goals within daily routines and integrating communication in a variety of social, linguistic, and cognitive/academic contexts for DHH learners	PS 3.2.13 Demonstrates how to embed goals within daily routines and integrate communication in a variety of social, linguistic, and cognitive/academic contexts for DHH learners
CK 3.2.7 Identifies factors related to quality and quantity of incidental language on learning experiences, which impact the language development of DHH infants and learners	PS 3.2.14 Plans for factors related to quality and quantity of incidental language on learning experiences, which impact the language development of DHH infants and learners

Function 3.3 The educator of DHH learners uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners	
Content Knowledge	**Professional Skills**
CK 3.3.1	PS 3.3.8

Knows basic methods for promoting the development of DHH learner's self-regulatory skills	Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences) for DHH learners
CK 3.3.2 Understands the importance of a language-rich and literacy-rich environment to support and expand DHH learner's communication through ASL, English literacy, listening, spoken language, and other modes	PS 3.3.9 Creates a language-rich and literacy-rich environment for DHH learners and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) to model ASL, English literacy, listening, spoken language, and other modes during daily routines
CK 3.3.3 Understands the importance of a culturally sensitive, including deaf culture, learning environments for DHH learners and their families	PS 3.3.10 Uses a variety of materials and strategies to support a multicultural, including deaf culture, and anti-bias curriculum for DHH learners in the classroom (e.g., pictures, books, and cultural artifacts) and with families
CK 3.3.4 Knows how to create a learning environment that encourages DHH learners to work productively and cooperatively with each other to achieve learning goals	PS 3.3.11 Plans and selects activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs) for DHH learners
CK 3.3.5 Knows that the DHH learner's learning environment should include safety procedures and precautions	PS 3.3.12 Identifies procedures that ensure the DHH learner's learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills)
CK 3.3.6 Understands the importance of visual access to language and technology rich learning environment for DHH learners	PS 3.3.13 Develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed for DHH learners
CK 3.3.7 Possesses the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security	PS 3.3.14 Applies the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security

STANDARD 4 **Planning & Instruction with Evidence-Based Strategies**
The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention and academic and social-emotional development; DHH learning environments; teacher knowledge of subject matter; and technology for effective instructional planning and implementation

Function 4.1 The educator of DHH learners uses evidence-based strategies to develop the IFSP/IEP utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention academic and social-emotional development for effective instructional planning and implementation	
Content Knowledge	**Professional Skills**
CK 4.1.1 Understands the purpose of the IFSP and IEP and how it guides the DHH learner's early intervention and educational plan	PS 4.1.6 Explains the purpose of the IFSP and IEP and how it guides the DHH learner's early intervention and educational plan
CK 4.1.2 Knows the components of an IFSP and IEP (e.g., present levels of performance, goals, accommodations/modifications)	PS 4.1.7 Writes present level of development, academic and social/emotional performance; measurable goals with baseline data; and accommodations and/or modifications used with DHH learner
CK 4.1.3 Knows and understands sources of materials and supports promoting a bilingual environment for DHH learners	PS 4.1.8 Selects, designs, produces, and utilizes media, materials, and resources required to educate DHH learners in a bilingual environment
CK 4.1.4 Understands how to access/modify appropriate activities, general education curriculum, instruction to enhance learning opportunities for DHH learners	PS 4.1.9 Infuses ASL and English across the curriculum as consistent with the DHH learner's individualized education program (IEP)
CK 4.1.5 Knowledge of assessment tools for both formative and summative purposes to inform, guide, and adjust instruction for DHH learners	PS 4.1.10 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objective for DHH learners

Function 4.2 The educator of DHH learners uses evidence-based strategies to develop the IFSP/IEP utilizing bilingual education (ASL and English) as it applies to DHH learning environments for effective instructional planning and implementation	
Content Knowledge	**Professional Skills**
CK 4.2.1 Knows and understands information related to American Sign Language (ASL) and other English communication modes (e.g., auditory-	PS 4.2.8 Demonstrates proficiency in, and can advocate for, using ASL and English with DHH learners

oral, Signed English), including components of non linguistic and linguistic communication, used by DHH learners	
CK 4.2.2 Knows of evidence-based practices regarding first language development and second language acquisition (e.g., ASL to English or English to ASL) of DHH learners	PS 4.2.9 Applies first and second language teaching strategies (e.g., English through ASL) appropriate to the needs of the individual DHH learners
CK 4.2.3 Knows ways to facilitate cognitive, communicative and language (ASL and English) development in DHH learners	PS 4.2.10 Infuses ASL and English skills into developmental, pre-academic/academic, social-emotional, and core content areas as indicated on the DHH learner's IFSP/IEP
CK 4.2.4 Knowledge of placement options that allow for most accessible (i.e., least restrictive) environment that promotes a language rich environment for DHH learners	PS 4.2.11 Employs a variety of techniques and instructional strategies to enhance student learning based on educational placement of DHH learner
CK 4.2.5 Awareness of environmental and linguistic barriers that prevent access to incidental learning opportunities for DHH learners	PS 4.2.13 Demonstrates ability to modify incidental language by facilitating a barrier-free communication environment for DHH learners
CK 4.2.6 Understands the importance of creating safe, culturally responsive learning environments to engage DHH learners in meaningful learning activities and social interactions through collaboration with general/special educators and other colleagues	PS 4.2.14 Modifies programs, instructional processes and learning environments to meet the physical, cognitive, cultural, and communication needs of DHH learners
CK 4.2.7 Knowledge of DHH learners with co-occurring conditions and exceptionalities unique cognitive, physical, sensory and other learning needs to tailor and modify classroom and school environment	PS 4.2.15 Creates optimal learning space for DHH learners addressing unique cognitive, physical, sensory, and other learning needs to minimize distractions and maximize student growth

Function 4.3
The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to teacher knowledge of subject matter for effective instructional planning and implementation

Content Knowledge	Professional Skills
CK 4.3.1 Understands the need to differentiate the instructional content, process, product, and learning environment to meet individual educational levels and skills of DHH learners	PS 4.3.4 Facilitates DHH learner's engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways

CK 4.4.2 Knows and understands subject matter and practices used in general education across content areas	PS 4.4.5 Consistently challenges and supports each DHH learner by providing appropriate content and developing skills which build upon students' present levels of knowledge and skills
CK 4.4.3 Knows appropriate strategies in ASL and English to develop literacy across the curriculum for DHH learners	PS 4.4.6 Uses appropriate strategies in ASL and English to develop literacy across the curriculum for DHH learners

Function 4.4
The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to technology for effective instructional planning and implementation

Content Knowledge	Professional Skills
CK 4.4.1 Knows and understands technologies and resources available to DHH learners	PS 4.4.3 Utilizes appropriate technologies and resources required to support and educate DHH learners
CK 4.4.2 Understands augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of DHH learners	PS 4.4.4 Ensures use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings for DHH learners

STANDARD 5   Professional Collaboration
The educator of the DHH learner demonstrates effective communication skills (i.e., fluency in American Sign Language and English is imbedded in each function) to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services; and to implement the IEP, deliver instruction, and evaluate IEP implementation

Function 5.1	
The educator of the DHH learners demonstrates effective communication skills to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services	
Content Knowledge	**Professional Skills**
CK 5.1.1 Understands techniques and strategies for facilitating the DHH learner's maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.	PS 5.1.5 Implements techniques and strategies for facilitating the DHH learner's maintenance and generalization of knowledge and skills in a collaborative process while promoting successful transition to various learning environments.
CK 5.1.2 Knows and understands roles and responsibilities of teachers (teacher of the deaf, general education, and special education), interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting serving DHH learners	PS 5.1.6 Instructs DHH learners to self-advocate and seek available services from teachers (teacher of the deaf, general education, and special education), interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting serving DHH learners
CK 5.1.3 Knows and understands roles and responsibilities of teachers in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) that support positive DHH learner outcomes	PS 5.1.7 Communicates the roles and responsibilities of collaboration with teachers in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) that support positive DHH learner outcomes
CK 5.1.4 Knows and understands the role and responsibility for providing knowledge and awareness specific to the needs of the DHH learner for general education teachers, school administrators, support staff, and other school personnel	PS 5.1.8 Provides knowledge and awareness specific to the needs of the DHH learner for general and special education teachers, school administrators, support staff, and other school personnel

Function 5.2	
The educator of the DHH learners demonstrates effective communication skills to implement the IFSP, IEP, deliver instruction, and evaluate IFSP/IEP implementation	
Content Knowledge	**Professional Skills**
CK 5.2.1	PS 5.2.3

Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)	Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)
CK 5.2.2 Knows and understands the responsibility for coordinating and supervising support personnel including, but not limited to, interpreters, note-takers, and paraprofessionals to meet the needs of DHH learners	PS 5.2.4 Facilitates and oversees the responsibility for coordinating and supervising support personnel including, but not limited to, interpreters, note-takers, and paraprofessionals to meet the needs of DHH learners

STANDARD 6   Family & Community Engagement

The educator of DHH learners understands the importance of family and community in the deaf education and special education process; is aware of and understands the importance of deaf culture for DHH learners and their families; and works to actively engage and empower families as partners in the education of the DHH learner

Function 6.1	
The educator of DHH learners understands the importance of family and community in the deaf education and special education process	
Content Knowledge	**Professional Skills**
CK 6.1.1 Knows the importance of respectful and beneficial relationships with family members of DHH learners and understands the importance of respecting the families' culture and traditions when planning for the educational opportunities for the DHH learner	PS 6.1.6 Fosters respectful and beneficial relationships with family members of DHH learners and acknowledges the families' culture and traditions when planning for the educational opportunities for the DHH learner
CK 6.1.2 Understands the importance of establishing proactive relationships with families through respectful, open communication (e.g., signed, spoken, and written) using the primary language used in DHH learner's in homes	PS 6.1.7 Demonstrates the ability to effectively communicate (e.g., signed, spoken, and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IFSP/IEP meetings) for building, enriching, and sustaining home/school communication using the primary language used in the DHH learner's home
CK 6.1.3 Understands the relevant community resources applicable to the needs of the DHH learner and the importance of accessing these community resources in the early intervention and educational environments	PS 6.1.8 Acknowledges the benefits community resources can provide to the DHH learner's IFSP/IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into early intervention and educational environments
CK 6.1.4 Understands importance of families and/or other caregivers having the knowledge and skills to make appropriate choices and establish priorities needed to enhance development and transition for DHH learners	PS 6.1.9 Creates opportunities for interaction with communities of individuals who are DHH on a local, state and national level including, but are not limited to, neighborhood, ethnic and culturally-based, and health care and medical communities
CK 6.1.5 Awareness of services provided to support DHH learners by school support personnel, governmental and non-governmental agencies or individuals	PS 6.1.10 Instructs families and DHH learners to self-advocate and seek available services from school support personnel and through collaboration with governmental and nongovernmental agencies or individuals

Function 6.2

The educator of DHH learners is aware of and understands the importance of deaf culture for DHH learners and their families

Content Knowledge	Professional Skills
CK 6.2.1 Recognizes that DHH learners should have access to culturally competent services that provide the same quality and quantity of information given to families from the majority culture	PS 6.2.4 Incorporates DHH learner's experiences, cultures, and community resources in early intervention and educational instruction
CK 6.2.2 Understands the importance of collaborations with families in culturally responsive ways to address the needs of DHH learners and their families	PS 6.2.5 Considers and is able to respond in culturally responsive ways to DHH learners and their families
CK 6.2.3 Understands the value of peers and role models who are DHH on family perceptions, decision making, and student outcomes	PS 6.2.6 Plans and promotes ongoing access to DHH peers and DHH adults including those who are fluent in the learner's communication mode allowing for effective communication (i.e., IDEA "special factors" requirement for direct communication options)

Function 6.3

The educator of DHH learners includes and empowers families in deaf education program development and implementation

Content Knowledge	Professional Skills
CK 6.3.1 Understands roles and responsibilities individually and shared by DHH learners, parents, other family members in planning for individual student programs (e.g., IFSP, IEP, Individual Plans of Study)	PS 6.3.5 Encourages and assists families to become active participants in the early intervention and educational process including assessment, developing the IFSP/IEP, determining services, identifying least restrictive environments, and other processes within deaf education
CK 6.3.2 Knows the importance of collaborating with families, community members, and school personnel to plan learning experiences in all environments for DHH learners	PS 6.3.6 Plans and collaborates with families, community members, and school personnel in integrating their DHH child into various learning environments and all settings
CK 6.3.3 Understands the importance of family engagement regarding the DHH learner's performance, supplementary aids and supports, educational services, and college and career	PS 6.3.7 Obtains and applies input from the families regarding the DHH learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IFSP/IEP team decisions

readiness in all aspects of the DHH learner's IFSP/IEP team decisions	
CK 6.3.4 Understands the importance of engaging and empowering families in the development and implementation of learning and behavioral interventions for both the classroom and the home environment for the DHH learner	PS 6.3.8 Engages and empowers families in the development and implementation of learning and behavioral interventions for the classroom and the home environment for the DHH learner

Function 6.4
The educator of DHH learners works to actively engage and empower families as partners in the education of the DHH learner

Content Knowledge	Professional Skills
CK 6.4.1 Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the DHH learner	PS 6.4.7 Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the DHH learner
CK 6.4.2 Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input) that will enable them to participate in the DHH learner's early intervention and education, as well as be an advocate for the DHH learner	PS 6.4.8 Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input) that will enable parents to participate in the DHH learner's early intervention and education, as well as be an advocate for the DHH learner
CK 6.4.3 Understands the importance of community resources and networks, how they apply to the needs of the family, and utilizing them to enhance the DHH learner's early intervention and educational program	PS 6.4.9 Utilizes available community resources including those that support family empowerment, as well as the DHH learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the DHH learner
CK 6.4.4 Understands ways to further engage families in program planning, development, implementation, and evaluation of the DHH learner in the home environment and educational setting	PS 6.4.10 Engages, empowers, and collaborates with parents in interventions, instructional planning, instructional implementation, and the assessment/evaluation of the DHH learner in the home environment and educational setting
CK 6.4.5 Recognizes and understands concerns of parents, families, and/or other caregivers involved with DHH learner	PS 6.4.11 Identifies different ways to collaborate and communicate with families and/or caregivers involved with DHH learner
CK 6.4.6	PS 6.4.12

Understands the role of liaison to the parents and the community to serve and benefit the DHH learner	Provides regular communication with families (e.g., newsletter, home visits, community events, classroom celebrations) to serve and benefit the DHH learner

STANDARD 7   Behavior & Classroom Management
The educator of DHH learners demonstrates knowledge and skill in the use of problem-solving models including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) frameworks; demonstrates cultural sensitivity in the access and development of language and communication skills of DHH learners; demonstrates sensitivity to cultural factors that would influence classroom management; uses social skills curricula to address specific needs of DHH learners; and promotes the self-determination of DHH learners

Function 7.1	
The educator of DHH learners demonstrates knowledge and skills in the use of problem-solving models including PBIS within the MTSS framework	
Content Knowledge	**Professional Skills**
CK 7.1.1 Knows the principles of early intervening including the utilization of the MTSS framework, RtI and UDL for instruction of DHH learners	PS 7.1.5 Uses the MTSS framework, RtI, and UDL as the process for identifying DHH learners early for individualized instruction/intervention in order to provide for needs for learning
CK 7.1.2 Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs of social-emotional and behavioral learning/skills of DHH learners	PS 7.1.6 Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior of DHH learners within a tiered system of PBIS
CK 7.1.3 Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction for DHH learners	PS 7.1.7 Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction for DHH learners
CK 7.1.4 Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as the impact of this intervention on the physical, emotional, and social well-being of the DHH learner	PS 7.1.8 Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions for DHH learners

Function 7.2	
The educator of DHH learners demonstrates cultural sensitivity in the access and development of language and communication skills in DHH learners	
Content Knowledge	**Professional Skills**
CK 7.2.1 Knows classroom management that promotes positive social and communicative behaviors for DHH learners	PS 7.2.3 Plans for, modifies, and adapts the learning environment to promote positive social and communicative behaviors for DHH learners
CK 7.2.2	PS 7.2.4

Knows and understands the process for establishing ongoing interaction of DHH learners with peers (DHH and hearing), family members, and others	Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior and communication for DHH learners

Function 7.3
The educator of DHH learners demonstrates sensitivity to cultural factors that would influence classroom management

Content Knowledge	Professional Skills
CK 7.3.1 Understands unique and cultural factors related to deaf gain/hearing loss that may influence the management of home, classrooms and other environments that include DHH learners	PS 7.3.3 Selects, adapts, and implements intervention and classroom strategies that reflect understanding of each DHH learner's needs, including deaf culture
CK 7.3.2 Knows and understands processes for managing behavior of DHH learners	PS 7.3.4 Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior for DHH learners

Function 7.4
The educator of DHH learners demonstrates and uses social skills curricula to address specific needs of DHH learners

Content Knowledge	Professional Skills
CK 7.4.1 Understands curricular and evidence-based practices and interventions addressing social, emotional and behavioral learning/skills for DHH learners in school, home and community settings	PS 7.4.5 Implements, modifies, adapts, and evaluates curriculum and interventions addressing social, emotional and behavioral learning/skills for DHH learners in school, home and community settings
CK 7.4.2 Understands curricular and evidence-based practices and interventions addressing social engagement, friendships, and supports for DHH learners from same-aged peers, with and without disabilities, in school, home, and community settings	PS 7.4.6 Implements, modifies, adapts, and evaluates curriculum and interventions addressing social engagement, friendships, and supports for DHH learners from same-aged peers, with and without disabilities, in school, home, and community settings
CK 7.4.3 Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills and using social skills curricula for DHH learners	PS 7.4.7 Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula for DHH learners
CK 7.4.4 Understands a variety of evidence-based social skills curricula and interventions and promotes social skill generalization for DHH learners	PS 7.4.8 Uses a variety of social skills curricula and interventions to promote social skill development and generalization for DHH

across home and school settings with activities used in PBIS within an MTSS framework	learners across home and school settings with activities used in PBIS within an MTSS framework

Function 7.5
The educator of DHH learners demonstrates knowledge and skills to promote the self-determination of DHH learners

Content Knowledge	Professional Skills
CK 7.5.1 Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet individual DHH learner's learning, functional, and self-determination needs	PS 7.5.5 Uses evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet individual DHH learner's learning, functional, and self-determination needs
CK 7.5.2 Understands how to create learning environments that allow DHH learners to promote independence, self-motivation, self-direction, personal empowerment, self-determination, and self-esteem	PS 7.5.6 Creates learning environments that allow DHH learners to promote independence, self-motivation, self-direction, personal empowerment, self- determination, and self-esteem
CK 7.5.3 Understands the importance of addressing self-determination skills in the IFSP/IEP development for all DHH learners	PS 7.5.7 Writes IFSPs/IEPs that address the DHH learner's current self-determination skills and instructional needs
CK 7.5.4 Understands the relationship of self-determination curricula to DHH learner motivation, learning, and achievement of post-secondary transition goals	PS 7.5.8 Uses effective self-determination instructional methods to increase DHH learner motivation, enhance learning, and improve the DHH learner's success in meeting post-secondary transition goals

STANDARD 8   Transition
The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings; and to access information and appropriate resources to support all transitions.

Function 8.1	
The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings	
Content Knowledge	**Professional Skills**
CK 8.1.1 Understands the use of DHH learner assessment data and knows strategies for DHH learner assessment, to guide transitional planning in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, etc.), and post-secondary outcomes to meet the DHH learner's needs	PS 8.1.8 Uses assessment data to develop transition plans (i.e., Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings) including determination of assistive technology and goals, benchmarks, and short-term objectives
CK 8.1.2 Understands the impact of being DHH on planning for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals	PS 8.1.9 Plans for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner
CK 8.1.3 Understands the impact of being DHH when planning for the transition from secondary to postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner	PS 8.1.10 Develops postsecondary transition plans based on the unique needs of the DHH learner that prepare the DHH learner for postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner
CK 8.1.4 Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments	PS 8.1.11 Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
CK 8.1.5 Understands the importance of communication and collaboration with IFSP providers, IEP	PS 8.1.12 Communicates and collaborates with IFSP providers, IEP team members and other

team members and other professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings	professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings
CK 8.1.6 Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)	PS 8.1.13 Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.)
CK 8.1.7 Understands the DHH learner's need to self-advocate through all settings and to gain appropriate services (i.e., IEP services, Section 504 Plans and accessibility services required by ADA) at the post-secondary and career levels	PS 8.1.14 Structures the DHH learner's environment to self-advocate in all settings to enable the learner to self-advocate for appropriate services at the post-secondary and career levels

Function 8.2 The educator of DHH learners demonstrates knowledge and skills to access information and appropriate resources to support all transitions.	
Content Knowledge	**Professional Skills**
CK 8.2.1 Knows resources and other information related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner	PS 8.2.6 Demonstrates knowledge of resources related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner
CK 8.2.2 Knows of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner	PS 8.2.7 Demonstrates knowledge of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner
CK 8.2.3 Understands the types and importance of information available from family, school personnel, the legal system, and community service agencies, and is aware of sources of interpreter services and/or other unique services, networks, and organizations for DHH	PS 8.2.8 Communicates with family, school personnel, the legal system, and community service agencies, and utilizes interpreter services and/or other unique services, networks, and organizations for DHH learners involving transition support from early intervention (e.g.,

learners involving transition support from early intervention (e.g., Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support	Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support
CK 8.2.4 Knows a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings	PS 8.2.9 Uses a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings
CK 8.2.5 Knows the importance of collaborating with parents, other family members when planning for transitions for DHH learners	PS 8.2.10 Collaborates with parents and other family members, when planning for transitions for DHH learners

STANDARD 9   Professional & Ethical Practice
The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession; is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions; and advocates for sound educational practices and policies and maintains activity in the deaf community

Function 9.1
The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession

Content Knowledge	Professional Skills
CK 9.1.1 Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use in deaf education	PS 9.1.3 Accesses and manages information and data in an appropriate, professional and ethical manner as it pertains to deaf education
CK 9.1.2 Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting)	PS 9.1.4 Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy in deaf education

Function 9.2
The educator of DHH learners is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions

Content Knowledge	Professional Skills
CK 9.2.1 Understands that the field of deaf education is continuously developing and changing and the importance of engaging in continuous learning as an educator of DHH learners	PS 9.2.5 Sees self as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice and meet the developmental level of each DHH learner
CK 9.2.2 Exhibits knowledge, skills, and work processes representative of an innovative professional serving DHH learners in a global and digital society	PS 9.2.6 Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning of DHH learners
CK 9.2.3 Recognizes the role of reflective practice for improvement of curriculum and instruction for DHH learners	PS 9.2.7 Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on DHH learner needs and changing circumstances

CK 9.2.4	PS 9.2.8
Understands the importance of integrating the knowledge, reflective, and critical perspectives on deaf education	Applies knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each DHH learner, including DHH learners with co-occurring conditions

Function 9.3

The educator of DHH learners advocates for sound educational practices and policies and maintains activity in the deaf community

Content Knowledge	Professional Skills
CK 9.3.1 Recognizes the benefits that professional learning communities in the field of deaf education can provide (e.g. quality standards, conferences, research)	PS 9.3.5 Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving in deaf education
CK 9.3.2 Understands the importance and role of research-driven practice in deaf education	PS 9.3.6 Takes responsibility for contributing to and advancing the profession of deaf education
CK 9.3.3 Has an awareness of all appropriate professional organizations, current publications and journals, appropriate trainings relevant to the field of deaf education and supports for DHH learners and their families	PS 9.3.7 Accesses professional resources and participates in activities of professional organizations for current trends and issues in deaf education, standards for ethical practice and ongoing professional learning experiences
CK 9.3.4 Understands the importance of maintaining interactions with the deaf community, participating in opportunities to maintain and improve ASL, and enhancing knowledge of deaf culture	PS 9.3.8 Actively seeks interaction with the deaf community, participates in training programs to maintain and improve ASL and bilingual strategies for DHH learners, and continue to enhance understanding of deaf culture

APPENDIX OF TERMS

ASL   American Sign Language

Bilingual education   The use of American Sign Language (ASL) and English to address
                            the comprehensive needs of deaf/hard of hearing (DHH) learners to
                            be fluent in receptive/expressive signing, English (reading/writing),
                            and, when appropriate, listening and spoken language skills

DHH   Deaf/hard of hearing
                            Deaf culture uses the designation of "DHH" before the person
                            marker. Therefore, we are recognizing and utilizing this cultural
                            expression.

Deaf gain   Reframing deaf as a form of sensory and cognitive diversity that has
                            the potential to contribute to the greater good of humanity
                            (H-Dirksen Bauman, 2009). Contrasted with the perception of "lack
                            of" or "loss", this term focuses on the potential of benefitting society
                            as a whole.

Learner   Learners from birth to secondary school completion, including those
                            with disabilities or exceptionalities, who are gifted, and students who
                            represent diversity based on ethnicity, race, socioeconomic status,
                            gender, language, religion, and geographic origin

LRE for DHH learners   A **L**anguage-**R**ich **E**nvironment in an accessible language is required
                            for adequate learning opportunities for DHH learners in a least
                            restrictive environment. IDEA states IEP teams must "consider the
                            communication needs of the child and in the case of a child who is
                            deaf or hard of hearing, consider the child's language and
                            communication needs, opportunities for direct communications with
                            peers and professional personnel in the child's language and
                            communication mode, academic level, and full range of needs,
                            including opportunities for direct instruction in the child's language
                            and communication mode." (Part 300/D/300.324/a/2/iv)