

505-3-.34 SPECIAL EDUCATION DEAF EDUCATION PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach students who are deaf or hard of hearing in grades P-12. This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) **Requirements.**

(a) To receive approval for a Special Education Deaf Education Program, a state-approved professional education unit shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall conform to the following Common Core standards for the preparation of all beginning special education teachers published by the Council for Exceptional Children:

(i) Foundations

(I) The program shall prepare candidates who know the models, theories, and philosophies that form the basis for special education practice.

(II) The program shall prepare candidates who know and apply the laws, policies, and ethical principles regarding behavior management.

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies.

(IV) The program shall prepare candidates who know the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

(V) The program shall prepare candidates who are familiar with the issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

(VI) The program shall prepare candidates who are knowledgeable about the issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process.

(VIII) The program shall prepare candidates who understand historical points of view and the contribution of culturally diverse groups.

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them.

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school.

(XI) The program shall prepare candidates who can articulate a personal philosophy of special education.

(ii) Development and Characteristics of Learners

(I) The program shall prepare candidates who understand typical and atypical human growth and development.

(II) The program shall prepare candidates who are cognizant of the educational implications of characteristics of various exceptionalities.

(III) The program shall prepare candidates who understand the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development.

(V) The program shall prepare candidates who are aware of similarities and differences among individuals with and without exceptional learning needs.

(VI) The program shall prepare candidates who are aware of similarities and differences among individuals with exceptional learning needs.

(VII) The program shall prepare candidates who understand the effects of various medications on individuals with exceptional learning needs.

(iii) Individual Learning Differences

(I) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life.

(II) The program shall prepare candidates who understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

(III) The program shall prepare candidates who appreciate variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

(IV) The program shall prepare candidates who understand cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

(V) The program shall prepare candidates who understand differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

(iv) Instructional Strategies

(I) The program shall prepare candidates who can use strategies to facilitate integration into various settings.

(II) The program shall prepare candidates who can teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

(III) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs.

(IV) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments.

(V) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

(VI) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptional learning needs.

(v) Learning Environments and Social Interactions

(I) The program shall prepare candidates who are aware of the demands of learning environments.

(II) The program shall prepare candidates who know and apply basic classroom management theories and strategies for individuals with exceptional learning needs.

(III) The program shall prepare candidates who know principles of effective management of teaching and learning.

(IV) The program shall prepare candidates who are aware of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

(V) The program shall prepare candidates who have social skills needed for educational and other environments.

(VI) The program shall prepare candidates who know strategies for crisis prevention and intervention.

(VII) The program shall prepare candidates who know strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

(VIII) The program shall prepare candidates who know ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

(IX) The program shall prepare candidates who know ways specific cultures are negatively stereotyped.

(X) The program shall prepare candidates who are aware of strategies used by diverse populations to cope with a legacy of former and continuing racism.

(XI) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

(XII) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings.

(XIII) The program shall prepare candidates who identify supports needed for integration into various program placements.

(XIV) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities.

(XV) The program shall prepare candidates who modify the learning environment to manage behaviors.

(XVI) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modification in learning environments.

(XVII) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptional learning needs.

(XVIII) The program shall prepare candidates who teach self-advocacy.

(XIX) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence.

(XX) The program shall prepare candidates who use effective and varied behavior management strategies.

(XXI) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

(XXII) The program shall prepare individuals who design and manage daily routines.

(XXIII) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

(XXIV) The program shall prepare candidates who mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

(XXV) The program shall prepare candidates who shall structure, direct, and support the activities of para-educators, volunteers, and tutors.

(XVI) The program shall prepare candidates who use universal precautions.

(vi) Communication

(I) The program shall prepare candidates who understand the effects of cultural and linguistic differences on growth and development.

(II) The program shall prepare candidates who understand the characteristics of their own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

(III) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

(IV) The program shall prepare candidates who understand the use of augmentative and assistive communication strategies.

(V) The program shall prepare candidates who use strategies to support and enhance the communication skills of individuals with exceptional learning needs.

(VI) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

(vii) Instructional Planning

(I) The program shall prepare candidates who know theories and research that form the basis of curriculum development and instructional practice.

(II) The program shall prepare candidates who know the scope and sequences of general and special curricula.

(III) The program shall prepare candidates who know national, state or provincial, and local curricula.

(IV) The program shall prepare candidates who can use technology for planning and managing the teaching and learning environment.

(V) The program shall prepare candidates who understand the roles and responsibilities of the para-educator related to instruction, intervention, and direct service.

(VI) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

(VII) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

(VIII) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress.

(IX) The program shall prepare candidates who use functional assessments to develop intervention plans.

(X) The program shall prepare candidates who use task analysis.

(XI) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives.

(XII) The program shall prepare candidates who integrate affective, social and life skills with academic curricula.

(XIII) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

(XIV) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program.

(XV) The program shall prepare candidates who prepare lesson plans.

(XVI) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans.

(XVII) The program shall prepare candidates who use instructional time effectively.

(XVIII) The program shall prepare candidates who make responsive adjustments to instruction based on continual observations.

(XIX) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

(viii) Assessment

(I) The program shall prepare candidates who know basic terminology used in assessment.

(II) The program shall prepare candidates who know and implement legal provisions and ethical principles regarding assessment of individuals.

(III) The program shall prepare candidates who know screening, pre-referral, referral, and classification procedures.

(IV) The program shall prepare candidates who know the use and limitations of assessment instruments.

(V) The program shall prepare candidates who are aware of national, state or provincial, and local accommodations and modifications.

(VI) The program shall prepare candidates who gather relevant background information.

(XVII) The program shall prepare candidates who administer nonbiased formal and informal assessments.

(XVIII) The program shall prepare candidates who use technology to conduct assessments.

(XIX) The program shall prepare candidates who develop or modify individualized assessment strategies.

(XX) The program shall prepare candidates who interpret information for formal and informal assessments.

(XXI) The program shall prepare candidates who use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

(XXII) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills.

(XXIII) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptional learning needs.

(XIV) The program shall prepare candidates who develop or modify individualized assessment strategies.

(XV) The program shall prepare candidates who create and maintain records.

(ix) Professional and Ethical Practice

(I) The program shall prepare candidates who understand personal and cultural biases and differences that affect one's teaching.

(II) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptional learning needs.

(III) The program shall prepare candidates who understand the continuum of lifelong professional development.

(IV) The program shall prepare candidates who are aware of methods to remain current regarding research-validated practice.

(V) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession.

(VI) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.

(VII) The program shall prepare candidates who act ethically in advocating for appropriate services.

(VIII) The program shall conduct professional activities in compliance with applicable laws and policies.

(IX) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

(X) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

(XI) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed.

(XII) The program shall prepare candidates who use verbal, nonverbal, and written language effectively.

(XIII) The program shall prepare candidates who conduct self-evaluation of instruction.

(XIV) The program shall prepare candidates who access information on exceptionalities.

(XV) The program shall prepare candidates who reflect on their practice to improve instruction and guide professional growth.

(x) Collaboration

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration.

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

(V) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs.

(VI) The program shall prepare candidates who collaborate with families and others in assessment of individuals with exceptional learning needs.

(VII) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals.

(VIII) The program shall prepare candidates who assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

(IX) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

(X) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities.

(XI) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations.

(XII) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

(XIII) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

(XIV) The program shall prepare candidates who observe, evaluate and provide feedback to para-educators.

2. The program shall conform to the following standards for the preparation of all beginning special education teachers of students who are deaf or hard of hearing published by the Council for Exceptional Children.

(i) Foundations

(I) The program shall prepare candidates who know educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals who are deaf or hard of hearing.

(II) The program shall prepare candidates who are familiar with models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or hard of hearing.

(III) The program shall prepare candidates who are familiar with the etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences.

(IV) The program shall prepare candidates who are familiar with the issues and trends in the field of education of individuals who are deaf or hard of hearing.

(V) The program shall prepare candidates who know major contributors to the field of education of individuals who are deaf or heard of hearing.

(VI) The program shall prepare candidates who apply theories, philosophies, and models of practice to the education of individuals who are deaf or hard of hearing.

(ii) Development and Characteristics of Learners

(I) The program shall prepare candidates who understand the cognitive development of individuals who are deaf or hard of hearing.

(II) The program shall prepare candidates who understand the impact of the onset of hearing loss, age of identification, and provision of services on the development of the individual who is deaf or hard of hearing.

(iii) Individual Learning Differences

(I) The program shall prepare candidates who understand the impact of educational placement options with regard to cultural identity and linguistic, academic, and social-emotional development.

(II) The program shall prepare candidates who understand the cultural dimensions of hearing loss that may impact the individual.

(III) The program shall prepare candidates who understand the influence of families on the overall development of the individual who is deaf or hard of hearing.

(IV) The program shall prepare candidates who understand the impact of hearing loss on learning and experience.

(iv) Instructional Strategies

(I) The program shall prepare candidates who know sources of specialized materials for individuals who are deaf or hard of hearing.

(II) The program shall prepare candidates who are familiar with the required procedures and technologies consistent with program philosophy required to educate individuals who are deaf or hard of hearing.

(III) The program shall prepare candidates who are familiar with instructional strategies for teaching individuals who are deaf or hard of hearing.

(IV) The program shall prepare candidates who are proficient in the languages used to teach individuals who are deaf or hard of hearing.

(V) The program shall prepare candidates who provide activities to promote literacy in English and/or ASL.

(VI) The program shall prepare candidates who can prepare individuals who are deaf or hard of hearing in the use of interpreters.

(VII) The program shall prepare candidates who can apply first and second language teaching strategies to the needs of the individual.

(v) Learning Environments and Social Interactions

(I) The program shall prepare candidates who know processes for establishing ongoing interactions of individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.

(II) The program shall prepare candidates who are familiar with learner opportunities for interactions with communities of individuals who are deaf or hard of hearing on local, state, and national levels.

(III) The program shall prepare candidates who modify the instructional environment to meet the physical, cognitive, cultural, and communication needs of the individual who is deaf or hard of hearing.

(IV) The program shall prepare candidates who modify incidental language experiences to fit the visual and other sensory needs of individuals who are deaf or hard of hearing.

(V) The program shall prepare candidates who manage assistive/augmentative technology for individuals who are deaf or hard of hearing.

(VI) The program shall prepare candidates who select, adapt, and implement classroom management strategies considering deaf cultural factors.

(VII) The program shall prepare candidates who design a classroom environment that maximizes opportunities for visual and/or auditory learning for individuals who are deaf or hard of hearing.

(vi) Language

(I) The program shall prepare candidates who know the communication features salient to the individual who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development.

(II) The program shall prepare candidates who understand the impact of early communication on the development of the deaf or hard of hearing.

(III) The program shall prepare candidates who understand the effects of sensory input on the development of language and cognition.

(IV) The program shall prepare candidates who understand the components of nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing.

(V) The program shall prepare candidates who are familiar with communication modes used by and with individuals who are deaf or hard of hearing.

(VI) The program shall prepare candidates who know current theories of language development in individuals who are hearing and those who are deaf or hard of hearing.

(VII) The program shall prepare candidates who know strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing.

(VIII) The program shall prepare candidates who know strategies for stimulating and using residual hearing.

(IX) The program shall prepare candidates who gather and analyze verbal and non-verbal communication samples.

(X) The program shall prepare candidates who facilitate independent communication.

(XI) The program shall prepare candidates who facilitate communication between the individual who is deaf or hard of hearing and the primary caregivers.

(vii) Instructional Planning

(I) The program shall prepare candidates who are familiar with model programs, including career/vocational and transition, for individuals who are deaf or hard of hearing.

(II) The program shall prepare candidates who select, design, and use technology, materials, and resources required to educate individuals who are deaf or hard of hearing.

(III) The program shall prepare candidates who integrate speech skills as consistent with educational philosophy into academic areas.

(IV) The program shall prepare candidates who plan and implement instruction for individuals who are deaf or hard of hearing and who have multiple disabilities and special needs.

(viii) Assessment

(I) The program shall prepare candidates who know specialized terminology used in assessing individuals who are deaf or hard of hearing.

(II) The program shall prepare candidates who know specialized procedures for evaluation, eligibility, placement, and program planning for individuals who are deaf or hard of hearing.

(III) The program shall prepare candidates who know specialized policies on referral and placement procedures for individuals who are deaf or hard of hearing.

(IV) The program shall prepare candidates who administer assessment tools using the natural/native/preferred language of the individual who is deaf or hard of hearing.

(V) The program shall prepare candidates who use disability-specific assessment instruments.

(ix) Professional and Ethical Practice

(I) The program shall prepare candidates who understand the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.

(II) The program shall prepare candidates who are aware of professional development to acquire knowledge of philosophies and skills in communication modes.

(III) The program shall prepare candidates who are familiar with organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing.

(IV) The program shall prepare individuals who interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level.

(V) The program shall prepare candidates who participate in the activities of professional organizations in the field of hearing impairment.

(x) Collaboration

(I) The program shall prepare candidates who understand the effects of communication on the development of family relationships.

(II) The program shall prepare candidates who are familiar with services and networks for and organizations of individuals who are deaf or hard of hearing.

(III) The program shall prepare candidates who coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing and the primary caregivers.

(IV) The program shall prepare candidates who provide families with knowledge, skills, and support to make choices regarding communication modes/philosophies and educational options across the lifespan.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and address the following emphases (numbers refer to the elements of the standards specified by IRA Standards for Reading Professionals, Classroom Teacher Candidate, 2003.) (<http://www.reading.org>)

1. Use knowledge of adolescent literacy development (1.3)
2. Apply knowledge of the teaching of reading and writing to adolescents (1.1, 1.4)
3. Use knowledge of formal and informal literacy assessment strategies in the content areas (3.3)
4. Apply knowledge of how to meet the needs of students who read at diverse levels (2.1, 2.4, 4.2)
5. Facilitate all students' learning from content area texts (2.2, 2.3)

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See Rule 505-3-.26)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

(d) The program shall meet all requirements specified in Rule 505-3-.01 (4.f.), Special Georgia Requirements.

Authority O.C.G.A. § 20-2-200