

505-3-.98 SPECIAL EDUCATION DEAF EDUCATION ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare teachers to teach students who are deaf or hard of hearing in grades P-12. This rule supplements requirements in GaPSC Rule 505-3-.01 [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) In-Field Statement. Completers of the Special Education Deaf Education Endorsement program are qualified to provide educational services for students with hearing impairments in grades P-12 and preschool students (ages three [3] to five [5]), subject to the following conditions:

- (a) The educator may work collaboratively with a content area teacher of record in all content subjects.
- (b) To serve as the teacher of record, the educator may teach only the content subjects of her/his base certificate field(s) and the Special Education academic content concentrations with designated cognitive levels identified on their certificate.

(3) Requirements.

- (a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program to candidates who hold Special Education P-12 certification or Special Education General Curriculum/Elementary Education (P-5) certification or as an endorsement program embedded in a GaPSC-approved initial preparation Special Education or Special Education/Elementary Education (P-5) program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (ix) of GaPSC educator preparation rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing 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 2012.

- (i) Learner and Learning: Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:
 - (I) The program shall prepare candidates who understand cognitive and language development of individuals who are deaf and hard of hearing;
 - (II) The program shall prepare candidates who understand the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing;
 - (III) The program shall prepare candidates who understand the influence of experience and educational placement on all developmental domains;

- (IV) The program shall prepare candidates who understand the influence of cultural identity and language on all developmental domains;
 - (V) The program shall prepare candidates who understand components of linguistic and non-linguistic communication;
 - (VI) The program shall prepare candidates who understand the importance of early intervention to language development;
 - (VII) The program shall prepare candidates who understand the effects of sensory input on the development of language and learning;
 - (VIII) The program shall prepare candidates who understand spoken and visual communication modes; and
 - (IX) The program shall prepare candidates who understand current theories of the development of spoken language and signed languages.
- (ii) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:
- (I) The program shall prepare candidates who understand the influence of family communication and culture on all developmental domains;
 - (II) The program shall prepare candidates who provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing;
 - (III) The program shall prepare candidates who provide access to incidental language experiences;
 - (IV) The program shall prepare candidates who prepare individuals who are deaf or hard of hearing to use interpreters;
 - (V) The program shall prepare candidates who manage assistive technology for individuals who are deaf or hard of hearing; and
 - (VI) The program shall prepare candidates who can design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.
- (iii) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:
- (I) The program shall prepare candidates who plan and implement transitions across service continuums; and
 - (II) The program shall prepare candidates who integrate language instruction into academic areas.

- (iv) Assessment. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:
 - (I) The program shall prepare candidates who are aware of specialized terminology used in assessing individuals who are deaf or hard of hearing;
 - (II) The program shall prepare candidates who administer assessment tools using the individual's preferred mode and language of communication;
 - (III) The program shall prepare candidates who develop specialized assessment procedures that allow for alternative forms of expression; and,
 - (IV) The program shall prepare candidates who collect and analyze spoken, signed, or written communication samples.

- (v) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:
 - (I) The program shall prepare candidates who are aware of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing;
 - (II) The program shall prepare candidates who apply strategies to facilitate cognitive and communicative development;
 - (III) The program shall prepare candidates who implement strategies for stimulating and using residual hearing;
 - (IV) The program shall prepare candidates who facilitate independent communication in all contexts;
 - (V) The program shall prepare candidates who use reading methods appropriate to individuals with exceptionalities;
 - (VI) The program shall prepare candidates who implement strategies for developing spoken language in orally communicating individuals, and sign language proficiency in signing individuals;
 - (VII) The program shall prepare candidates who use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing;
 - (VIII) The program shall prepare candidates who develop successful inclusion experiences;
 - (IX) The program shall prepare candidates who develop proficiency in the languages used to teach individuals who are deaf or hard of hearing;
 - (X) The program shall prepare candidates who provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community;

- (XI) The program shall prepare candidates who apply first and second language teaching strategies to the instruction of the individual; and
 - (XII) The program shall prepare candidates who provide balance among explicit instruction, guided instruction, peer learning, and reflection.
- (vi) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:
- (I) The program shall prepare candidates who understand model programs for individuals who are deaf or hard of hearing;
 - (II) 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;
 - (III) The program shall prepare candidates are aware of professional resources relevant to the field of education of individuals who are deaf or hard of hearing;
 - (IV) The program shall prepare candidates who have knowledge of professional organizations in the field of deaf education;
 - (V) The program shall prepare candidates who understand the incidence and prevalence figures for individuals who are deaf and hard of hearing;
 - (VI) The program shall prepare candidates who understand the sociocultural, historical, and political forces unique to deaf education;
 - (VII) The program shall prepare candidates who understand etiologies of hearing loss that can result in additional learning challenges;
 - (VIII) The program shall prepare candidates who communicate proficiently in spoken language or the sign language indigenous to the Deaf community;
 - (IX) The program shall prepare candidates who increase proficiency and sustain a life-long commitment to maintaining instructional language competence;
 - (X) The program shall prepare candidates who can explain historical foundations and research evidence upon which educational practices are based; and
 - (XI) The program shall prepare candidates who develop and enrich cultural competence relative to the Deaf community.
- (vii) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:

- (I) The program shall prepare candidates who are aware of services, organizations, and networks that support individuals who are deaf or hard of hearing; and
- (II) The program shall prepare candidates who provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

Authority O.C.G.A. § 20-2-200