

lv 48



Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

September 30, 2014

Sole source

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education to enter into a **Sole Source** Cooperative Agreement with the University of New Hampshire, Institute on Disability (IOD), (vendor code 177867), acting through Granite State College, (vendor code 177491), to address the critical shortage of teachers for students who are deaf or hard of hearing. This contract will be in effect from the date of Governor and Council approval through June 30, 2015 in an amount not to exceed \$48,500.00. These are 100% Federal funds.

Funding for this request is available from:

	<u>FY'15</u>
06-56-56-562510-41100000-072-509073	\$48,500.00
Contracts for Programs Services	

EXPLANATION

The New Hampshire Department of Education wishes to contract with the University of New Hampshire, Institute on Disability (IOD), acting through Granite State College under **sole source** in lieu of the Request for Proposals (RFP) process as Granite State College fosters partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high quality academic experiences to the residents of New Hampshire in an effective and efficient manner. Granite State College is nationally recognized as a leader in meeting the academic needs of adult learners by offering programs and services of the highest quality that address the educational and workforce priorities of our state and region. The Post-Baccalaureate Teacher Certification (PBTC) program at Granite State College is designed for students who have completed a bachelor's degree and are seeking New Hampshire Teaching Certification. The PBTC program offers teacher certification

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council

Page Two

September 30, 2014

with concentrations in the critical shortage area for teachers in the State of New Hampshire. Based on the PBTC program, Granite State College has sufficient practices in place to develop the unique needs of a teacher certification program for the Teachers of the Deaf and Hard of Hearing.

The New Hampshire Department of Education (NHDOE), Bureau of Special Education has identified a critical shortage of teachers for students who are deaf or hard of hearing. Granite State College will coordinate with the NHDOE, Bureau of Special Education to develop a teacher certification program for the Teachers of the Deaf and Hard of Hearing; the goal is to launch the teacher certification program January 2015.

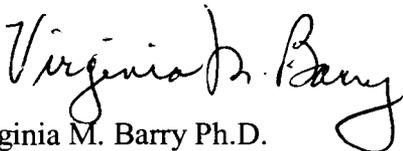
The Cooperative Agreement will include, but not limited to, the following:

- Develop a teacher preparation program for the Teachers of the Deaf and Hard of Hearing. Technical assistance to be utilized from recognized State and national entities; Northeast Deaf and Hard of Hearing and New England Deaf /Blind Center;
- Work with the NHDOE to identify Cohort #1 for January start date;
- Launch program January 2015

The University of New Hampshire, Institute on Disability (IOD)/Granite State College will be evaluated by the Department through the monitoring of the services provided. In addition, they will submit reports to the Department on the progress in meeting the objectives of the contract.

In the event that the Federal Funds become no longer available, General Funds will not be requested to support this program.

Respectfully submitted,



Virginia M. Barry Ph.D.
Commissioner of Education

VMB:BJR
Enclosure

COOPERATIVE PROJECT AGREEMENT

between the

STATE OF NEW HAMPSHIRE, **Department of Education**

and the

Granite State College of the UNIVERSITY SYSTEM OF NEW HAMPSHIRE

- A. This Cooperative Project Agreement (hereinafter "Project Agreement") is entered into by the State of New Hampshire, **Department of Education**, (hereinafter "State"), and the University System of New Hampshire, acting through **Granite State College**, (hereinafter "Campus"), for the purpose of undertaking a project of mutual interest. This Cooperative Project shall be carried out under the terms and conditions of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, except as may be modified herein.
- B. This Project Agreement and all obligations of the parties hereunder shall become effective on the date the Governor and Executive Council of the State of New Hampshire approve this Project Agreement ("Effective date") and shall end on **6/30/15**. If the provision of services by Campus precedes the Effective date, all services performed by Campus shall be performed at the sole risk of Campus and in the event that this Project Agreement does not become effective, State shall be under no obligation to pay Campus for costs incurred or services performed; however, if this Project Agreement becomes effective, all costs incurred prior to the Effective date that would otherwise be allowable shall be paid under the terms of this Project Agreement.
- C. The work to be performed under the terms of this Project Agreement is described in the proposal identified below and attached to this document as Exhibit A, the content of which is incorporated herein as a part of this Project Agreement.

Project Title: **Teacher of the Deaf and Hard of Hearing Initiative**

- D. The Following Individuals are designated as Project Administrators. These Project Administrators shall be responsible for the business aspects of this Project Agreement and all invoices, payments, project amendments and related correspondence shall be directed to the individuals so designated.

State Project Administrator

Name: Santina Thibedeau
Address: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone: 271-6693

Campus Project Administrator

Name: Lisa Shawney
Address: Vice President of Finance, Technology
and Infrastructure
Granite State College
25 Hall Street
Concord, NH 03301

Phone: 603-513-1335

- E. The Following Individuals are designated as Project Directors. These Project Directors shall be responsible for the technical leadership and conduct of the project. All progress reports, completion reports and related correspondence shall be directed to the individuals so designated.

State Project Director

Name: Mary Lane
Address: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone: 271-3740

Campus Project Director

Name: Mary J. Ford, Ed.D.
Address: Dean, School of Education
Granite State College
35 E Industrial Way
Rochester, NH 03867

Phone: 603-822-5431

F. Total State funds in the amount of **\$48,500.00** have been allotted and are available for payment of allowable costs incurred under this Project Agreement. State will not reimburse Campus for costs exceeding the amount specified in this paragraph.

Check if applicable

Campus will cost-share _____ % of total costs during the term of this Project Agreement.

Federal funds paid to Campus under this Project Agreement are from Grant/Contract/Cooperative Agreement No. **H027A120103-12A** from **U.S. Department of Education, Office of Special Education Programs** under CFDA#**84.027A**. Federal regulations required to be passed through to Campus as part of this Project Agreement, and in accordance with the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, are attached to this document as Exhibit B, the content of which is incorporated herein as a part of this Project Agreement.

G. Check if applicable

Article(s) _____ of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002 is/are hereby amended to read:

H. State has chosen **not to take** possession of equipment purchased under this Project Agreement.
 State has chosen **to take** possession of equipment purchased under this Project Agreement and will issue instructions for the disposition of such equipment within 90 days of the Project Agreement's end-date. Any expenses incurred by Campus in carrying out State's requested disposition will be fully reimbursed by State.

This Project Agreement and the Master Agreement constitute the entire agreement between State and Campus regarding this Cooperative Project, and supersede and replace any previously existing arrangements, oral or written; all changes herein must be made by written amendment and executed for the parties by their authorized officials.

IN WITNESS WHEREOF, the University System of New Hampshire, acting through the **Granite State College** and the State of New Hampshire, **Department of Education** have executed this Project Agreement.

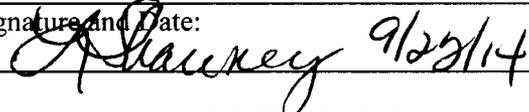
By An Authorized Official of:

Granite State College

Name: Lisa Shawney

Title: Vice President of Finance, Technology and Infrastructure

Signature and Date:

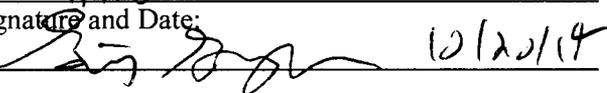
 9/25/14

By An Authorized Official of: the New Hampshire Office of the Attorney General

Name: *Ben Boonanno*

Title: *AA6*

Signature and Date:

 10/20/14

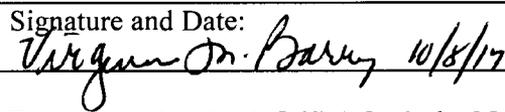
By An Authorized Official of:

Department of Education

Name: Virginia M. Barry, Ph.D.

Title: Commissioner

Signature and Date:

 10/18/14

By An Authorized Official of: the New Hampshire Governor & Executive Council

Name:

Title:

Signature and Date:

EXHIBIT A

- A. Project Title:** Teacher of the Deaf and Hard of Hearing Initiative
- B. Project Period:** Upon Governor and Council approval through 6/30/15; the total cost for all proposed products and services will not exceed \$48,500.00 for the length of the contract.
- C. Objectives:** Granite State College will coordinate with the New Hampshire Department of Education, Bureau of Special Education, to address the critical shortage of teachers for students who are deaf or hard of hearing, by doing the following: (1) To develop a teacher certification program for Teachers of the Deaf and Hard of Hearing; (2) To launch the teacher certification program in January 2015.
- D. Scope of Work:** Granite State College will do the following:
1. Develop a Teacher Certification program for Teachers of the Deaf and Hard of Hearing, to include curricula and assessment protocols.
 2. Work with the New Hampshire Department of Education to identify Cohort #1 for the January 2015 start date.
- E. Deliverables Schedule:** Granite State College will do the following:
1. Coordinate with the New Hampshire Department of Education to develop a teacher preparation program for Teachers of the Deaf and Hard of Hearing. Technical assistance will be utilized from recognized state and national entities, such as Northeast Deaf and Hard of Hearing and New England Deaf and Hearing.
 2. Work with the New Hampshire Department of Education to identify Cohort #1 for January 2015 start date.
 3. Launch program January 2015.

Campus Authorized Official
Date


9/22/14

Campus will submit invoices to State on regular Campus invoice forms on a monthly basis, submitted by the 10th of the following month which are supported by a summary of activities that have taken place in accordance with the terms of the contract. Invoices will be based on actual project expenses incurred during the invoicing period, and shall show current and cumulative expenses by major cost categories. State will pay Campus within 30 days of receipt of each invoice. Campus will submit its final invoice not later than 75 days after the Project Period end date. If otherwise, correct and acceptable, payment will be made for 100% of the expenditures listed.

F. Budget and Invoicing Instructions:

Budget Items	State Funding	Cost Sharing (if required)	Total
Salaries and Wages	\$25,998		
Fringe	\$ 2,002		
Travel	\$ 3,000		
Supplies & Services	\$ 17,500		
Subtotal	\$48,500		

Total Project Costs:

\$48,500.00

Campus Authorized Official 
 Date 9/22/14

EXHIBIT B

This Project Agreement is funded under a Grant/Contract/Cooperative Agreement to State from the Federal sponsor specified in Project Agreement article F. All applicable requirements, regulations, provisions, terms and conditions of this Federal Grant/Contract/Cooperative Agreement are hereby adopted in full force and effect to the relationship between State and Campus, except that wherever such requirements, regulations, provisions and terms and conditions differ for INSTITUTIONS OF HIGHER EDUCATION, the appropriate requirements should be substituted (e.g., OMB Circulars A-21 and A-110, rather than OMB Circulars A-87 and A-102). References to Contractor or Recipient in the Federal language will be taken to mean Campus; references to the Government or Federal Awarding Agency will be taken to mean Government/Federal Awarding Agency or State or both, as appropriate.

Special Federal provisions are listed here: None or .

GRANITE STATE COLLEGE
Proposal
For
Teacher of Deaf and Hard of Hearing Certification (Ed 612.09)
A Technology-rich, Clinical and Competency-based Program

I. Rationale and Statement of Purpose

Granite State College is committed to addressing the educator certification needs of New Hampshire, especially the identified certifications on the NH Critical Shortage List. A high need endorsement is the Deaf and Hard of Hearing (DHH) Certification. Granite State College is well positioned to meet this need. This program will prepare educators for certification and ensure educators have acquired the skills and competencies specifically needed to support the learning and development in children who are Deaf and Hard of Hearing. Additionally this program will prepare educators of the Deaf and Hard of Hearing to be:

- Teacher Leaders within the Deaf and Hard of Hearing (DHH) Community and NH public schools
- Innovators who are capable of providing an equitable education to DHH students
- 21st Century teachers who understand the why, what and how of technology as a tool to enhance learning and teaching and to prepare the DHH students with 21st Century skills
- Data focused, utilizing data to improve learning, identify appropriate learning opportunities, engage learners and evaluate educator effectiveness

II. Audience

This program will be ideally suited for:

- Special education teachers seeking an additional certification
- General education teachers with an interest in becoming a teacher of students who are Deaf and Hard of Hearing
- General education teachers with deaf or hard of hearing students in their classrooms
- Bachelor's level professionals or paraprofessionals who are seeking initial certification and certification as a teacher of students who are deaf and hard of hearing
- Related service personnel (e.g. Speech/Language Pathologists, Occupational Therapists, Physical Therapists) who wish to become teachers of students who are deaf and hard of hearing
- Sign Language interpreters who wish to become teachers of students who are deaf and hard of hearing
- Alternative IV Candidates

III. Skills, Competencies and Knowledge

At the completion of this program, candidates will demonstrate the skills, competencies and knowledge as identified in the NH Ed 612.09 and Ed 610.02 program standards:

Ed 612.09 Program for Deaf and Hard of Hearing	Ed 610.02 Professional Education
<ul style="list-style-type: none"> • Foundations of the education of the DHH student 	<ul style="list-style-type: none"> • Learner development
<ul style="list-style-type: none"> • Development and Characteristics of DHH students 	<ul style="list-style-type: none"> • Learning differences
<ul style="list-style-type: none"> • Individual learning differences of DHH student 	<ul style="list-style-type: none"> • Learning environment
<ul style="list-style-type: none"> • Instructional Strategies to meet the specific needs of the DHH student 	<ul style="list-style-type: none"> • Content knowledge
<ul style="list-style-type: none"> • Appropriate learning environments and social interactions 	<ul style="list-style-type: none"> • Innovative applications of content knowledge
<ul style="list-style-type: none"> • Communication approaches 	<ul style="list-style-type: none"> • Multiple methods of assessment
<ul style="list-style-type: none"> • Instructional planning 	<ul style="list-style-type: none"> • Planning for learning facilitation
<ul style="list-style-type: none"> • Assessment of DHH student, the curriculum, the pedagogy and the learning 	<ul style="list-style-type: none"> • Learning facilitation strategies
<ul style="list-style-type: none"> • Professional and ethical practice 	<ul style="list-style-type: none"> • Professional responsibility to include continuous growth and self - reflection
<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Collaboration

The Competency and Course Matrix is attached.

IV. Designated School and Administrative Contact Person

Mary J. Ford, Ed.D., Dean of the School of Education, oversees all educator certification programs at Granite State College, including the Deaf and Hard of Hearing Program.

V. Description of Program

- A. Initially, this program will provide a pathway for already certified General Special Education Teachers. Subsequent pathways will be provided for undergraduate students and individuals with a bachelor's degree without teacher preparation seeking this teacher certification.

Certified General Special Education Teachers will take the following courses: 36 Credits + up to 16 Credits or Demonstrated Proficiency in ASL & Culture I, II, III & IV Start Date: January 2015	Proposed Course Schedule for Cohort #1
ASL & Culture I, II (8 credits) or demonstrated proficiency	Winter 2015 January-March
History/Foundations in Deaf Ed (4 credits)	Winter 2015 January-March
ASL & Culture III & IV (8 credits) or demonstrated Proficiency	Spring 2015 April-June
Audiology and Assistive Technologies (6 credits)	Spring 2015 April-June
Oral/Aural Communication (4 credits)	Summer 2015 July - August
Assessment/IEP/Transition Planning for Deaf (4 credits)	Fall 2015 September-December
Deaf and Hard of Hearing Students with Disabilities (4 credits)	Fall 2015 September-December
Language Arts & Literacy for the Deaf (6 credits)	Winter 2016 January-March
Math Methods for the Deaf (4 credits)	Spring 2016 April-June
Culminating Experience/Itinerant Teaching(4 credits)	Spring 2016 April-June

- A Cohort Model will be utilized, offering courses in the following formats:
 - Face-to-Face – Classes meet every week of the term for face-to-face instruction between students and instructors.
 - Hybrid – Classes meet on campus/on site during certain pre-selected weeks during the term. The rest of the instruction occurs online.
 - Blended – Classes are a combination of face-to-face and online. Students meet every week on campus/on site and the remainder of the instructional time is online.

- Intensives – Each class lasts longer than in a typical course and classes take place over a shorter time period.
 - Field-Based – Classes mix ‘on-the-job’ experience and student/instructor interactions via meetings at the job site or through appointments online. The student and instructor mutually determine three meeting times to fit the student’s goals. Students are expected to be working in their field-based setting for a minimum of 10 hours per week.
- B. The College will develop an advisory committee, to include representatives from the following:
- Northeast Deaf and Hard of Hearing
 - ATECH
 - Itinerant teachers
 - Current self-contained teachers
 - New England Deaf and Hard of Hearing
 - Service Organizations: Hear in New Hampshire
 - Parent
 - Employers of Deaf and Hard of Hearing
- C. All candidates will be required to purchase an Educator Technology Toolkit, to include:
- Mini-Projector
 - All-In-One Scanner, Copier and Printer
 - Router
 - SWIVL
 - Tablet
 - Ebsco and OER Resources
 - GoToMeeting/GoToWebinar
 - Curated Apps
 - TeachScape
- D. Clinical courses are co-taught by content faculty and field placement faculty.

VI. Budget and Budget Narrative

A. Granite State College seeks funding for the development of the program. The proposed development budget:

Item	Description	Budget
Project Faculty	Oversee entire project, development of courses, manage Advisory Board, prepare crosswalk of standards/competencies/coursework matrix for program approval, set-up of TaskStream and roll-out	\$16,000
Curriculum Collaborators and Developers	Assist Program Coordinator in development of program design and courses	\$7,000
Online Developers	Assist Program Coordinator in developing online courses and technology rich resources and materials	\$5,000
Interpreters	Interpreters needed five (5) Advisory meetings, to include door- to-door mileage, \$40/hr, 2 interpreters for each 4 hour meeting	\$5,000
Refreshments and Mileage for Advisory Board Members	Five meetings for 8 members/\$600 per meeting to cover mileage, tolls and refreshments	\$3,000
Captioning, re-captioning, transcribing	Captioning/re-captioning/transcribing for 15 courses w/12 videos=180 vignettes	\$9,000
Curated Apps	Identification and embedding of proven applications for DHH population that will work across all devices	\$2,000
Resources for Curriculum Developer	Resources needed for program development	\$1,500
Total		\$48,500

Upon completion of development, the on-going financial support is allocated directly to the School of Education. Resources include faculty allocations, faculty development, funds, teaching technologies and training from the Office of Integrated Technologies and Services. In addition, resources are available from the Granite State College Library & Research Commons, a nexus of virtual and innovative learning and research services which support the GSC community.

VII. Schedule for Development and Roll-Out

September 2014	<ul style="list-style-type: none"> • Signed Special Agreement for Project Faculty to lead initiative • Identification of Advisory Board and meeting dates • Development of 6 month Plan for program development and roll-out • Identification of curriculum developers and collaborators • Identification of curriculum development sequence • Identification of resources and materials • Identification of Cohort #1 – NHDOE indicates there are 15 individuals ready to go for January 2015 start date • Advisory Board Meeting #1 • Begin Development of courses
October 2014	<ul style="list-style-type: none"> • Advisory Board Meeting #2 • Continue development of courses
November 2014	<ul style="list-style-type: none"> • Advisory Board Meeting #3 • Continue development of courses
December 2014	<ul style="list-style-type: none"> • Continued course development, program review and revisions • Advisory Board Meeting #4 • GSC will present DHH proposal to NH Council of Teacher Certification, request on-site for summer 2015
January –April 2015	<ul style="list-style-type: none"> • Start date for DHH program
May 2015	<ul style="list-style-type: none"> • Advisory Board Meeting #5 • Review of First Term • GSC marketing plan developed and prepared
June 2015	<ul style="list-style-type: none"> • Recruit for Cohort #2 for September 2015 start date

Ed 612.09 Program for Deaf and Hearing Disabilities. The teacher preparation program for deaf and hearing disabilities shall provide the teaching candidate with the following knowledge skills, and

dispositions through a combination of academic and supervised practical experiences in the following areas:

Standard	Course/s
<p>(a) In the area of foundations, the ability to:</p> <p>(1) Identify models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or have hearing disabilities;</p> <p>(2) Articulate educational definitions, identification criteria, labeling issues, incidence, and prevalence figures for individuals who are deaf or have hearing disabilities;</p> <p>(3) Identify etiologies of hearing loss that can result in additional sensory, motor, or learning differences;</p> <p>(4) State issues and trends in the field of education of individuals who are deaf or have hearing disabilities;</p> <p>(5) Identify major contributors to the field of education of individuals who are deaf or have hearing disabilities;</p> <p>(6) Apply theories, philosophies, and models of practice to the education of individuals who are deaf or have hearing disabilities;</p> <p>(7) Explain basic audiological principles; and</p> <p>(8) Identify:</p> <p style="padding-left: 40px;">a. Amplification systems, including, but not limited to, personal hearing aids and cochlear implants; and</p> <p style="padding-left: 40px;">b. Assistive listening devices, including, but not limited to, C-</p>	<p>Courses, clinical experiences and assignments will be listed as program is developed.</p>

<p>print, CART, and Relay services</p>	
<p>(b) In the area of development and characteristics of learners, the ability to:</p> <ul style="list-style-type: none"> (1) Apply theories of cognitive development of individuals who are deaf or have hearing disabilities; (2) Identify characteristics and effects of the cultural and environmental milieu on an individual with hearing loss and the individual's family; (3) Integrate current knowledge about the effects of various medications and medical and technological advancements on individuals with hearing loss; (4) Explain the hierarchy of auditory development; and (5) Describe the impact of the age of onset of hearing loss, age of identification, incidental learning, and provision of services on the development of the individual who is deaf or has hearing disabilities; 	
<p>(c) In the area of individual learning differences, the ability to:</p> <ul style="list-style-type: none"> (1) Analyze the impact of educational placement options with regard to cultural identity and linguistic, academic, social, and emotional development; (2) Assess the cultural implications of hearing loss that may impact an individual; (3) Apply information on the cognitive, physical, cultural, social, academic, and emotional characteristics of children who have special needs in addition to hearing 	

<p>loss; and</p> <p>(4) Evaluate the impact of various hearing losses, including, but not limited to, unilateral, hard of hearing and deaf, on an individual's social, emotional, cognitive, and language development;</p>	
<p>(d) In the area of instructional strategies, the ability to:</p> <p>(1) Demonstrate the language used to teach an individual who is deaf or who has hearing disabilities specific to the methodology determined by the team;</p> <p>(2) Integrate the sources of specialized instructional and assessment materials for an individual who is deaf or has hearing disabilities;</p> <p>(3) Select the appropriate procedures and technologies consistent with a variety of philosophies necessary to educate individuals who are deaf or have hearing disabilities;</p> <p>(4) Prepare individuals who are deaf or have hearing disabilities in the use of interpreters, note takers, peer tutors, amplification devices, and assistive listening devices;</p> <p>(5) Apply various applicable language teaching strategies to the needs of an individual;</p> <p>(6) Implement educational designs and practices of various programming options for individuals who are deaf or have hearing disabilities;</p> <p>(7) Select appropriate auditory training techniques that will maximize</p>	

<p>residual hearing for deaf or individuals with hearing disabilities; and</p> <p>(8) To maintain and troubleshoot hearing aids, cochlear implants, and FM systems using radio broadcast technology;</p>	
<p>(e) In the area of learning environments and social interactions, the ability to:</p> <p>(1) Promote the 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;</p> <p>(2) Promote opportunities for interaction with communities of individuals who are deaf or hard of hearing on local, state, and national levels;</p> <p>(3) Make accommodations to the instructional environment to meet the physical, cognitive, cultural, social, and communication needs of the individual who is deaf or hard of hearing;</p> <p>(4) Promote incidental language experiences to fit the visual and other sensory needs of individuals who are deaf or hard of hearing; and</p> <p>(5) Design a classroom environment that maximizes opportunities for visual or auditory learning, or both, for individuals who are deaf or hard of hearing via:</p> <ul style="list-style-type: none"> a. Daily routines; b. Improving classroom acoustics; c. Limiting distance, noise and 	

<p>reverberation; and</p> <p>d. Suggesting modifications and accommodations as necessary;</p>	
<p>(f) In the area of communication, the ability to:</p> <p>(1) Demonstrate fluency in communication approach(es) salient to the individual who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;</p> <p>(2) Evaluate the communication approach(es) salient to the individual who is deaf or hard of hearing;</p> <p>(3) Apply the various components of nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing;</p> <p>(4) Apply strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing;</p> <p>(5) Develop communication between the individual who is deaf or hard of hearing and his/her family/community; and</p> <p>(6) Select appropriate communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not English;</p>	
<p>(g) In the area of instructional planning, the ability to:</p> <p>(1) Identify and evaluate programs,</p>	

<p>including career/vocational and transition, for individuals who are deaf or hard of hearing;</p> <p>(2) Select, design, and use technology, materials, and resources required to educate individuals who are deaf or hard of hearing;</p> <p>(3) Integrate speech skills, as consistent with the individual's ability and the program's educational philosophy, into all areas of the curriculum;</p> <p>(4) Modify instruction for individuals who are deaf or hard of hearing and who have multiple disabilities and special needs;</p> <p>(5) Define roles and responsibilities of the educational interpreter related to instruction, intervention, and direct service; and</p> <p>(6) Prepare individuals to self-advocate as related to hearing loss.</p>	
<p>(h) In the area of assessment, the ability to:</p> <p>(1) Explain specialized terminology used in assessing individuals who are deaf or hard of hearing;</p> <p>(2) Utilize the specialized materials and procedures for evaluation, eligibility, placement, and program planning for individuals who are deaf or hard of hearing;</p> <p>(3) Gather and analyze verbal and nonverbal communication samples;</p> <p>(4) Articulate the specialized policies on referral and placement procedures for individuals who are deaf or hard of</p>	

<p>hearing;</p> <p>(5) Report assessment results using effective communication;</p> <p>(6) Evaluate instruction and monitor progress of individuals who are deaf or hard of hearing;</p> <p>(7) Develop or modify individualized assessment strategies;</p> <p>(8) Use performance data and informal input from students, parents, educators, and administrators to do the following for individuals who are deaf or hard of hearing:</p> <ul style="list-style-type: none"> a. Identify appropriate modifications in the learning environment; b. Develop instructional assessment strategies; and c. Evaluate results of instruction and appropriateness of program options; and <p>(9) Assess developmental skill levels in the domains of cognition, language, motor, and social emotional development;</p>	
<p>(i) In the area of professional and ethical practice, the ability to:</p> <ul style="list-style-type: none"> (1) Promote appropriate roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing; (2) Model adherence to professional 	

<p>conduct and confidentiality policies;</p> <p>(3) Participate in professional development activities to increase knowledge and skills related to educating and communicating with individuals who are deaf or hard of hearing; and</p> <p>(4) Utilize the knowledge of the various organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing; and</p>	
<p>(j) In the area of collaboration, the ability to:</p> <p>(1) Understand the various services, networks and organizations available to individuals who are deaf or hard of hearing at the local, state and national levels;</p> <p>(2) Coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing;</p> <p>(3) Provide families with resources, knowledge, skills, and support to make choices regarding communication modes/philosophies and educational options across the lifespan;</p> <p>(4) Promote effective communication and collaboration with individuals with exceptional learning needs, including families, school personnel, and community members;</p> <p>(5) Collaborate with school personnel, parents, clinical personnel, and community members in integrating individuals with exceptional learning needs into various settings;</p>	

<p>(6) Model techniques and coach others in the use of instructional methods and accommodations;</p> <p>(7) Demonstrate the ability to impart specific knowledge of the needs of deaf and hard of hearing individuals to educational staff; and</p> <p>(8) Support instruction in the regular education classroom by observing, evaluating, and providing specific knowledge to educational and support staff.</p>	
--	--

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:

Standard	Courses
<p>(a) In the area of the learner and learning:</p> <p>(1) Learner development, as demonstrated by:</p> <ul style="list-style-type: none"> a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner; <p>(2) Learning differences, as demonstrated by:</p> <ul style="list-style-type: none"> a. An understanding of individual differences and diverse cultures and communities; b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and c. The ability to employ universal design principles and assistive technology; and <p>(3) Learning environment, as demonstrated by:</p> <ul style="list-style-type: none"> a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner’s interests and 	<p>Courses, clinical experiences and assignments will be listed as program is developed.</p>

<p>passions; and</p> <p>b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;</p>	
<p>(b) In the area of content:</p> <p>(1) Content knowledge, as demonstrated by:</p> <p>a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and</p> <p>b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and</p> <p>(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;</p>	
<p>(c) In the area of learning facilitation practice:</p> <p>(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:</p> <p>a. Engage learners in their own growth;</p> <p>b. Document learner progress;</p> <p>c. Provide learner feedback; and</p> <p>d. Inform the educator’s ongoing</p>	

<p>planning and instructional practices;</p> <p>(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and</p> <p>(3) Learning facilitation strategies, as demonstrated by:</p> <ul style="list-style-type: none"> a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and b. An ability to build skills in accessing, applying, and communicating information; and 	
<p>(d) In the area of professional responsibility:</p> <p>(1) Reflection and continuous growth, as demonstrated by:</p> <ul style="list-style-type: none"> a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and b. Ability to adapt practice to meet the needs of each learner; and <p>(2) Collaboration, as demonstrated by:</p>	

<p>a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.</p>	
---	--