



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Special Education Deaf Education

The **Special Education Deaf Education** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 085)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Students Who Are Deaf or Hard of Hearing	0001–0004	30	1
➤ Assessing Students and Developing Programs	0005–0008	30	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 086)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Promoting Development and Learning	0009–0012	30	1
➤ Working in the Professional Environment	0013–0016	30	1
TOTAL		60	2
Percentage of Test Score		80%	20%



Georgia Assessments for the
Certification of Educators®

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TEST FRAMEWORK

Special Education Deaf Education

STUDENTS WHO ARE DEAF OR HARD OF HEARING

0001 Understand human growth and development and factors that affect development and learning.

For example:

- demonstrating knowledge of typical and atypical human growth and development (e.g., cognitive, linguistic, physical, social, emotional)
- demonstrating knowledge of the effects of various disabilities on physical, sensory, motor, cognitive, language, social and/or emotional development and functioning
- recognizing the similarities and differences of individuals with and without disabilities in regard to growth and development
- recognizing the educational implications of various types of disabilities (e.g., emotional/behavioral disorders, learning disabilities, physical disabilities)
- demonstrating knowledge of the implications of various disabilities for an individual's life (e.g., education, career, vocation, recreation)
- recognizing the roles families play in the development and learning of individuals with and without disabilities
- demonstrating knowledge of the effects of cultural and linguistic differences on learning and development and strategies for addressing such differences
- demonstrating familiarity with the uses and possible effects of various types of medications (e.g., stimulant, antidepressant, seizure) in relation to students' learning, development, and functioning

0002 Understand the processes involved in hearing and the types and degrees of hearing loss.

For example:

- demonstrating knowledge of the auditory system, the processes involved in hearing, and normal auditory development
- demonstrating knowledge of indicators that may suggest the presence of a hearing loss
- demonstrating knowledge of the types and degrees of hearing loss and their causes, characteristics, and implications
- demonstrating knowledge of etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences

0003 Understand the effects of hearing loss on students' development and learning.

For example:

- demonstrating knowledge of the potential effects of hearing loss on a student's language, cognitive, social, and/or emotional development and functioning
- demonstrating knowledge of factors that may affect learning in students who are deaf or hard of hearing (e.g., etiology and onset of hearing loss, age at which hearing loss is identified and services are initiated, family influence, cultural and linguistic differences)
- demonstrating knowledge of the unique learning characteristics of students who are deaf or hard of hearing and who have additional disabilities (e.g., learning disabilities, deafblindness, multiple disabilities)

0004 Understand the development of language and cognition among students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of current theories of how languages (e.g., American Sign Language [ASL], English) develop in both students who are hearing and those who are deaf or hard of hearing
- demonstrating knowledge of stages, processes, and characteristics of first- and second-language acquisition (i.e., spoken languages and signed languages)
- demonstrating familiarity with research regarding the cognitive development of students who are deaf or hard of hearing
- demonstrating knowledge of the effects of sensory input (e.g., visual, tactile, auditory) on the development of language and cognition of students who are deaf or hard of hearing
- recognizing the various learning styles (e.g., visual, spatial, tactile, auditory) of individual students who are deaf or hard of hearing and ways of supporting these styles to enhance students' cognitive, language, social, and emotional development
- recognizing the phonological, semantic, morphemic, syntactic, and pragmatic aspects of both English and ASL and demonstrating knowledge of the linguistic differences between English and ASL
- recognizing the effects of early comprehensible communication on the language and cognitive development of individual children who are deaf or hard of hearing

ASSESSING STUDENTS AND DEVELOPING PROGRAMS

0005 Understand types and characteristics of various assessments and procedures for conducting assessments to address the individual needs of students with disabilities.

For example:

- recognizing basic concepts and terminology used in assessment, including specialized terminology used in the assessment of students who are deaf or hard of hearing
- recognizing the uses and limitations of various formal and informal assessments
- demonstrating knowledge of how to collaborate with parents/guardians, classroom teachers, related service providers, and others to gather background information on students' academic, medical, and family history
- demonstrating knowledge of screening, prereferral, referral, and classification procedures and procedures for early identification of young children who may be at risk for disabilities, including those who may be deaf or hard of hearing
- applying knowledge of the principles and procedures for modifying or adapting formal standardized national, state, and local assessments
- demonstrating knowledge of how to develop, select, adapt, and modify assessment instruments and strategies for students with diverse characteristics and needs (e.g., related to culture, language, type and severity of disabilities, communication and response modes)
- demonstrating knowledge of how to perform nonbiased formal and informal assessments, including assessments of students from culturally and linguistically diverse backgrounds
- demonstrating knowledge of data analysis and its application to ongoing progress monitoring

0006 Understand procedures for assessing the auditory functioning and speech of students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of various types and characteristics of informal and formal assessments used to measure the auditory functioning and speech of students who are deaf or hard of hearing
- applying knowledge of how to interpret the results of formal and informal assessments of auditory functioning and speech (e.g., audiograms, speech reception threshold assessments, articulation and phonological assessments)
- applying knowledge of strategies for communicating results of auditory-functioning and speech assessments to all stakeholders (e.g., students with disabilities, their parents/guardians, general education teachers, administrators, service providers)
- recognizing the need for ongoing monitoring of students' use of audition and speech in the classroom



0007 Understand procedures for assessing the receptive and expressive communication skills of students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of various types and characteristics of informal and formal assessments of receptive and expressive communication for students who are deaf or hard of hearing
- demonstrating knowledge of basic procedures for conducting a variety of receptive and expressive communication assessments of students who are deaf or hard of hearing
- applying knowledge of how to interpret the results of formal and informal assessments of receptive and expressive communication
- applying knowledge of strategies for communicating results of receptive- and expressive-communication assessments to all stakeholders (e.g., students with disabilities, their parents/guardians, general education teachers, administrators, service providers)

0008 Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.

For example:

- applying knowledge of how to use assessment information to determine eligibility for special education services and to make program, placement, and service delivery decisions for students who are deaf or hard of hearing, including those from culturally and linguistically diverse backgrounds
- recognizing factors (e.g., cultural, linguistic, academic, social/emotional) relevant to determining educational placements for students who are deaf or hard of hearing
- recognizing strategies for collaborating with students and their families in developing and monitoring progress toward instructional, behavioral, social, career, and independent living goals
- demonstrating knowledge of how to develop and implement comprehensive, longitudinal individualized programs (e.g., IEPs, IFSPs, transition plans) in collaboration with students who are deaf or hard of hearing, their parents/guardians, general education teachers, and other professionals
- demonstrating knowledge of national, state, and local content and performance standards
- demonstrating knowledge of how to sequence, implement, and evaluate short- and long-term individualized learning goals
- recognizing elements of the IEP that are unique to students who are deaf or hard of hearing



PROMOTING DEVELOPMENT AND LEARNING

0009 Understand strategies for managing the learning environment to create a safe, supportive, and equitable classroom climate that promotes the development and learning of students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of strategies for designing and modifying learning environments to meet the physical, cognitive, cultural, and communication needs of students who are deaf or hard of hearing (e.g., teaching style, acoustic environment, support services, appropriate technologies) and to promote students' active participation, academic success, self-advocacy, and independence
- demonstrating knowledge of strategies for designing a classroom environment that maximizes opportunities for visual and/or auditory learning for students who are deaf or hard of hearing (e.g., captioning, acoustical modifications, overhead/projection technology)
- demonstrating knowledge of classroom management strategies, including structuring and managing daily routines (e.g., transitions between lessons or classes) to optimize students' time on task and facilitate students' effective use of instructional time
- identifying realistic expectations for the personal and social behavior of students who are deaf or hard of hearing in given settings; identifying ways to support students' successful integration into various program placements; and demonstrating knowledge of strategies for increasing students' self-awareness, self-control, and self-management
- demonstrating knowledge of the principle of using the least intrusive behavior management strategy consistent with the needs of students with disabilities; identifying strategies for crisis prevention, intervention, and management; and demonstrating knowledge of ethics, laws, rules, and procedural safeguards related to planning and implementing behavior management and discipline for students with and without disabilities
- analyzing the ways in which teacher attitudes and behaviors affect individuals with and without disabilities and recognizing effective strategies for establishing and maintaining rapport with all students
- demonstrating knowledge of strategies for preparing students to live in a culturally diverse world, including strategies for creating a learning environment that enables students to retain and appreciate their own and others' linguistic and cultural heritage (e.g., Deaf culture)
- demonstrating knowledge of how technology is used for planning and managing the teaching and learning environment and how to manage assistive/augmentative technology for students who are deaf or hard of hearing (e.g., cochlear implants, FM systems)



0010 Understand principles of and methods for individualizing instruction for students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of ways in which hearing loss may affect students' progress in the general education curriculum
- applying knowledge of how to select, adapt, and use research-based instructional methods and materials to address the strengths and needs of students who are deaf or hard of hearing, including students who have multiple disabilities
- applying knowledge of strategies for helping students who are deaf or hard of hearing maintain and generalize skills across learning environments
- applying knowledge of strategies for teaching students who are deaf or hard of hearing how to use self-assessment, problem solving, metacognitive skills, and other cognitive strategies to identify and meet their own needs
- demonstrating familiarity with sources of specialized materials for students who are deaf or hard of hearing (e.g., National Association of the Deaf, A. G. Bell Association for the Deaf and Hard of Hearing)
- demonstrating knowledge of effective strategies for teaching students who are deaf or hard of hearing to use various assistive devices
- identifying appropriate goals, instructional objectives, activities, programs, and supports to promote students' transitions (e.g., between teachers, grade levels, schools, and service options; into postsecondary education or training)

0011 Understand how to meet the overall communication needs of students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of strategies for evaluating, selecting, and adapting instructional methods, resources, and technologies to meet the overall communication needs of students who are deaf or hard of hearing
- demonstrating knowledge of various communication options for instructing students who are deaf or hard of hearing (e.g., Signed English, cued speech, speech-reading, auditory-oral English, total communication)
- applying knowledge of strategies for teaching students who are deaf or hard of hearing to develop oral, written, and/or sign language
- applying knowledge of strategies for teaching students who are deaf or hard of hearing to develop literacy skills
- demonstrating knowledge of the transfer of language and literacy skills among languages (e.g., ASL to English, other languages to ASL to English)
- applying knowledge of strategies for facilitating independent communication and incidental language learning in students who are deaf or hard of hearing, including students with multiple disabilities (e.g., deafblindness, cerebral palsy)
- applying knowledge of strategies for promoting students' specific language and communication development (e.g., ASL, spoken language), including the use of researched-based instructional methods and assistive technology
- demonstrating knowledge of various technologies (e.g., hearing aids, FM systems, cochlear implants) and strategies for promoting students' auditory skill development, including techniques for stimulating and using residual hearing
- demonstrating knowledge of various technologies (e.g., video, computer technologies, video relay) and strategies for promoting students' visual language development



0012 Understand how to promote life skills, positive social interactions, self-advocacy skills, and pride in students who are deaf or hard of hearing.

For example:

- applying knowledge of strategies for evaluating, selecting, and adapting instructional materials, assistive technologies, and community resources to promote functional living skills, vocational/career competence, independent and community living skills, citizenship skills, and participation in civic, leisure, and recreational activities for students who are deaf or hard of hearing
- demonstrating familiarity with programs (e.g., academic, career, vocational, transitional) that have been effective for students who are deaf or hard of hearing
- demonstrating knowledge of strategies for teaching students who are deaf or hard of hearing to use educational support personnel effectively (e.g., educational interpreters, tutors, note takers) and for preparing students who are deaf or hard of hearing in the appropriate use of interpreters, including oral interpreters, if applicable
- recognizing social skills needed for educational and other environments (e.g., giving and receiving meaningful feedback, engaging in conversations) for students who are deaf or hard of hearing
- demonstrating knowledge of strategies for enhancing the self-awareness, self-management, self-control, self-esteem, assertiveness, and independence of students who are deaf or hard of hearing
- demonstrating knowledge of strategies for promoting students' understanding of their rights as individuals who are deaf or hard of hearing and strategies for preparing students to advocate for themselves and to seek out available services through governmental and nongovernmental agencies
- demonstrating familiarity with elements of American Deaf culture (e.g., drama, art, literature, social mores) and with the contributions to both the Deaf community and mainstream U.S. culture of prominent historical and contemporary figures who were/are deaf or hard of hearing
- demonstrating knowledge of methods for enhancing students' understanding of and pride in Deaf culture (e.g., promoting ongoing interactions with peers and role models who are deaf or hard of hearing, providing opportunities to interact with communities of individuals who are deaf or hard of hearing)



WORKING IN THE PROFESSIONAL ENVIRONMENT

0013 Understand how to communicate and collaborate with students who are deaf or hard of hearing and their families to help students achieve desired learning outcomes.

For example:

- demonstrating familiarity with typical concerns of parents/guardians of students who are deaf or hard of hearing and recognizing effective strategies for addressing such concerns (e.g., regarding educational options, choices of communication modes and philosophies, transition to independent adult life, communication among family members, development of family relationships)
- demonstrating knowledge of strategies for helping students who are deaf or hard of hearing and their parents/guardians become active participants on the educational team (e.g., during assessment, during the development and implementation of an individualized program)
- demonstrating awareness of culturally responsive strategies for ensuring effective communication and collaboration among families of students who are deaf or hard of hearing, school personnel, and representatives of community agencies
- demonstrating knowledge of family systems and the roles of families in the educational process
- recognizing the potential effects of differences in values, languages, and customs that can exist between the home and school



0014 Understand how to establish partnerships with other school staff, professional organizations, and community agencies to enhance learning opportunities for students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of the roles and responsibilities of various teachers (e.g., itinerant, general education, special education), related instructional service providers (e.g., audiologists, speech and language pathologists, interpreters, social workers), and other support personnel (e.g., note takers, tutors) in the educational setting for students who are deaf or hard of hearing
- demonstrating knowledge of services provided by governmental and nongovernmental agencies for students who are deaf or hard of hearing and of strategies for accessing and working effectively with such agencies
- recognizing the roles and responsibilities of the teacher of the deaf and hard of hearing in regard to seeking assistance from and collaborating with other professionals to support student learning
- demonstrating knowledge of various models and strategies of consultation and collaboration (e.g., coteaching, consultant teaching) and their implementation and demonstrating knowledge of strategies for coordinating support personnel to meet the diverse communication needs of students who are deaf or hard of hearing
- recognizing the roles and responsibilities of paraeducators (e.g., related to instruction, intervention, direct services) and demonstrating knowledge of strategies and procedures for observing, evaluating, and providing feedback to paraeducators
- recognizing effective strategies for collaborating with school personnel, service providers, and community agencies to integrate students who are deaf or hard of hearing into various settings and demonstrating knowledge of strategies for evaluating the effectiveness of collaborative activities
- recognizing effective strategies for communicating with school personnel about the characteristics and needs of students who are deaf or hard of hearing and demonstrating knowledge of strategies for coaching general education teachers and other service providers in the use of instructional methods and accommodations for students who are deaf or hard of hearing

0015 Understand the historical, social, and legal foundations of education for students who are deaf or hard of hearing.

For example:

- demonstrating knowledge of the historical and philosophical foundations of deaf education and the theories, models, and philosophies (e.g., oral/aural, total communication, auditory-verbal, bilingual-bicultural) that have provided the basis of educational practice for students who are deaf or hard of hearing
- demonstrating knowledge of historical and contemporary issues related to the education of students who are deaf or hard of hearing, including issues related to definition and identification criteria and procedures (e.g., cultural versus medical perspectives) and issues related to providing communication instruction
- demonstrating knowledge of the rights and responsibilities of all stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) related to the education of students who are deaf or hard of hearing
- demonstrating knowledge of legal standards and issues in the education of students who are deaf or hard of hearing (e.g., confidentiality; eligibility; due process; referral, assessment, and placement policies and procedures)
- demonstrating knowledge of legal regulations and guidelines (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], No Child Left Behind [NCLB] Act) important to the education of students who are deaf or hard of hearing
- demonstrating knowledge of legal and ethical guidelines in regard to maintaining confidentiality when communicating with school personnel about students who are deaf or hard of hearing



0016 Understand the professional, ethical, and legal roles and responsibilities of the teacher of the deaf and hard of hearing.

For example:

- applying knowledge of how to uphold high standards for professional practice, including participating in professional activities and organizations that benefit students who are deaf or hard of hearing, their families, and colleagues
- demonstrating knowledge of how to use resources (e.g., professional organizations and journals, online resources, conferences, workshops, mentors) to enhance one's own professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills in various communication modes) and engage in lifelong professional growth and development
- applying knowledge of the Council for Exceptional Children (CEC) Code of Ethics and the Georgia Professional Standards Commission Code of Ethics for Educators
- applying knowledge of how to uphold high standards of competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, policies, and procedures (e.g., related to evaluation requirements, mandated reporting, behavior management)
- recognizing effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's own cultural biases, improving instruction, and guiding professional growth
- demonstrating knowledge of how to advocate effectively for individual students who are deaf or hard of hearing, their families, and the special education program in general
- recognizing the importance of interacting with adults in the Deaf community on a regular basis to maintain and/or improve one's own ASL or other communication skills
- recognizing appropriate procedures for creating and maintaining records regarding students who are deaf or hard of hearing, including following legal and ethical guidelines for maintaining confidentiality