

DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR EDUCATOR LICENSURE

PUBLIC COMMENT: WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES

Subject matter knowledge requirements (SMKs) outline the minimum level of content and pedagogical skills Massachusetts educators are expected to hold. SMKs establish the content assessed in Massachusetts Tests for Educator Licensure ([MTEL](#)) and guide content-area coursework for educator preparation programs. SMKs are aligned to [Massachusetts curriculum frameworks](#).

Massachusetts regulation [603 CMR 7.06](#) requires a public comment period of at least thirty days prior to any changes to the guidelines where SMKs are published. More information on the 2017 proposed changes is available at [www.doe.mass.edu/edprep](http://WWW.DOE.MASS.EDU/EDPREP).

TEACHER OF THE DEAF AND HARD OF HEARING

CURRENT SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2011-2016

TEACHER OF THE DEAF AND HARD-OF-HEARING: AMERICAN SIGN LANGUAGE/TOTAL COMMUNICATION OR ORAL/AURAL, ALL LEVELS

(a) The following topics will be addressed on the **General Curriculum test**:

*SEE OUR **GENERAL CURRICULUM SUMMARY FOR DRAFT CHANGES***

(b) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children.
2. Theories on the relationship between ASL and the English language.
3. Similarities and differences in the linguistic structure of ASL and English.
4. Benefits and limitations of ASL, spoken English, and printed English for learning, and the instructional strategies for using them.
5. Knowledge of how deaf people live their daily lives.
6. Historical and current developments in deaf education in the United States and other countries.
7. Features of family support and services.
8. Similarities and differences between hearing and deaf and hard-of-hearing students in emotional, social, and intellectual development.
9. Ways to prepare deaf and hard-of-hearing students for classrooms ranging from general education classrooms to schools for the deaf and hard of hearing.
10. Design or modification of the curriculum and instructional materials for the deaf and hard-of-hearing.
11. Modifications of theories of reading for hearing children necessary for the learning of reading by deaf and hard-of-hearing children.
12. General and specific effects of hearing loss upon the production of speech and the reception of speech and other sounds.
13. General and specific effects of visual processing and reception of a visual language and its acquisition.
14. Anatomy and physiology of human speech, hearing, and language mechanisms.



15. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.
16. Characteristics of types of amplification equipment and their uses by teachers and students.
17. Medical, social, ethical, and educational research relating to the deaf and hard-of-hearing, including the effects of cochlear implants on language learning.
18. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
19. Federal and state laws pertaining to special education.
20. Science laboratory work.
21. Child development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.

(c) For the **Teacher of the Deaf and Hard-of-Hearing: American Sign Language/Total Communication**. Passing score on a test of sign language proficiency approved by the Department.

(d) For the **Teacher of the Deaf and Hard of Hearing: Oral/Aural**. Passing score on the Foundations of Reading test

DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2017

TEACHER OF THE DEAF AND HARD-OF-HEARING, ALL

SEE OUR **GENERAL CURRICULUM SUMMARY FOR DRAFT CHANGES**

The following topics shall be included in an approved program for the **Teacher of the Deaf and Hard of Hearing: Oral/Aural**; but, will not be addressed on a written test of subject matter knowledge:

- (a) Hearing and Hearing Technology including:
 1. The anatomy and physiology of ear and neural pathways, physics of sound and psychoacoustics including auditory perception, speech acoustics and impact of environmental acoustics on speech understanding and listening.
 2. Hearing measurement and etiology (both objective and subjective screening and test methods), test interpretation, hearing levels and the impact on listening and speech perception.
 3. Function and uses of available sensory devices and hearing assistive technology.
- (b) Auditory Functioning including:
 1. Typical auditory development, auditory development of children with hearing loss, auditory development using hearing technology, the auditory hierarchy, acoustic phonetics (sounds of speech and transmission/reception), appropriate electroacoustic and functional assessments, and factors that impact auditory development.
- (c) Spoken Language Communication including:
 1. Speech production: sequence of development (typical and atypical), anatomy and physiology of the speech/voice mechanism; and formal and informal speech production assessment measures.

The following topics shall be included in an approved program for the **Teacher of the Deaf and Hard of Hearing: American Sign Language (ASL)**; but, will not be addressed on a written test of subject matter knowledge:

- (a) Knowledge of the perception, acquisition and processing of language (including both spoken and sign language).
- (b) Knowledge of strategies for supporting language acquisition in sign language.
- (c) Knowledge of theories in typical and atypical child development as it relates to children who are deaf or hard of hearing, including emotional, social and intellectual development.



- (d) Knowledge of the design and modifications of curricular and instructional materials to ensure accessibility of the curriculum for deaf or hard of hearing students with and without special needs.
- (e) Knowledge of strategies for promoting literacy among students who are deaf or hard of hearing.
- (f) Knowledge of the clinical foundations of hearing.
- (g) Knowledge of the relationship between ASL and English and strategies for translating between ASL and English.
- (h) Knowledge of Deaf culture, Deaf history and the Deaf community.
- (i) Knowledge of medical, social, and ethical issues related to educating students who are deaf or hard of hearing.
- (j) Knowledge of Federal and State Special Education laws, IEP and Section 504 of the Rehabilitation Act of 1973 (29 USC 794) plan development and implementation for students who are deaf or hard of hearing.
- (k) Critical analysis and application of research relevant to educating students who are deaf or hard of hearing.

