



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Teaching Students who are Deaf or Hard of Hearing – ASL/LSQ Communication

or

Teaching Students who are Deaf or Hard of Hearing - Aural and Oral Communication

May 2011

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Table of Contents

1. Program Vision.....	1
2. Program Overview.....	1
3. Regulatory Context.....	2
4. Ethical Standards and Standards of Practice	3
Standards Resources	3
5. Expectations of the Program.....	3
6. Core Curriculum (80% of Program Content)	5
Section I: Foundations	5
Section 2: Communication, Language and Literacy.....	7
Section 3: Curriculum Teaching and Learning.....	9
Section 4: Leadership	11
7. Additional Program Content (20% of Program Content)	11
A. ASL/LSQ Communication	12
B. Aural/Oral Communication.....	13
8. Practicum	14
Intent	14
Practicum Requirements	15
9. Instructional Practice for the Qualification Program, Teaching Students who are Deaf or Hard of Hearing.....	17
10. Assessment and Evaluation of Candidates	18
Appendix 1.....	20
The Ethical Standards for the Teaching Profession.....	20
The Standards of Practice for the Teaching Profession.....	21
Appendix II: Resources	22
Standards Resources	22
Ontario Ministry of Education Resources.....	23
Legislation.....	24
Appendix III: Technology	25

Teaching Students who are Deaf or Hard of Hearing – ASL/LSQ Communication or Teaching Students who are Deaf or Hard of Hearing Aural and Oral Communication

1. Program Vision

This program is designed to provide the candidates with in-depth knowledge and skills in the instruction of deaf or hard of hearing students.

The candidates considering this program should be life long learners who value reflective practice and research that promote academic achievement and encourage deaf or hard of hearing students to become contributing citizens of Canadian society.

The candidates will be immersed in linguistically and culturally appropriate environments pertinent to the deaf or hard of hearing that will prepare them to adapt to a variety of educational settings.

Candidates of the program will have had the opportunity to explore deaf and hard of hearing education and its relevant issues using both the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as a foundation of professional practice. They will acquire professional knowledge, instructional strategies, and assessment methods based on a student-centered approach which values diversity, equality and social justice.

Critical to the implementation of this program is the creation of positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing learning.

2. Program Overview

Successful completion of the program enables teachers to receive the Additional Qualification: Teaching Students who are Deaf or Hard of Hearing – ASL/LSQ Communication or Teaching Students who are Deaf or Hard of Hearing – Aural and Oral Communication and qualifies them to teach deaf or hard of hearing students in Ontario. When candidates have completed one year of successful teaching experience in one or more positions requiring the qualification the qualification will be recorded as Teaching Students who are Deaf or Hard of

Hearing – ASL/LSQ Communication (Specialist) or Teaching Students who are Deaf or Hard of Hearing – Aural and Oral Communication (Specialist).

The program duration is equivalent to two academic semesters. The instructional program consists of three components: a core component (80%), either an ASL/LSQ or Aural/Oral component (20%) and a practicum. The practicum consists of 400 hours. This qualification is a specialist qualification.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school boards, provincial and demonstration schools or independent schools/institutions will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

In this document, all references to candidates are to teachers enrolled in the additional qualification program. References to students indicate those in school programs. References made to language encompasses: ASL/LSQ and English and French.

The Education Act identifies American Sign Language (ASL) and Langue des signes québécoise (LSQ) as a language of instruction. (O. Reg. 298 section 32)

3. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College
- to provide for the ongoing education of members of the College
- to accredit additional qualification courses and more specifically,

The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24(1)).

Additional qualifications for teachers are identified in the Teachers' Qualifications Regulation, Teachers' Qualifications. This regulation includes courses that lead to Additional Qualifications, Qualification for Teaching Students who are Deaf or Hard of Hearing, Principal's Qualifications and Supervisory Officer's Qualifications. Accredited additional qualification courses or programs reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

The admission requirements for Teaching Students who are Deaf or Hard of Hearing are outlined in the Teachers' Qualifications Regulation. The candidate must have completed at least two courses in American Sign Language/ Langue des signes québécoise acceptable to the College (Subsection 30, a) i and ii.)).

4. Ethical Standards and Standards of Practice

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification program: *Teaching Students who are Deaf or Hard of Hearing*. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

Standards Resources

The College has developed resources to support the effective integration of the standards within additional qualification courses. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

5. Expectations of the Program

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations for candidates.

The *Teaching Students who are Deaf or Hard of Hearing* program has the following overall learning expectations for candidates:

- understanding, analyzing, interpreting and implementing Ministry of Education curriculum, policies and guidelines and other legislation related to teaching deaf or hard of hearing students
- having and applying the theoretical understanding necessary to design, implement and assess programs and/or practices in teaching deaf or hard of hearing students
- modeling and applying expectations, instructional strategies and assessment practices in response to the individual needs of students
- facilitating the creation of learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- collaborating with in-school personnel, parents/guardians and the community in their preferred language
- accessing and exploring a variety of resources, including technological resources, within and beyond the educational system to enhance professional knowledge in support of student learning
- refining professional practice through research, ongoing inquiry, dialogue and reflection and active engagement related to teaching deaf or hard of hearing students
- supporting and modeling ethical practices
- understanding the role of advocacy in the creation of inclusive environments for students and all members of the school community
- understanding and respecting the culture and language of ASL/LSQ communities
- understanding the need to respect and conserve resources in the environment

- participating in the process of creating and sustaining professional learning communities that support deaf or hard of hearing students
- integrating information, communications and assistive technology into teaching practice that supports student achievement
- developing an understanding of the significance of linguistic socio-cultural diversity when developing educational programs for deaf or hard of hearing students
- understanding the complex interrelationships between the factors that influence language development to support deaf or hard of hearing students.

6. Core Curriculum (80% of Program Content)

Candidates will explore and deepen their understanding of the following:

Section I: Foundations

In the Education Act, languages of instruction (English /ASL and French/LSQ) are legislated. Throughout this section, when reference is made to 'language', this encompasses these ASL/LSQ and English/ French (Education Act S. 58.1 (1))

Community

- understanding the importance of early identification and early intervention of learners
- awareness of educational, social, cultural (for example, ASL/LSQ communities, French Language communities and First Nations, Métis and Inuit communities) and other organizations and the programs that serve the deaf or hard of hearing students at local, provincial, national and international levels.

Understanding Levels of Hearing

- understanding the nature and levels of hearing
- understanding hearing capacity and implications for educational planning and program development.

Linguistic Socio - Cultural Diversity

- understanding the importance of communicating effectively and sensitively with parents/guardians
- developing an understanding and appreciation for the role of cultural and linguistic identity
- developing an understanding of the family diversities that would affect educational decisions for deaf or hard of hearing students.

Legislation and Conventions

- knowledge of provincial legislation and teachers' legal responsibilities as it applies to deaf or hard of hearing students (Ontario Human Rights code, Accessibility for Ontarians with Disabilities Act, the Education Act and regulations the United Nations Convention on the Rights of Persons with Disabilities, the Canadian Charter of Rights and Freedoms and relevant Ministry of Education acts and regulations).

Deaf Heritage

- developing an understanding of the socio-cultural, historical and political forces and educational practices for deaf or hard of hearing students
- identifying and understanding the meaning of bilingualism, monolingualism and oralism
- understanding ableism/audism and its implication
- exploring and responding to attitudinal and systemic barriers within deaf education .

Placement and Service

- understanding the various contexts for the role of itinerant teaching in deaf or hard of hearing education
- developing an awareness of pre-school support services for deaf or hard of hearing children

- understanding of the range of possible placements and services in a school setting.

Section 2: Communication, Language and Literacy

In the Education Act, languages of instruction (English /ASL and French/LSQ) are legislated. Throughout this section, when reference is made to 'language', this encompasses ASL/LSQ and English/French. (Education Act S. 58.1 (1))

Language Development

- understanding first and second language acquisition and development and the interrelationship between them
- awareness of pertinent current research
- developing an awareness of the relationship between language and cognitive development
- knowing the stages of language development in ASL/LSQ and English and French.

Approaches to Learning Language

- understanding the various languages and their pragmatics as used in the education of deaf or hard of hearing students
- demonstrating knowledge of visual communication strategies and supports to enhance a child's language and literacy development.

Literacy, Reading and Writing

- understanding the role of language use in the development of literacy
- understanding literacy development in first and second languages
- understanding reading and writing processes related to hearing and deaf or hard of hearing learners
- awareness of pertinent current research and exemplary practices

- demonstrating different assessment and instruction processes for developing literacy.

Development of Speech and Auditory Skills

- understanding typical speech development in hearing children who use spoken English or French
- knowledge of human speech/voice and auditory mechanisms
- understanding the auditory skills hierarchy and its relationship to listening skills development
- application of instructional strategies in order to develop and enhance speech and listening skills.

American Sign Language/Langue des signes québécoise

- awareness of current ASL/LSQ research
- understand the theories and pedagogy of ASL/LSQ Bilingual and multicultural education
- develop a knowledge of ASL/LSQ assessments and how they relate to English and French assessments
- understand ASL/LSQ and its history, values and literacies.

Audiology

- awareness of the signs and risk factors when suggesting the need for an audiological evaluation
- learn how to read and interpret an audiogram to support educational planning of deaf or hard of hearing students
- gaining sufficient familiarity with audiological procedures in order to work collaboratively with parents, audiologists and other professionals
- awareness of amplification options and their benefits and limits.

Section 3: Curriculum Teaching and Learning

In the Education Act, languages of instruction (English/ASL and French/LSQ) are legislated. Throughout this section, when reference is made to 'language', this encompasses ASL/LSQ and English/French (Education Act S. 58.1 (1))

Ministry

- understanding the role of Identification Placement Review Committee (IPRC) and the purpose of Individual Education Plans (IEP) as they apply to deaf or hard of hearing students
- understanding Ministry of Education regulations, curriculum policy and resource documents related to deaf or hard of hearing students.

Technology (See Appendix III)

- knowledge and use of current technology to support the development of language and literacy skills in deaf or hard of hearing students
- teaching others about the use and care of current technology that supports learning for deaf or hard of hearing students
- troubleshooting assistive devices
- knowledge of how to acquire assistive devices and technology to support learning for deaf or hard of hearing students.

Instructional Strategies

- knowing and demonstrating how to accommodate and/or modify the curriculum to meet the needs of deaf and hard of hearing students
- knowing and demonstrating principles of universal design in the development of instructional strategies
- demonstrating an understanding of the characteristics of an effective Individual Education Plan (IEP).

Assessment and Evaluation

- developing an understanding of and applying specific assessment tools, strategies and referral procedures for deaf or hard of hearing students
- understanding how to assess a learner's stage and level of language and literacy development
- working collaboratively with colleagues on assessment and evaluation
- using, formative and summative assessment procedures to plan, monitor and evaluate student learning
- using different assessment processes for developing literacy competence.

Students with Additional Needs

- understanding the impact of additional learning needs on Deaf or hard of hearing students (for example, learning and physical disabilities, visual impairment, and autism)
- implementing strategies for differentiating instruction to respond to the additional needs of students.

Learning Environment

- using pedagogies that reflect the professional identity of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and in the *Foundations of Professional Practice*
- fostering a collaborative community of learners that includes parent/guardian involvement
- understanding the various roles and responsibilities of individuals involved in supporting deaf or hard of hearing students' in order to promote effective environments
- integrating technologies to support literacy development

- developing educational programs and practices that take into consideration environmental concerns
- exploring innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity
- promoting self-advocacy and responsible citizenship skills for students
- promoting and respecting linguistic rights of deaf or hard of hearing students
- demonstrating knowledge and understanding of the uses and roles of a real time captioner, both oral and sign language interpreters, and the process of interpretation in an educational setting.

Section 4: Leadership

In the Education Act, four languages of instruction (English/ASL and French/LSQ) are legislated. Throughout this section, when reference is made to 'language', this encompasses ASL/LSQ and English/French. (Education Act S. 58.1 (1))

- demonstrating collaborative consultation skills in working with colleagues at the school, board and provincial levels
- understanding and respecting the importance of shared responsibility and partnership in supporting students who are deaf or hard of hearing
- collaborating with parents/guardians, school, and the community in the planning, development and implementation of programs
- understanding and exploring the role of advocacy as it relates to deaf or hard of hearing students.

7. Additional Program Content (20% of Program Content)

The additional course content is designed to enable candidates to demonstrate a deeper understanding and to apply their learning in one of the specialization areas – ASL/LSQ Communication or Aural/Oral Communication.

A. ASL/LSQ Communication

In the Education Act, languages of instruction (English /ASL and French/LSQ) are legislated. Throughout this section, when reference is made to 'language', this encompasses: ASL/LSQ, and English/French. (Education Act S. 58.1 (1))

- demonstrating an understanding and knowledge of the linguistics of ASL/LSQ: features of pragmatics, discourses, syntax, semantics and lexicons, as a first and second language. Through discourse, ASL/LSQ and English/French linguistic structures will be compared and contrasted
- demonstrating an understanding of ableism/audism and its implications on deaf learners' education, placement and identity
- demonstrating an awareness of professional development opportunities for educators in support of deaf or bilingual education
- understanding current ASL/LSQ research and applying the findings to bilingual education of students
- developing a theoretical understanding of pedagogical approaches to first and second language and literacy development
- developing an understanding of ASL/English and LSQ/French instructional strategies and cross curricular (ASL/LSQ and the Ontario curriculum expectations) connections
- developing a theoretical understanding of the role of ASL/LSQ as the transliteration language of instruction with support from English/French (Correlating Ontario Language curriculum and ASL/LSQ curriculum as the first language and transforming it to second language and from second language to first language)
- identifying teaching strategies to develop transliteration skills that may include but are not limited to:
 - comprehension and analysis of two languages,
 - ASL/LSQ Proficiency Assessment (P-A) benchmark
 - Manipulative Visual Language (MVL)
 - cross-linguistic transfer training.

- studying ASL/LSQ literary works, their application, their use, and their connection to ASL/LSQ heritage
- developing an in-depth understanding of early sign language acquisition
- exploring and understanding dimensions of ASL/LSQ cultures in contemporary multicultural contexts
- developing an in-depth understanding of bilingual education and the use of language in different social situations
- understanding the difference between Bilingual Deaf Education (BDE) and other models of bilingual education
- understanding formal and informal ASL/LSQ assessment techniques and strategies and their use in developing bilingual programs
- demonstrating knowledge and understanding of the connections between ASL/LSQ and enhanced literacy skills.

B. Aural/Oral Communication

- understanding the impact of acoustics on hearing (for example, distance, noise, reverberation, etc)
- demonstrating an awareness of professional development opportunities for educators in support of deaf education
- understanding and applying different theories and strategies to develop content, form and pragmatic use of spoken language
- understanding and applying different theories and strategies to develop speech
- understanding and applying different theories and strategies to develop listening skills
- understanding the stages of oral language development including nonlinguistic aspects of communication (for example, intonation, pitch and intensity)

- developing an understanding of the relationship between an audiogram and aspects of speech, listening and spoken language
- developing an understanding of formal and informal spoken language assessment
- developing an understanding of how to use and troubleshoot hearing technologies and their applications and limitations
- developing knowledge of current cross-disciplinary research and the implications for aural/oral communications (for example, neuroscience, medicine, linguistics, etc.)
- demonstrating knowledge and understanding of the connections between speaking, listening language and literacy skills
- demonstrating an understanding of ableism/audism and its implications on deaf learners' education, placement and identity
- exploring and using assessment tools to evaluate learning of deaf or hard of hearing student.

8. Practicum

Intent

The practicum provides support for the application of best practice in the education of deaf or hard of hearing students. It provides examples in teaching that address the individual needs of deaf or hard of hearing students in a variety of settings.

The practicum experience is intended to introduce candidates to a variety of placements and programs and to expose them to a variety of contexts and situations. The goal is to broaden the participant's knowledge and skills.

Candidates are encouraged to develop or enhance their knowledge and skills in special areas of interest (for example, early intervention, vocational training, an ASL/LSQ environment, Auditory Verbal Training (AVT) etc.).

Practicum Requirements

- Placements are determined by the provider of the accredited program, *Teaching Students who are Deaf or Hard of Hearing* in consultation with the candidates.
- The practicum must be successfully completed prior to being recommended for the qualification.
- Practicum placements must occur in person, on site, and include direct engagement with students and professionals in a variety of placements. The use of interpreters may be appropriate in specific circumstances.
- Placements must include a variety of grade levels and settings, where available.
- Providers of the accredited program, *Teaching Students who are Deaf or Hard of Hearing* must provide opportunities for candidates to observe in both streams (ASL/LSQ and Aural/Oral). The use of interpreters may be required in specific observation circumstances.
- Candidates will be placed with an Ontario Certified Teacher (OCT) qualified to teach the deaf or hard of hearing during a supervised practicum.
- Candidates are required to teach in at least one practicum placement in their area of specialization of either ASL/LSQ or Aural/Oral.
- Candidates must complete a practicum in two different educational settings if regionally possible.
- Part time candidates currently teaching deaf or hard of hearing students may use their caseload as their practicum placements under the supervision of the provider of the accredited program, *Teaching Students who are Deaf or Hard of Hearing* and in consultation with an Ontario Certified Teacher (OCT) qualified to teach the deaf or hard of hearing.

- There must be documented evidence of a successful practicum placement including a description of the candidate's responsibilities.
- The provider of the accredited program, *Teaching Students who are Deaf or Hard of Hearing* will document and record the candidate's practicum achievements.
- The evaluation of lesson planning, development, and implementation within the practicum will be aligned with the program content.

Practicum Hours

The practicum requires both full and part time candidates to complete a total of 400 hours. The practicum includes 320 hours teaching time and 80 hours of observation time in a variety of settings. The practicum hours include all activities related to the planning, development and implementation of instruction, assessment and evaluation.

The 400 hours must be fully documented and specify type and duration of the placement. The provider of the program *Teaching Students who are Deaf or Hard of Hearing* will determine the time frame in which the practicum will be completed.

Placement Setting Options

In the Education Act, languages of instruction (English/ASL and French/LSQ) are legislated. Throughout this section, when reference is made to 'language', this encompasses: ASL/LSQ and English/French. (Education Act S. 58.1 (1))

Candidates should be familiar with an array of resources available to deaf or hard of hearing students to carry out practicum activities as appropriate to the objectives of the program, areas of specialization, and their own professional goals.

Placement options may include but are not limited to:

- Integrated/inclusive settings with itinerant teachers.
- Partially integrated placements (formerly known as partially self contained classes).
- Provincial schools.

Observation options with individuals in the field of deaf education may include but are not limited to:

- Itinerant teachers.
- Speech Language Pathologists (SLP).
- Auditory Verbal (AV) therapists.
- Audiologists.
- Preschool visiting teachers.
- Hearing aid dispensers.
- ASL/LSQ curriculum teachers.
- ASL/LSQ tutors.
- ASL/LSQ consultants.
- Literacy consultants.
- Education consultants.

Or at:

- Relevant workshops, events and venues.
- Relevant preschool/integrated day care/home visiting programs.

9. Instructional Practice for the Qualification Program, Teaching Students who are Deaf or Hard of Hearing

In the implementation of this additional qualification program, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction, pedagogy and assessment and evaluation. Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. These include but are not limited to: small group interaction; action research; presentations; independent inquiry; problem solving; collaborative learning and direct instruction. Important to the program are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the program.

Where possible, the course includes experiential learning and authentic school-based experiences such as: classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

10. Assessment and Evaluation of Candidates

At the beginning of the program, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the program. Instructors will provide opportunities for regular feedback regarding candidates' progress throughout the program.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course expectations. The program provides opportunities for both formative and summative assessment and evaluation.

Central to teachers enrolled in additional qualification programs is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. Assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the program. This project is an opportunity for candidates to illustrate a high level of professional knowledge, skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used, it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the program is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is genuinely new, meaningful and practical.

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

- a) Performance Assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of teaching deaf or hard of hearing students and is based on Ministry of Education curriculum expectations

- b) Written Assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching deaf or hard of hearing students
- c) Presentation: developing a digital story, presenting an issue related to the teaching deaf or hard of hearing students
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to teaching deaf or hard of hearing students
- e) Action Research: engaging in action research within the context of the candidates practicum by reflecting and acting upon a specific inquiry into teaching practice related to teaching deaf or hard of hearing students
- f) Independent Project: addressing any aspect of the program that is approved by the instructor
- g) Instructional Resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of deaf or hard of hearing students
- h) Reflective Writing: reflecting on professional practice through journal-writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of deaf or hard of hearing students
- i) Test or exam.

Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Appendix II: Resources

The *Teaching Students who are Deaf or Hard of Hearing* program will be informed by current Ontario curriculum, relevant legislation, government policies and resources. These documents support and inform the development and implementation of the program. The following list of resources is intended to serve as examples only; it is not an exhaustive list:

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J., & Smith, D. (2007). Becoming a reflective community of practice. *Reflective Practice* (8)3, 299-314.

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education* (27)3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards*. [Resource kit 2]. Toronto, ON: Author.

Ontario College of Teachers. (2010). *A self-reflective professional learning tool*. Toronto, ON: Author.

Ontario College of Teachers. (2010). *Voices of wisdom* [DVD]. Toronto, ON: Author.

Smith, D., & Goldblatt, P.M. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.

Smith, D. & Goldblatt, P. (Eds.). (2009). *Exploring leadership and ethical practice through professional inquiry*. Québec City, QC: Les Presses de l'Université L.

Smith, D. (2010). Developing leaders using case inquiry. *School-Practitioner Quarterly*, 4(2), 105-123.

Ontario Ministry of Education Resources

Expert Panel of the Literacy and Numeracy Instruction for Students with Special Needs. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special needs, kindergarten to grade 6*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (1986, April 2). *Ontario schools for the blind and deaf as resource centres. Memorandum No. 1*. Toronto, ON: Deputy Minister of Education.

Ontario Ministry of Education. (1988). *Interministerial guidelines for the provision of speech and language services (as applicable to the Education Act)*. Retrieved September 10, 2009 from <http://www.edu.gov.on.ca/extra/eng/ppm/guide.html> .

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Legislation

The following is a list of relevant legislation that informs professional practice in Ontario. Candidates of the *Teaching Students who are Deaf or Hard of Hearing* program will be exposed to new and existing legislation within the course. The *Teaching Students who are Deaf or Hard of Hearing* program will be modified accordingly to reflect changes in legislation.

- *Accessibility for Ontarians with Disabilities Act*, S.O., 2005, c. 11
- *Canadian Charter of Rights and Freedoms Part 1 Schedule B Constitution Act 1982*
- *Human Rights Code*, R.S.O., 1990, c. H - 19
- *Health Care Consent Act*, S.O, 1996, c.2 schedule A
- *Education Act*, R. S. O., 1990 – O. Reg. 181/98 _ Identification and Placement of Exceptional Pupils
- *Education Act*, R. S. O., 1990 – O. Reg. 296 – Ontario Schools for the Blind and Deaf
- *Education Act*, R. S. O., 1990 – O. Reg. 298 - Operation of schools – general
- *Education Act*, R. S. O., 1990 – O. Reg. 306 – Special Education Programs and Services
- *Education Act*, R. S. O., 1990 – O. Reg. 464/97 – Special Education Advisory Committee
- *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O., 1990, c. M-56
- *Occupational Health and Safety Act*, R.S.O., 1990, c. O - 1.

- *Ontarians with Disabilities Act, S.O., 2001, c. 32*
- *Ontario College of Teachers Act, S.O., 1996, c.12. (and all regulations made under the act)*

Appendix III: Technology

Assistive Devices:

- hearing aids
- hearing ear dog
- cochlear implants
- personal FM Amplification systems
- sound field FM and infrared (IR) systems
- Inductive loop systems
- Bone Anchored Hearing Aids (BAHA)
- other.

Message/Communication Transmission Devices and Technology:

- Access note taking
- Captioning – Closed Captioning and Open Captioning
- Real-time Captioning
- Closed Caption decoders
- 2-way wireless pagers
- Palmtop computers
- e-mail
- the Internet
- text messaging
- blogs, vblog
- Video-Phones
- Tele-typewriter (TTY) – answering machines
- telecoil, Bluetooth and direct audio input compatible telephones and cell phones
- Relay Systems – Bell Relay Service (BRS), Video Relay Service (VRS)
- Videoconferencing.

Notification/Alerting systems:

- alarm clocks/vibrator systems
- visual fire alarm systems.