Proposed AQ Name: Teaching Students who are Deaf or Hard of Hearing

Note: A regulatory change has been proposed to change the following three qualifications to one qualification entitled Teaching Students who are Deaf or Hard of Hearing.

- Teaching Students who are Deaf or Hard of Hearing – American Sign Language
- Teaching Students who are Deaf or Hard of Hearing – Langue des signes québécoise
- Teaching Students who are Deaf or Hard of Hearing – Aural and Oral Communication

June 2019 (Second Draft Version)

Ce document est disponible en français sous le titre Ligne directrice du cours menant à la qualification additionnelle : Programme pour enseigner aux élèves sourds ou malentendants – Communication LSQ ou ASL ou Communication auditive et verbale, juin 2019.
# Table of Contents

1. Program Vision ................................................................. 1  
2. Regulatory Context ........................................................... 1  
3. Program Overview ............................................................. 2  
4. Ontario Context ................................................................. 4  
5. Professional Identity and the Vision of the Learner ................. 5  
6. Foundations of Professional Practice .................................... 6  
7. Critical Pedagogical Stance .................................................. 7  
8. Conceptual Framework ....................................................... 8  
   A. Guiding Concepts for Pedagogical Inquiry ....................... 9  
   B. Linguistic Socio/Cultural Diversity and Community .......... 11  
   C. Understanding Hearing .................................................. 12  
   D. Legislation and Conventions .......................................... 12  
   E. Natural Language Acquisition and Development .......... 13  
   F. Literacy, Reading and Writing ....................................... 14  
   G. Supporting Speech, Listening and Auditory Skills .......... 14  
   H. Sign Languages and Cultural Development .................... 15  
   I. Bilingualism – the use of ASL and/or LSQ in the teaching of English or French as a second language: .................... 15  
   J. Learning Environment .................................................... 15  
   K. Assessment, Evaluation and Reporting ............................ 16  
   L. Instructional Strategies and Program Implementation ........ 17  
   M. Intersectionality within Individual Learning Profiles ....... 17  
   N. Technology ................................................................. 18  
   O. Leadership .................................................................... 18  
9. Additional Course Content ................................................... 19  
   A. American Sign Language or Langue des signes québécoise 19  
   B. Aural and Oral Communication ........................................ 21  
10. Practicum ........................................................................... 22
11. Instructional Design and Practices in the Additional Qualification Program: Teaching Students who are Deaf or Hard of Hearing .................. 23
12. Assessment and Evaluation of Candidates .......................................................................................................................... 25
Teaching Students who are Deaf or Hard of Hearing

1. Program Vision

Candidates considering this program are lifelong learners who value reflective practice and research that promotes the learning, well-being and efficacy of learners who are Deaf/deaf/hard of hearing¹.

Candidates of the program will explore Deaf/deaf/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.

Candidates will expand their professional knowledge based on a learner-centered approach which values linguistic uniqueness, diversity, equity and social justice.

Candidates will be exposed to a variety of learning environments pertinent to learners who are Deaf/deaf/hard of hearing that would prepare them to teach in a variety of educational settings and meet the needs of their learners.

Candidates will be provided with opportunities to critically explore and expand knowledge, understanding and skills related to the education of learners who are Deaf/deaf/hard of hearing.

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

2. Regulatory Context

Additional Qualification

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:

¹ Note: The term ‘Deaf’ has been capitalized throughout this document as per Canadian Hearing Society protocol, the Ministry of Education July 4, 2007 memo, Provincial Schools and the Ministry of Education’s Curriculum, Assessment and Student Success Policy Branch.
• to establish and enforce professional standards and ethical standards applicable to members of the College (Ontario College of Teachers, Object 7)

• to provide for the ongoing education of members of the College (Ontario College of Teachers, Object 6)

• to accredit Additional Qualification courses (Ontario College of Teachers, Object 9) 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).

Additional Qualifications for educators are identified in the Teachers’ Qualifications Regulation (Regulation 176/10). Accredited Additional Qualification courses 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 Additional Qualification course developed from this guideline is open to candidates who meet the entry requirements identified in the Teachers’ Qualifications Regulation (O. Reg. 176/10).

Additional Qualification Prerequisite Requirement

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 (ASL) or Langue des signes québécoise (LSQ) acceptable to the College (O. Reg. 176/10, Subsection 30 (1) a) i and ii) or equivalency.

3. Program Overview

This section of the guideline presents an overview of the components of the Teaching Students who are Deaf or Hard of Hearing program.

Duration and Components

The program duration is equivalent to two academic semesters. The instructional program consists of three components (Figure 1):
- a core component
- additional course components
  - American Sign Language (ASL) or Langue des signes Québécoise (LSQ)
    and/or
  - Aural and Oral communication
- and a practicum consisting of 400 hours.

![Diagram showing regulatory program components associated with Teaching Students who are Deaf or Hard of Hearing]

Figure 1: Regulatory program components associated with Teaching Students who are Deaf or Hard of Hearing

The program content requirements associated with this Additional Qualification program include the above proposed regulatory amendment to O. Reg. 347/02, Accreditation of Teacher Education Programs.

**Additional Qualifications**

Successful completion of the program enables educators to receive *Teaching Students who are Deaf or Hard of Hearing Additional Qualification*

These qualifications enable educators to be assigned to teach learners who are Deaf/deaf/hard of hearing in Ontario.

**Specialist Qualification**

The Specialist Qualification is awarded once the candidate has at least one school year of successful teaching experience within or outside Ontario in
one or more positions requiring the relevant qualification (Figure 2). The experience has been verified by the appropriate supervisory officer or the appropriate supervisory official (O. Reg. 176/10 31. (1)).

- **Teaching Students who are Deaf or Hard of Hearing**

![Diagram](image)

**Figure 2: Process to obtain the Specialist Qualification**

### 4. Ontario Context

Education in Ontario is diverse, complex and dynamic. Educators, families, caregivers, guardians, learners, school councils, Indigenous Elders, community members, including ASL and/or LSQ communities, and other stakeholders are engaged in creating a better future for learners. Together, these perspectives guide education in the province.

The Ontario College of Teachers recognizes that candidates, including Deaf/deaf/hard of hearing candidates, working in publicly funded school boards, school authorities, provincial schools, First Nations schools, independent schools/institutions or private schools 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. Indigenous communities, French language communities and English language communities, including ASL and/or LSQ communities, will explore the guideline content from distinct perspectives and areas of emphasis.

The Education Act identifies four languages of instruction: English, American Sign Language, French and Langue des signes Québécoise. Throughout this guideline, reference made to instructional ‘language’ encompasses ASL, LSQ, English and French (Education Act S. 58.1 (1)). Knowledge of the ASL, LSQ, English, French and Indigenous cultures will support educators in nurturing the learning and well-being of learners and enhance linguistic justice and
equity. This Additional Qualification Program also recognizes that students who are Deaf/deaf/hard of hearing may use additional sign languages.

5. Professional Identity and the Vision of the Learner

The professional identity of the Additional Qualification course instructor, course candidates and learners conveyed in this Additional Qualification course guideline reflects the vision of the educator and learner articulated in the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession and the Professional Learning Framework for the Teaching Profession, as well as through Additional Qualification consultations.

The professional identity of the educator positions members of the teaching profession as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice. The vision of the educator supports this collective professional identity (Figure 3, Vision of the Educator).

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Figure 3: Vision of the Educator^2

The Vision of the Educator embraces the learning, language(s) and cultures of Deaf/deaf/hard of hearing learners across the province. The Additional Qualification Program *Teaching Students who are Deaf or Hard of Hearing* supports this vision.

The learner conveyed in this Additional Qualification (Figure 4, Vision of the Learner) is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-efficacious, a problem-solver and whose language(s), cultural needs, perspectives and sense of efficacy are integral to shaping the teaching and learning process.

![The Vision of the Learner](image)

**Figure 4: Vision of the Learner**

### 6. Foundations of Professional Practice

The *Foundations of Professional Practice* (2016), which is founded on the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (see Appendix 1), conveys a provincial vision of
what it means to be an educator in Ontario. This vision lies at the core of teacher professionalism. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession serve as the core for the development and accreditation of Additional Qualification courses. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in 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 educator learning is based and acknowledges a range of options that promote continuous professional learning.

The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry and critical reflection, is central to the embodiment of the standards and the Professional Learning Framework for the Teaching Profession within this Additional Qualification course and professional practice.

The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession serve as guiding frameworks that underpin professional knowledge, skills and experiences that educators require in order to teach effectively within and contribute to an environment that fosters respect, care, trust and integrity.

Teacher Education Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. These resources can be found on the College web site: http://www.oct.ca/resources/categories/professional-standards-and-designation.

These teacher education resources support the development of professional knowledge, judgment and efficacy through critical reflective praxis. The lived experiences of Ontario educators are illuminated in these teacher education resources and serve as key supports for Additional Qualification courses.

7. Critical Pedagogical Stance

The Teaching Students who are Deaf or Hard of Hearing program guideline supports a critical pedagogical stance (Figure 5). This stance involves
collectively and critically reflecting on policies, practices and processes that impact the teaching of students who are Deaf/deaf/hard of hearing.

![Critical Reflections Diagram](image)

Figure 5: Critical Pedagogical Stance

8. Conceptual Framework

The Teaching Students who are Deaf or Hard of Hearing Additional Qualification guideline provides a conceptual framework (Figure 6) for Additional Qualification providers and instructors to develop and facilitate the program. This conceptual framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Teaching Students who are Deaf or Hard of Hearing.

The guideline components are comprised of:

- core content (15 areas of critical inquiry)
- additional course content (ASL or LSQ and/or Aural/Oral)
- and a practicum (400 hours).
A. Guiding Concepts for Pedagogical Inquiry

The following theoretical concepts are provided to facilitate the holistic design and implementation of this Additional Qualification program through pedagogical and professional inquiries. These concepts will be critically explored through equitable, holistic, inclusive and interrelated processes.

- critically analyzing, interpreting and implementing Ontario curriculum and policies, guidelines and other legislation related to teaching learners who are Deaf/deaf/hard of hearing
- critically examining bilingual education, including program design, research and application, for learners who are Deaf/deaf/hard of hearing
- honouring languages and cultures (including ASL, LSQ and Indigenous sign language [ISL]) using a holistic approach in the teaching and learning process
- fostering an understanding and respect for the diversity of second spoken or signed languages
- critically examining the importance of ASL and/or LSQ for learning and well-being of learners who are Deaf/deaf/hard of hearing
• critically examining the importance of the four languages of instruction (ASL, LSQ, English, French) in supporting learning and well-being of learners who are Deaf/deaf/hard of hearing

• critically exploring strategies to design, implement, adapt and assess programs and/or practices in teaching learners who are Deaf/deaf/hard of hearing

• facilitating instructional strategies and assessment practices in response to the individual learning, well-being and efficacy of learners

• facilitating the creation of learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual, and moral development of the learner

• fostering and respecting the self-advocacy and self-determination of learners who are Deaf/deaf/hard of hearing

• critically exploring the social, emotional development and well-being of learners who are Deaf/deaf/hard of hearing and their families

• collaborating with in-school personnel, other professionals, families, caregivers, guardians and the community in their preferred language(s) and the language(s) that is accessible for the community, incorporating a multidisciplinary, collaborative approach

• collaboratively inquiring into and utilizing a variety of resources, including technological resources and learning technologies, within and beyond the educational system to enhance professional knowledge in support of learning

• promoting a culture of professional practice that engages in inquiry, dialogue, reflection and active engagement to promote the learning and well-being of learners who are Deaf/deaf/hard of hearing

• fostering a professional culture that is guided by ethical inquiry

• facilitating and promoting the role of advocacy in the creation of inclusive environments for learners and all members of the school community

• nurturing a culture that explores the significance of linguistic and socio-cultural diversities, including sign languages

• critically exploring the theoretical and philosophical foundations of ASL and/or LSQ culture and bilingualism

• critically exploring the theoretical and philosophical foundations of aural/oral communication
• nurturing a culture of ethical leadership that critically inquires into practices that promote responsible and active environmental stewardship, ecological consciousness, social justice and democratic citizenship within local, national and global contexts

• critically exploring strategies to collaboratively develop, create and sustain professional learning communities that promote the learning and well-being of learners who are Deaf/deaf/hard of hearing

• critically exploring the complex interrelationships between the factors that influence language(s) and literacy development, including ASL and/or LSQ and bi-literacy development

• collaboratively nurturing educational cultures that reflect inclusive, equitable, emancipatory and accessible education for all.

B. Linguistic Socio/Cultural Diversity and Community

• facilitating the critical exploration of programs and services offered by various organizations and communities including, ASL communities, LSQ communities, English/French-language communities and Deaf/deaf/hard of hearing Indigenous communities that serve learners who are Deaf/deaf/hard of hearing at local, provincial, national and international levels

• acknowledging the role of cultural and linguistic identity within professional practice

• critically examining professional practices to support ASL, LSQ and ISL cultures and the culture of other Deaf/deaf/hard of hearing communities

• critically utilizing collaborative, equitable and inclusive strategies that effectively include and engage all families, caregivers and guardians

• critically exploring processes that respect and honour the diversity of decisions families may make related to the education of their children who are Deaf/deaf/hard of hearing

• facilitating the critical exploration of the socio-cultural, historical and political forces and educational practices for learners who are Deaf/deaf/hard of hearing

• promoting critical inquiry that addresses discriminatory practices as well as environmental and systemic barriers that can impact linguistic diversity, well-being and education of learners who are Deaf/deaf/hard of hearing and respecting the culture of the learner

• facilitating a culture that mitigates against ableism, audism, cultural and linguistic imperialism and colonization in professional practice.
C. Understanding Hearing

- facilitating a culture of professional practice that acknowledges the diverse profiles and experiences of learners who are Deaf/deaf/hard of hearing
- exploring and understanding the nature and levels of hearing and the related services required for learners who are Deaf/deaf/hard of hearing
- collaboratively exploring the need and implications for audiological evaluation
- collaboratively developing educational plans and programs that support learners who are Deaf/deaf/hard of hearing
- collaboratively engaging in processes that develop a critical awareness of audiological procedures in order to work collaboratively with families, caregivers, guardians, audiologists and other professionals
- critically examining amplification options and their benefits and limitations
- critically exploring the conditions and context that influence language deprivation and the impact on student learning and well-being
- fostering school and system knowledge related to the levels of hearing, the stage the learner is at in language development and educational programming for learners who are Deaf/deaf/hard of hearing
- fostering an awareness of available services and community supports for learners who are Deaf/deaf/hard of hearing (for example, Assistance for Children with Severe Disabilities [ACSD], Assistive Device Program [ADP], Ontario Disability Support Program [ODSP] and Registered Disability Savings Plan [RDS]).

D. Legislation and Conventions

- fostering a critical examination of the Identification Placement Review Committee (IPRC) and Individual Education Plans (IEP) in promoting the learning and well-being of learners who are Deaf/deaf/hard of hearing
- facilitating a culture of shared understanding of Ontario Ministry of Education regulations, curriculum policy and resource documents related to learners who are Deaf/deaf/hard of hearing
- facilitating a culture of critical inquiry into current Ontario provincial legislation, Canadian legislation and educators’ legal responsibilities as it applies to learners who are Deaf/deaf/hard of hearing
• promoting a culture of critical inquiry that examines the significance of human rights documents that are relevant to teaching students who are Deaf/deaf/hard of hearing (for example, the Ontario Human Rights Code, United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission of Canada: Calls to Action, Deaf People and Human Rights, World Federation of the Deaf - Sign Language Rights for All, Canadian Association of the Deaf – the Sign Language Rights for All)

• promoting critical pedagogy that reflects the professional identity of educators as described in the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession, Professional Learning Framework for the Teaching Profession and in the Foundations of Professional Practice, including a recognition and acceptance of ASL and/or LSQ and Deaf/deaf/hard of hearing Indigenous communities.

E. Natural Language Acquisition and Development

• critically exploring first and second language acquisition and development and the interrelationship between them, including but not limited to ASL and/or LSQ, other signed and spoken languages and English/French

• co-constructing a shared understanding of many aspects of language development and bilingualism found in past and current research and scholarship related to Deaf/deaf/hard of hearing

• critically exploring theories of language and cognitive development

• critically exploring theories of language (for example, plurilingualism, bilingualism, monolingualism and oralism) and cognitive development and the impact on language deprivation

• collaboratively facilitating processes and practices that support early identification and early intervention for learners who are Deaf/deaf/hard of hearing

• critically exploring different stances to language development

• critically exploring and collaboratively implementing visual, tactile and auditory strategies and supports to enhance a child’s language and literacy development

• fostering a culture of interprofessional collaboration to support language acquisition and development in learners who are Deaf/deaf/hard of hearing.
F. Literacy, Reading and Writing

- collaboratively designing programs that support language(s) and literacy/bi-literacy development
- developing strategies for teaching reading and writing to learners who are Deaf/deaf/hard of hearing
- collaboratively designing pedagogical practices that support literacy/bi-literacy development in first and additional languages
- facilitating knowledge-mobilization related to reading and writing processes that promote the learning and well-being of learners who are Deaf/deaf/hard of hearing
- co-constructing professional practices that support literacy/bi-literacy for learners who are Deaf/deaf/hard of hearing based on research and scholarship (for example, ASL graphemes, ASL Gloss, phonemic awareness and comprehension strategies)
- engaging in critical dialogue related to various assessment and instruction processes to support literacy.

G. Supporting Speech, Listening and Auditory Skills

- critically exploring theories of speech development
- critically exploring speech/voice and auditory mechanisms
- critically exploring and understanding the auditory skills hierarchy and its relationship to listening skills development in spoken form and language(s)
- critically exploring strategies to enhance collaboration with other professionals in supporting speech and auditory skills
- collaboratively designing and implementing a diversity of instructional strategies in order to develop and enhance speech, auditory and listening skills that enhance learning and well-being
- demonstrating knowledge and understanding of the connections between speaking, listening, reading, writing and literacy skills
- critically exploring language assessments and the implications for supporting speech, auditory and listening skills
- critically exploring pedagogies and theories that support speech, auditory and listening skills in multilingual education
H. Sign Languages and Cultural Development

- modeling professional practices that consider the history, the culture, values and literacies associated with ASL and/or LSQ
- critically exploring practices that consider the history, the culture, values and literacies of learners who use sign languages and the impact on their engagement and success
- critically reflecting on the cultural aspect of different languages such as ASL and/or LSQ to inform professional practice
- critically exploring ASL and/or LSQ assessments and the implications for professional practice
- critically exploring current research and scholarship in the use of sign language, including ASL and/or LSQ
- collaboratively utilizing current research and scholarship related to sign language for enhancing professional practice
- critically exploring sign language theories and pedagogies of bilingual and/or multilingual education
- critically exploring the aspects of ASL and/or LSQ culture in all communities including Deaf/deaf/hard of hearing, ASL, LSQ, Indigenous and other sign language communities
- critically exploring other sign languages that may be in use by learners in Ontario (for example, Oneida, Inuit, Ukrainian or Chinese)

I. Bilingualism – the use of ASL and/or LSQ in the teaching of English or French as a second language:

- deepening one's understanding of the mind and ASL and/or LSQ acquisition: linguistics, bilinguality, neuroscience, cognitive psychology, natural language development, sociolinguistics, and bilingualism

J. Learning Environment

- creating relational culture that reflects care, commitment and respect for learners who are Deaf/deaf/hard of hearing
- creating an ethical culture that recognizes and honours ASL communities, LSQ communities and Deaf/deaf/hard of hearing Indigenous communities
- critically exploring the various contexts, roles and responsibilities of educators of learners who are Deaf/deaf/hard of hearing
• fostering interprofessional collaboration to support the learning and well-being of learners who are Deaf/deaf/hard of hearing
• facilitating the engagement of early education support services
• collaboratively designing inclusive, equitable, emancipatory and accessible learning environments that engage learners, families, caregivers, guardians and community organizations
• critically exploring the importance of peer relationships and interactions for fostering an inclusive community which recognizes the identities, languages and assets of all learners
• collaboratively creating equitable learning environments that respect the cultural identity of all learners, including Deaf/deaf/hard of hearing Indigenous learners, and their supportive communities
• promoting innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity
• advocating for learners in the school learning environment and promoting the self-advocacy, self-determination and efficacy of learners
• promoting and respecting the rights of learners who are Deaf/deaf/hard of hearing
• critically exploring strategies that support equitable access (for example, real-time captioning, oral and ASL to English or LSQ to French interpretation, learning and hearing technologies
• creating inclusive learning environments that incorporate the language(s) of instruction in Ontario required by learners who are Deaf/deaf/hard of hearing (English, ASL, French and LSQ).

K. Assessment, Evaluation and Reporting
• facilitating an ethical community of practice that critically integrates assessment practices for the following purposes: to provide feedback to learners and to adjust instruction (assessment for learning); to develop learners’ capacity to be independent and autonomous (assessment as learning); to make informed professional judgements about the quality of learning (assessment of learning)
• critically exploring a learner’s language and literacy development as conveyed in a variety of assessment processes
• collaborating with other professionals to enhance understanding of language and literacy assessment strategies that promote the learning and well-being of learners who are Deaf/deaf/hard of hearing

• fostering an ethical culture that integrates a variety of effective engagement strategies for ongoing collaboration with families, caregivers, guardians, school/board personnel and community agencies

• promoting a culture of shared leadership that fosters innovative, ongoing, open and transparent partnerships with families, caregivers and guardians that honour and value shared decision-making, confidentiality, advocacy and leadership

• fostering a culture committed to fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identities and development of all learners

• fostering a culture of inquiry that critically examines assessment, evaluation and reporting practices that align with the principles and processes of Ontario’s curriculum, frameworks and policy documents.

L. Instructional Strategies and Program Implementation

• critically exploring strategies to accommodate and/or modify the curriculum that is responsive to the identities, culture and learning journey of Deaf/deaf/hard of hearing learners

• meaningfully integrating knowledge of various cultures, including Deaf culture and associated language(s) such as ASL and/or LSQ, into program planning and implementation

• critically applying principles of universal design in the development of instructional strategies

• promoting a culture of interprofessional collaboration committed to critically inquiring into the collaborative development and implementation of Individual Education Plans (IEP) and Transition Plans for learners

• fostering an innovative and critical, asset-based culture committed to culturally inclusive pedagogies that support program design, planning and development

M. Intersectionality within Individual Learning Profiles

• critically exploring the intersectionalities of various identities, cultures, learning profiles, and experiences of learners
• critically exploring the intersectionalities within individual learning profiles of learners who are Deaf/deaf/hard of hearing

• critically implementing differentiated instruction that support the engagement of learners who are Deaf/deaf/hard of hearing with diverse learning profiles

• collaboratively fostering partnerships with all families, caregivers, guardians, as well as school/board personnel, professionals and community partnerships in program development that honours the intersectionalities within individual learning profiles.

N. Technology

• critically exploring the use of current learning technologies to support the development of language(s) and literacy/bi-literacy skills in learners who are Deaf/deaf/hard of hearing

• critically exploring the ethical use of various technologies (for example, video conferencing and social media) to support learners who are Deaf/deaf/hard of hearing

• facilitating knowledge-creation and mobilization related to the use and care of current learning technologies that support learners who are Deaf/deaf/hard of hearing

• critically exploring and implementing troubleshooting strategies for assistive devices

• collaboratively exploring how to acquire assistive devices and learning technologies to support learners who are Deaf/deaf/hard of hearing.

O. Leadership

• fostering an inclusive culture that honours collaboration and engagement with families, caregivers, guardians, colleagues, other professionals/service providers and the community at the school/board and provincial levels including Deaf/deaf/hard of hearing communities (for example, ASL, LSQ and/or ISL)

• facilitating a culture of shared responsibility and partnership in promoting the learning and well-being of learners who are Deaf/deaf/hard of hearing

• fostering a culture of advocacy in promoting the learning and well-being of learners who are Deaf/deaf/hard of hearing

• critically exploring and fostering self-advocacy and self-determination in Deaf/deaf/hard of hearing learners
• fostering a shared commitment to the well-being of learners who are Deaf/deaf/hard of hearing
• cultivating a sense of belonging within a respectful, accepting and inclusive culture at the system, school and community level
• nurturing an environment and professional and ethical stance that supports explicitly identifying and addressing discriminatory biases, systemic barriers, cultural and linguistic imperialism to enhance the education, well-being and future of learners who are Deaf/deaf/hard of hearing
• critically interrogating the impact of language deprivation on the education, well-being and future of learners who are Deaf/deaf/hard of hearing
• engaging in critical reflection regarding one’s own individual assumptions and biases related to the teaching of learners who are Deaf/deaf/hard of hearing
• fostering a culture that critically examines and responds to programmatic, institutional and societal biases that impact learners who are Deaf/deaf/hard of hearing
• facilitating leadership in the transformative change of policies and practices to enhance the learning, well-being and future of learners who are Deaf/deaf/hard of hearing
• creating ongoing professional learning opportunities for members of the school community to enhance the learning and well-being of learners who are Deaf/deaf/hard of hearing.

9. Additional Course Content

The additional course content is designed to enable candidates to gain deeper understanding and to apply their learning in ASL and/or LSQ, Aural and Oral Communication to professional practice.

A. American Sign Language or Langue des signes québécoise

• fostering a culture committed to collaboratively developing educational plans and programs that support ASL and/or LSQ learners
• creating a culture of inquiry that critically explores and extends understanding and knowledge of the linguistics of ASL, LSQ and/or ISL
• facilitating critical inquiry and dialogue that collectively explores ableism and audism, and their implications on Deaf/deaf/hard of hearing learners’ identities, well-being, education, placement and transitions

• facilitating inquiry to understand cultural and linguistic imperialism, colonization and the implications on education, placement, identities and well-being

• cultivating knowledge mobilization regarding professional development opportunities for educators in support of Deaf/deaf/hard of hearing, bilingual, plurilingualism and anti-racist education

• nurturing a culture of critical inquiry into ASL, LSQ and/or Indigenous sign language research and applications to the bilingual education of learners

• promoting a culture of critical inquiry that explores a theoretical understanding of pedagogical approaches to first and second language and literacy/bi-literacy development

• cultivating an innovative culture that critically explores ASL/English and LSQ/French instructional strategies and cross-curricular (ASL and/or LSQ and the Ontario curriculum expectations) connections

• facilitating inquiry into a theoretical understanding of the role of ASL and/or LSQ as the transliteration language of instruction with support from English/French (correlating Ontario Language curriculum and ASL and/or LSQ curriculum as the first language and transforming it to second language and from second language to first language)

• facilitating inquiry into a theoretical framework for Translanguaging Pedagogy and how it is related to ASL and/or LSQ Literacy Pedagogy and Pedagogical Practices

• fostering an understanding of teaching strategies to develop transliteration skills (for example, comprehension and analysis of two languages, ASL and/or LSQ Proficiency Assessment [PA] benchmark, Manipulative Visual)

• promoting a culture of critical pedagogical practices that explores the significance and application of sign language resources (for example, ASL, LSQ, ISL)

• creating a culture of inquiry that explores and extends understanding of early sign language acquisition (for example, ASL, LSQ and ISL)
• creating a culture of inquiry that explores and extends understanding of bilingual education and the use of language in social situations and a variety of contexts (for example, academic, social and professional)

• facilitating critical dialogue to understand the difference between Bilingual Deaf Education and other program models of bilingual education

• collaboratively implementing a variety of ASL and/or LSQ assessment techniques and strategies and their use in developing bilingual programs

• cultivating a culture of critical pedagogy that explores the connections between sign languages (for example, ASL, LSQ, ISL) and enhanced literacy skills

• collaboratively designing and implementing tools and strategies that foster professional learning opportunities for the school community and families, caregivers and guardians to promote the learning and well-being of learners who are Deaf/deaf/hard of hearing

• creating a culture of inquiry committed to exploring evolving research and scholarship related to ASL and/or LSQ

B. Aural and Oral Communication

• fostering a culture of shared leadership that critically and collaboratively explores professional learning opportunities for the school community and families, caregivers and guardians in promoting the learning and well-being of learners who are Deaf/deaf/hard of hearing

• critically exploring the impact of acoustics on hearing (for example, distance, noise and reverberation)

• fostering a culture of critical pedagogy that explores and utilizes different theories and strategies to develop content, form and pragmatic use of spoken language

• fostering a culture of critical pedagogy that explores and utilizes theories and strategies to develop speech

• fostering a culture of critical pedagogy that explores and utilizes different theories and strategies to develop listening skills for spoken language

• critically exploring the stages of oral language development, including non-linguistic aspects of communication (for example, intonation, pitch and intensity)
• critically exploring the relationship between an audiogram and aspects of speech, listening and spoken language
• critically exploring formal and informal audition, listening and speaking assessments
• exploring and using a variety of assessment and evaluation processes to support learners who are Deaf/deaf/hard of hearing
• fostering critical dialogue and inquiry regarding the use of hearing technologies and their applications and limitations
• collaboratively fostering a culture of knowledge mobilization regarding current cross-cultural and cross-disciplinary (for example, neuroscience, medicine and linguistics) research and the implications for aural and oral communications
• facilitating critical inquiry and dialogue that collectively explores ableism/audism and its implication on Deaf/deaf/hard of hearing learners’ education, placement and identity
• promoting a culture of inquiry that promotes a theoretical understanding of pedagogical approaches to first and second language and literacy development
• fostering a culture of critical pedagogy that examines evolving research and scholarship related to aural and oral communication.

10. Practicum

The practicum consists of 400 hours of educational inquiry experiences intended to provide an authentic opportunity for candidates to observe, to teach and to engage with and learn from learners who are Deaf/deaf/hard of hearing.

During the practicum experiences, candidates will have the opportunity to foster the learning and well-being of learners who are Deaf/deaf/hard of hearing and who have a diversity of learning profiles (ASL, LSQ, ISL, bilingualism, Aural and Oral).

Through a variety of educational contexts (for example, bi-lingual/bi-literacy programs, provincial & demonstration schools, home visiting, itinerant sites and integrated programs) candidates explore inclusive designs that are culturally and linguistically respectful. These rich and varied practicum experiences will enable candidates to promote the learning and well-being of the learners they will be serving as educators of the Deaf/deaf/hard of hearing.
Practicum experiences are identified by the candidate in partnership with an Ontario Certified Teacher qualified to teach the Deaf/deaf/hard of hearing and the Additional Qualification provider. Throughout the practicum experience, candidates will enhance their professional knowledge, skills and practices through reflection, dialogue and collaboration with colleagues.

Candidates currently teaching in any context within their current work environment that enables them to promote the learning and well-being of learners who are Deaf/deaf/hard of hearing may use this experience as a component of the practicum.

The practicum will be successfully completed prior to being recommended for the qualification.

11. Instructional Design and Practices in the Additional Qualification Program: Teaching Students who are Deaf or Hard of Hearing

The instructional design and practices (Figure 7) employed in this Additional Qualification program reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

Candidates collaboratively develop with course instructors the specific learning inquiries, learning experiences, holistic integration processes and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification program, instructors facilitate andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration and assessment and evaluation. The andragogical processes include, but are not limited to, ASL, LSQ or ISL video text, experiential learning, role-play, simulations, journal writing, self-directed projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.
Instructors **embody** the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, respect candidates’ experience, recognize prior learning, integrate culturally inclusive practices and respond to individual inquiries, interests and needs. Important to the course are opportunities for candidates to create support networks, receive feedback from colleagues and instructors and share their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors **model** critical inquiry, universal design, differentiated instruction and assessment practices that can be replicated or adapted in a variety of classroom settings.

**Experiential Learning**

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of *Teaching Students who are Deaf or Hard of Hearing* as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities and inquiries related to *Teaching Students who are Deaf or Hard of Hearing*. 
The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College’s standards-based resources help to support experiential learning through various professional inquiry processes. These can be found at: http://www.oct.ca/resources/categories/professional-standards-and-designation.

12. Assessment and Evaluation of Candidates

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, experiences and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular and meaningful feedback regarding candidates’ progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the course and are reflective of critical thinking and reflection as the candidate gains knowledge and skills over the duration of the course.

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the course. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final culminating experience in the course is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as
a result of engagement in this Additional Qualification. It will also include critical reflections and an analysis of a candidate’s learning over time.

The following processes are provided to guide assessment practices within this Additional Qualification course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

**Assessment Processes**

a) **Pedagogical Leadership:** co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate learner voice and perspectives, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum

b) **Pedagogical Documentation:** assembling visible records (for example, written notes, photos, video texts, audio recordings, artefacts and records of learning) that enable educators, families, caregivers, guardians and students to discuss, interpret and reflect upon the learning process

c) **Critical Reflection:** critically analyzing educational issues associated with this Additional Qualification utilizing scholarly research through multiple representations (for example, video text, narratives, written documentation and images or graphics)

d) **Critical Action Research:** engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches

e) **Case Inquiry:** critically reflecting on and inquiring into professional practice through case writing, case video text and/or case discussion

f) **Transition Plan:** critically reflecting on and analyzing a transition plan and generating recommendations for enhancement

g) **Narrative Inquiry:** collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion

h) **Pedagogical Portfolio:** creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments

i) **Innovative Learning Experience:** designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach
j) **Partnership Plan:** designing a comprehensive plan that engages learners, families, caregivers, guardians and the school and local communities in collaborative partnerships that promote learning, growth, resiliency and well-being.

k) **I.E.P. Development:** collaboratively developing an I.E.P. with the family, caregiver, guardian, learner and school team.

l) **Visual Narrative:** creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy.
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 to 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.

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.

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.

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

- 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 2

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.

College Standards-Based Resources

Information pertaining to the following standards-based resources, which support learning through professional inquiry, is available through the College web site at www.oct.ca.


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 by course providers 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
- Health Care Consent Act, S.O, 1996, c. 2 schedule A
- Education Act, R. S. O., 1990 – O. Reg. 296 – Ontario Schools for the Blind and Deaf
- 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
- 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)
- Child Care and Early Years Act, S.O. 2014, c. 11, Sched. 1.