

Standards for the Preparation of Teachers of Students who are Deaf and Hard of Hearing (SL)



Derived from Michigan Administrative Rules for Special Education (MARSE) With
Related IDEA Federal Regulations

MARSE promulgated May 27, 2020

IDEA Federal Regulations last modified July 2018

MARSE R 340.1781 Teachers of students with disabilities; endorsement requirements. Rule 81.

1. A teacher seeking an endorsement or full approval by the department shall meet all of the following requirements, in conjunction with those of R 340.1782, R 340.1786 to R 340.1788, R 340.1790, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:
 - a. The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
 - i. Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
 - ii. Assessing students with disabilities for identification and teaching.
 - iii. Implementing accommodations and modifications for classroom, district, and statewide assessments.
 - iv. Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
 - v. Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
 - vi. Developing, implementing, and evaluating individualized education programs.
 - vii. Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
 - viii. Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
 - ix. Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
 - x. Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.

- b. Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

MARSE R 340.1782 Endorsed teachers of students with disabilities; additional requirements. Rule 82.

An endorsed teacher of students with disabilities, in addition to meeting the specific requirements in R 340.1786 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, shall comply with all of the following requirements:

- a. Possess a valid Michigan teacher's certificate.
- b. Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.
- c. Possess an endorsement in special education that is valid in grades kindergarten through 12. Elementary or secondary endorsements in special education, earned after September 1, 1990, shall be valid in grades kindergarten through 12.
- d. Have completed not less than 8 weeks of directed student teaching in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement.
- e. Be recommended for a certificate or endorsement, or both, in a specific special education area by an institution of higher education or the department signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education.
- f. On the effective date of these rules, persons approved as special education teachers under this rule, teacher consultants under R 340.1790, and teachers of preprimary-aged students under R 340.1795 shall maintain and continue to have their full approval status.

MARSE R 340.1799c Teachers of students who are deaf or hard of hearing; special requirements. Rule 99c.

- 1. The teacher education program for teachers of students who are deaf or hard of hearing must include a minimum of 30 semester or equivalent hours. The teacher education program for teachers of students who are deaf or hard of hearing must meet the council on education of the deaf standards or must, at a minimum, include 30 semester or equivalent hours relating to all of the following areas:
 - a. Language and linguistics.
 - b. Audiology and speech science.
 - c. Psychology.
 - d. Education.

- 2.** Students shall complete a program that is designed to develop all of the following competencies:
 - a.** Knowledge of linguistics, theories of language development, and the various special methods used to assess and develop language competence.
 - b.** Ability to utilize an individual diagnostic profile of the student's expressive and receptive language skills.
 - c.** Ability to integrate language development with the teaching of English, mathematics, social studies, science, and other academics.
 - d.** Ability to use various and combined modes, manual and oral, in both expressive and receptive communication with students who are deaf or hard of hearing.
 - e.** Knowledge of the anatomy, physiology, and pathology of the organs of speech and hearing.
 - f.** Knowledge of audiological assessment information and its application to the individualized education program of a student who is deaf or hard of hearing.
 - g.** Knowledge of personal and group amplification systems, including their basic maintenance.
 - h.** Ability to incorporate and teach appropriate procedure to maximize the use of speech, speech reading, and auditory skills.
 - i.** Ability to use systematic observational techniques for establishing baseline data, evaluating problem areas, and documenting and assessing progress.
 - j.** Knowledge of the psychological and sociological impact of severe/profound hearing loss, including information about the community/culture of adult persons who are deaf or hard of hearing.
 - k.** Ability to identify and use local, state, and national resources in support of students who are deaf or hard of hearing, their parents, and their educational program.
 - l.** Ability to orient parents, general education school staff, and administrators to the unique needs and learning styles of students who are deaf or hard of hearing.
 - m.** Ability to assess communication, academic, and social/emotional development of students who are deaf or hard of hearing.
 - n.** Ability to relate diagnostic information in functional terms to parents and support service specialists.
 - o.** Ability to design and implement an educational program appropriate to the individual student's communication, academic, prevocational, and social needs.
 - p.** Ability to modify and adapt procedures for teaching reading, math, and other academic subjects to students who are deaf or hard of hearing.
- 3.** Before assignment to directed student teaching, each student teacher shall spend a minimum of 60 clock hours in programs with students who are deaf or hard of hearing utilizing various communication modes, both manual and oral.
- 4.** The council on education of the deaf standards, as cited in subrule (1) of this rule, are adopted by reference in these rules and are available from the

Council on Education of the Deaf, Gallaudet University, 800 Florida Avenue, N.E., Washington, D.C. 20002-3695, and also from the Michigan Department of Education, Office of Special Education, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, at no cost for reproduction.