



# GACE® Special Education Deaf Education Assessment Test II (086) Curriculum Crosswalk

## Required Coursework Numbers

<b>Subarea I. Evaluation of Deaf and Hard of Hearing (DHH) Students (16%)</b>															
<i>Objective 1: Understands and applies knowledge of evaluation and assessment of DHH students</i>															
A. Explains terminology, legal provisions, and protocols used in the effective application and interpretation of the screening, pre-referral, referral, classification, educational programming, and monitoring of DHH children															
B. Explains the influence of diversity and bias on assessments with regard to eligibility, programming, and educational placement decisions															
C. Gathers background information by means of various assessment protocols; e.g., informal input, norm-referenced tests, curriculum-based assessments, work samples, observations, task analysis; create and maintain student records															
D. Gathers and analyzes verbal and nonverbal language samples															
E. Selects exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FAPI) that are appropriate for DHH students															

## Required Coursework Numbers

<i>Objective 2: Understands and applies knowledge of program planning for DHH students</i>																			
A. Uses data to identify appropriate modifications in the learning environment, develop instructional assessment strategies, and evaluate results of instruction and readiness for program options																			
B. Explains the relationship between assessment results, referrals, and educational placement decisions for DHH students																			
C. Collaborates with parents, students, and other professionals in the effective implementation, interpretation, and use of initial and ongoing educational assessment procedures that use a child's preferred mode of communication																			
<b>Subarea II. Curriculum Design and Delivery (28%)</b>																			
<i>Objective 1: Understands and applies knowledge of curriculum design to plan customized instruction for DHH learners</i>																			
A. Explains educational design and practices of comprehensive, oral/aural, and bi/bi programming for DHH students																			
B. Customizes instruction to address diverse learning styles of DHH students within various learning environments																			
C. Develops instructional strategies for the development of motor, cognitive, social, communication/language, affective, functional skills, life skills, and employment of DHH students, including those with multiple disabilities																			

## Required Coursework Numbers

D. Explains techniques for modifying instructional methods that reflect learner needs, diversity, and family dynamics															
E. Finds, develops, and uses sources of specialized materials for DHH students															
F. Explains curricula and instructional strategies, and has a working knowledge of current state standards used in general and deaf education															
G. Interprets and uses assessment data to design instruction that meets individual learning needs															
H. Develops or selects assessment tools to monitor students' progress															
I. Uses task analysis to develop lesson plans that sequence instructional activities and involves students in setting instructional goals and charting progress															
<i>Objective 2: Understands and applies knowledge of how to select, deliver, and modify the curriculum for DHH learners</i>															
A. Selects, adapts, modifies, or uses instructional strategies and materials that meet individual needs and assist in generalization of target abilities across learning environments															
B. Chooses and implements instructional strategies and curricula materials that encourage children to use critical thinking skills to meet their individual needs, that integrate social and career/vocational skills with academic curricula, and that facilitate successful transitions															
C. Selects, designs, produces, and uses accessible media, technologies, materials, and resources needed to instruct DHH children, including those with multiple disabilities; e.g., DCMP, deafed.net															

## Required Coursework Numbers

D. Infuses articulation and auditory skills into instruction and academic areas in a manner that is consistent with program design, and demonstrates proficiency in the languages needed to instruct DHH students															
E. Designs and implements instructional strategies to meet individual DHH children’s physical, cognitive, cultural, communicative, and academic needs, while facilitating independent communication															
<b>Subarea III. Instructional Content: Language and Literacy (40%)</b>															
<i>Objective 1: Understands how language is acquired and applies this knowledge to promote communication skills of the DHH</i>															
A. Explains language and communication development, use, assessment, and intervention for student’s mode of communication															
B. Applies first- and second-language teaching strategies that encourage literacy															
C. Explains instructional approaches to develop and assess concepts of print, phonemic awareness, phonics, word recognition, comprehension, and fluency															
D. Explains and demonstrates instructional approaches to develop and assess word recognition, language comprehension, strategic knowledge, and reading–writing connections															
E. Explains and demonstrates instructional approaches to develop visual fluency, visual decoding and encoding, purposeful code switching, and reading in the content areas															

## Required Coursework Numbers

F. Explains and demonstrates instructional approaches to develop critical thinking, motivation, and writing skills across the curriculum															
G. Understands and explains language conventions, vocabulary acquisition, and use															
<i>Objective 2: Applies knowledge of how to differentiate reading and language arts instruction for DHH learners</i>															
A. Uses traditional print, digital, and online resources as instructional tools to enhance student learning at all grade levels															
B. Develops and uses instructional approaches and materials that meet the DHH learner’s language <i>proficiency</i>															
C. Explains and facilitates the transfer of skills <i>from signed systems to English</i>															
D. Develops differentiated instructional approaches that meet students’ reading needs at all grade levels															
E. Develops differentiated instructional approaches that meet students’ <i>writing needs at all grade levels</i>															
F. Explains and illustrates types of reading assessments and their purposes, strengths, and limitations; e.g., formal and informal reading inventories, graded word lists, running records															
G. Uses incidental language experiences to fit and maximize the visual and sensory needs of DHH students															

## Required Coursework Numbers

<b>Subarea IV. Managing the Teaching and Learning Environment (16%)</b>																
<i>Objective 1: Understands and applies knowledge of how to plan a full inclusion environment for DHH learners</i>																
A. Implements best practices in classroom management methods and techniques for DHH students																
B. Uses strategies and techniques for facilitating the inclusion of DHH students into various settings																
C. Uses technology to assist with planning and managing the teaching and learning environment																
D. Creates a safe, positive, and supportive learning environment that values diversity, encourages active participation, and facilitates self-advocacy and independence																
E. Prepares lesson plans that include instructional materials, strategies, evaluation protocols, management procedures, classroom routines, and transitions best suited to DHH students																
F. Maintains DHH students' attention and uses appropriate pacing during lessons																
G. Uses verbal and nonverbal communication strategies to maintain rapport with DHH students																

## Required Coursework Numbers

<i>Objective 2: Understands and applies knowledge of how to monitor and maximize learning opportunities for DHH learners</i>																	
A. Recommends classroom procedures that ensure smooth transition times <i>during the day for DHH students</i>																	
B. Manages assistive technology and augmentative devices for DHH students																	
C. Plans a continuum of effective transition services for DHH students																	
D. Monitors the implementation of classroom and curriculum modifications for DHH students, including those with multiple disabilities as related to the IEP																	
E. Designs a classroom environment that maximizes opportunities for visual and auditory <i>learning</i>																	
F. Organizes the classroom for DHH students who have multiple disabilities																	
G. Conducts self-evaluation of classroom management strategies and their implementation																	
H. Selects, adapts, and implements classroom management strategies that consider deaf cultural factors																	