

The Basic Skills Test Exemption for Prelingually Deaf Candidates



**A Guide for Verifying
the Proficiency of
Preliminary Credential
Candidates Who Are
Prelingually Deaf**

**California Commission on
Teacher Credentialing**

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This manual is designed to assist candidates, local education agencies, administrators, and others in implementing the requirements of law, explain the prelingually deaf credential criteria that verifies proficiency on-the-job, and outline the roles and responsibilities of prelingually deaf credential candidates, their employers, and California's institutions of higher education in the use of this provision in the law.

GLOSSARY OF TERMS

Audiological Evaluation -- formal assessment that provides information regarding functional hearing level including pure tone air/bone conduction, speech reception threshold, and speech discrimination examination.

Credential / Document Holder -- an individual who holds a teaching or services credential document.

Deaf -- for the purposes of this document, the term "deaf" is intended to include individuals who are deaf, hard-of-hearing, and those with other hearing impairments.

Employing Agency -- an entity that employs certificated teachers that are required to verify the proficiency of a prelingually deaf credential document holder.

Preliminary Teaching Credential and Preliminary Services Credential -- a two-year document issued to teaching or services credential candidates who are prelingually deaf and teach or provide school services in state special schools or in special classes for deaf and hard of hearing pupils. This document cannot be extended or renewed without verifying the credential holder's proficiency of job related skills, within the credential's two-year validity period.

Prelingually Deaf -- an individual who acquired a hearing loss prior to three years of age that prevents the processing of linguistic information through hearing, with or without amplification, as defined in Education Code Section 44265.8(c)

Professional Growth Requirements -- Education Code Section 44277, identifying professional growth credential requirements for professional clear teaching and services credentials, was amended by SB 1209 (Chap. 752, Statutes 2006). School districts are now directed to encourage teachers to participate in professional growth activities that align with the descriptions of professional growth requirements in Section 44277.

Renewal Cycle -- the five-year period commencing with the issuance date that appears on a clear credential.

INTRODUCTION

Assembly Bill 1273 (Statutes of 1993, Chapter 859), was authored by Assemblywoman Delaine Eastin and signed into law on October 5, 1993. The law contained provisions that allowed a basic skills proficiency exam exemption to requirements for prelingually deaf credential applicants who wished to earn the Education Specialist Instruction Credential in Deaf and Hard-of-Hearing or the Pupil Personnel Services Credential in School Counseling. In 2004, Assembly Bill 2171 amended the prelingually deaf statute by adding School Psychology and School Social Work authorizations to the Pupil Personnel Services Credential. A One-Year Education Specialist Instruction Emergency Permit to teach the Deaf and Hard-of-Hearing was added to this list of credential authorizations in January 2005.

Assembly Bill 49 (Statutes of 2006, Chapter 147), was authored by Assemblyman John J. Benoit and was signed into law August 23, 2006. This law repealed Education Code Section 44265.7, which allowed basic skills proficiency exam exemptions to requirements only for Education Specialist Instruction and Pupil Personnel Services Credentials and added Sections 44265.8 and 44265.9 to the Education Code. The new sections delete the language of specific credential types and add a general indication to “teaching and services credentials” for service in state special schools or in special classes for deaf and hard of hearing pupils. This change expands the list of available preliminary credentials for candidates who are prelingually deaf, by including all credential types that have basic skills proficiency as a requirement.

The Legislature finds and declares that:

Deafness is a unique condition that affects the most basic of human needs, the ability to communicate with other human beings. Many deaf and hard of hearing children effectively use sign language to receive oral speech.

Deaf and hard of hearing individuals who have experienced the early onset of deafness are part of the potential pool of adults capable of understanding the needs of and effectively teaching deaf and hard of hearing pupils.

. . . it is the intent of the Legislature that individual deaf and hard of hearing students be encouraged to enter Commission-approved teacher preparation programs. Additionally, qualified, fully trained and experienced teachers and service providers of the deaf and hard of hearing who are themselves deaf or hard of hearing should not be prevented from seeking, accepting, or qualifying for teaching and services positions in California due to the nature of their physical impairment.

(Delaine Eastin, April 1993; Community Advisory Council, California School for the Deaf)

FOUNDATION

Existing law requires that the Commission on Teacher Credentialing to establish professional standards, assessments, and examinations, including a California exam for basic skills proficiency for entry and advancement into the education profession. In addition, state and federal laws require that no person otherwise qualified shall be denied the right to receive teaching or service credentials from the Commission on the grounds that he or she is an individual with a disability; nor shall any school district refuse to engage a teacher on such grounds, provided, that the teacher, with reasonable accommodations, is able to carry out the duties of the position for which he or she applies in the school district.

As a group, teaching and service credential candidates who are deaf or hard of hearing earn significantly lower scores on basic skills proficiency exams. In addition, the Commission finds that an individual who is prelingually deaf may encounter difficulty passing an examination such as the Reading Instruction Competence Assessment ([RICA](#)) which covers phonics, and is primarily a hearing-based method for teaching reading. Reading courses that are included in regular and special education credential programs meet these requirements. The licensing of prelingually deaf teachers and service providers is of particular concern because these individuals serve as valuable role models for students who are deaf or hard of hearing.

Teachers in such specialized settings must be able to communicate effectively in the language mode of the students in order to facilitate language acquisition and instruction. Deaf and hard of hearing individuals have a broad range of educational needs. Teachers need to demonstrate general knowledge of educational problems experienced by deaf and hard of hearing individuals from infancy through adulthood and need to be fluent in sign language to provide effective translation.

Overview of Legislative Provisions

This statute requires the Commission to issue two-year preliminary teaching or services credentials to candidates who have been identified as prelingually deaf, as defined, and who meet specific credential requirements. The law exempts these candidates from the requirement to meet the basic skills proficiency exams. The Commission waives the [RICA](#) exam for teaching credential candidates, and specifies that prelingually deaf teaching and service credentials only authorize these individuals to serve as teachers or service providers of students who are deaf or hard of hearing, and who are enrolled in state special schools or in special classes for pupils with hearing impairments.

The Commission was mandated to develop criteria to be used by employers to verify

the proficiency of job related skills of teachers and service providers of the deaf or hard of hearing within the two-year period of the preliminary credential. The employing school district, county office of education, or state special school that wants to hire individuals under this provision in the law are required to appoint a three person panel to verify the proficiency of holders of these credentials using this criteria. The panel **must** include a school administrator appointed by school administrators, a parent of a child who is deaf or hard of hearing selected by a parent group, and a teacher or school services provider who holds a credential authorizing service to individuals who are deaf or hard of hearing selected by teachers at the employing school.

Use of the prelingually deaf provision is specific to those who are prelingually deaf in order to limit the use of this provision to those who lost their hearing prior to acquiring spoken language. The provision for the verification of proficiency on-the-job is to determine if the teacher or service provider possess job-related skills specific to working with individuals who are deaf or hard of hearing. The intent is to ensure that all preliminary teaching and services credential holders have an opportunity to demonstrate possession of the relevant skills in as fair a manner as possible.

Upon verification of proficiency, the Commission will grant teaching or services credentials to candidates who are prelingually deaf or hard of hearing and who otherwise meet the Commission's credential requirements to teach in state special schools for the deaf or hard of hearing, or special classes for the deaf.

Credential Requirements

Credential requirements that apply to all teaching and services prelingually deaf credential applicants are delineated in Education Code Sections 44265.8 and 44265.9. Minimum requirements for a two-year preliminary teaching credential as outlined in Education Code Section 44259, includes **all** of the following:

- Verification from a physician or licensed audiologist that the applicant is prelingually deaf as defined in Education Code Section 44265.8(c) that prevents the processing of linguistic information through hearing with or without amplification.
- A baccalaureate or higher degree, except a degree in professional education, from a regionally accredited institution of higher education;
- Completion of an approved program of professional preparation;
- Demonstration of a knowledge of various methods of teaching reading;
- Study of alternative methods of developing English language skills, including reading, and the study of integrated methods of teaching language arts;
- Completion of a subject matter program that has been approved by the Commission on the basis of standards of program quality and effectiveness or passage of a

-
-
- subject matter examination (CSET); and
 - Demonstrate knowledge of the principles and provisions of the US Constitution.

Note: Individuals applying for Single Subject, Multiple Subject, and Education Specialist Instruction Credentials in Deaf and Hard of Hearing under the provisions for the prelingually deaf (Education Code Section 44265.8) are exempt from taking the RICA examination. The RICA requirement applies to individuals receiving teaching credentials pursuant to Education Code Sections 442283 and 44283.2. An individual who is prelingually deaf may encounter difficulty passing an examination covering phonics, which is primarily a hearing-based method for teaching reading. Reading courses that are included in most credential programs meet these requirements.

The minimum requirements for a two-year preliminary services credential include **all** of the following:

- Verification from a physician or licensed audiologist that the applicant is prelingually deaf as defined in Education Code Section 44265.8(c) that prevents the processing of linguistic information through hearing with or without amplification;
- A baccalaureate or higher degree, except a degree in professional education, from a regionally accredited institution of higher education;
- Completion of a Commission-approved fifth year of study or Master's degree program completed at a regionally accredited institution in the designated credential authorization(s);
- Any specialized and professional preparation that the Commission shall require, including completion of an accredited services credential program, supervised field experiences, or a practicum with school-aged children.

Credential Requirements in Statute

The law includes three requirements specific to individuals who are prelingually deaf and wish to be exempt from the basic skills proficiency test requirement:

- Applicant must provide documentation verifying prelingual deafness; and
- Verification by employers of proficiency on-the-job with deaf or hard of hearing students as attested to by a three-person panel.
- Upon the recommendation of a preliminary credential preparation program sponsor approved by the Commission on Teacher Credentialing, the commission shall issue a two-year nonrenewable preliminary teaching or preliminary services credential to candidates who are prelingually deaf and meet all of the requirements in law for a full five-year teaching or services credential.

ROLES AND RESPONSIBILITIES

Responsibilities of Credential Candidates

Each credential candidate must complete a professional teaching or service preparation program as outlined above. In addition, each credential applicant must obtain an Audiological assessment to meet Section 44265.8(c) of the Education Code dealing with verification of a hearing loss "that prevents the processing of linguistic information through hearing, with or without amplification". Documentation of a bilateral loss will be required. The Audiological assessment must be obtained from a physician or licensed audiologist and must include:

UNAIDED

1. Pure Tone assessment of air conduction
2. Speech Reception Threshold
3. Speech Discrimination Score, and/or

AIDED

1. Speech Reception Threshold
2. Speech Discrimination Score

To obtain the clear credential, valid for five years, the credential applicant must submit documentation of verification of proficiency from their employing agency within the two-year period of the preliminary teaching or service credential. **The five-year renewable credential will also be specific to serving the deaf or hard of hearing in state special schools or special classes for the deaf or hard of hearing.**

Education Code Section 44277, identifying professional growth credential requirements for professional clear teaching and services credentials, was amended by SB 1209 (Chap. 752, Statutes 2006). School districts are now directed to encourage teachers to participate in professional growth activities that align with the descriptions of professional growth requirements in Section 44277.

Outline of Credential Applicants' Responsibilities

1. Complete credential requirements and professional preparation.
2. Obtain Audiological evaluation.
3. Complete the credential application process for a two-year preliminary credential.
4. Inform potential employers of specific provisions and restrictions of the credential and the requirement for verification of proficiency.
5. Complete interview, observation and portfolio assignments within the two-year period of the preliminary credential.
6. Submit a credential application for a preliminary three-year extension of the teaching or services credential with verification of proficiency documents from the employer and the fee(s).
7. Keep copies of all materials submitted to the Commission for future reference.
8. Complete renewal requirements for teaching and services credentials for each five-year renewal if stated on the face of the credential.

Responsibilities of Institutions of Higher Education

Colleges and universities should inform candidates who are prelingually deaf of options available to pursue teaching or services credentials. Candidates may choose to fulfill the requirements for a preliminary teaching or service credential along with basic skills proficiency in order to obtain the full credential authorization without restrictions to teach in state special schools or classrooms for deaf or hard of hearing students.

Institutions with teaching and services preparation programs may also need to review entrance requirements for their credential programs. Prelingually deaf candidates who wish to apply for preliminary teaching or services credentials to work specifically with deaf or hard of hearing students should be allowed to pursue professional preparation without a basic skills proficiency entrance requirement.

Responsibilities of the Commission on Teacher Credentialing

Statute requires the Commission to issue a two-year preliminary teaching or services credential to candidates who have been identified as prelingually deaf, as defined, and

who meet specific credential requirements. The preliminary credential will be issued for one two-year period, solely for the purpose of instructing or providing school services to deaf and hard of hearing pupils who are enrolled in state special schools or in special classes for the deaf and hard of hearing. The two-year preliminary credential can be extended for three additional years by completing the verification of proficiency process and submitting the required documentation to the Commission with an application and fee(s).

The Commission has developed criteria to be used by employers to verify the proficiency of job related skills of teachers and school services providers of the deaf within the two-year period of the preliminary teaching or services credential. Upon verification of proficiency, the Commission will grant one of two credentials to applicants who are prelingually deaf or hard of hearing and who otherwise meet the Commission's requirements: (1) a teaching credential to teach in state special schools for the deaf or special classes for the deaf and hard of hearing, or (2) a service credential solely for the purpose of performing school services for students who are deaf or hard-of-hearing.

Responsibilities of Employing Agencies

The school district, county office of education, or state special school that employs individuals under this provision of the law is required to appoint a three-person panel to verify the proficiency of holders of these credentials using criteria developed by the Commission. The panel **must** include a school administrator appointed by school administrators, a parent of a child who is deaf selected by a school-related parent group, and a teacher or school services provider who holds a credential authorizing service to individuals who are deaf selected by teachers at the employing school.

The process of verifying proficiency on-the-job should begin within the first year of the credential to provide time for credential holders to improve their skills, if necessary. Employer recommendations for the three-year preliminary extension of teaching or services credentials with documentation of local panel verification of proficiency on-the-job should be made prior to the expiration date of the two-year preliminary credential. Employers must forward a letter that has been signed by all three panel members verifying proficiency on-the-job with the application for the extension of the preliminary credential. Employing agencies should retain all records pertaining to verification of proficiency pursuant to their local records retention policy.

VERIFICATION OF PROFICIENCY

The evaluation of proficiency on-the-job is for credentialing purposes only and must be considered separate from any evaluation related to hiring or employment. The primary sources of evidence for verification of proficiency under prelingually deaf preliminary teaching and services credentials are an interview, portfolio review, and a minimum of two observations. The ratings from these three sources of information will guide the panel in determining proficiency of individuals who are special education classroom teachers or school services providers of students who are deaf. This section is intended to orient employers and panel members to the criteria, forms, and the process of verification of proficiency for teachers and school services providers who are prelingually deaf.

Selection of Panel Members

All panel members (school administrator, parent, and teacher/counselor) should be included in **all** phases of the evaluation (observations, interview, and portfolio review). At least one of the three panel members should have the ability to communicate effectively (i.e., adult proficiency in sign, in both receptive and expressive skills) and directly with the credential holder. However, this individual should not be required to serve as the interpreter. Interpreters should be certified with the Registry of Interpreters of the Deaf (RID). All panels should also name alternates in each of the positions, if possible. Rural or isolated areas may want to consult with neighboring areas to ensure the necessary expertise is represented on the panel.

Sign Language Proficiency

California Code of Regulation, Title 5 Section 3051.18 (a) states that "instruction and services for deaf and hard of hearing pupils shall be provided by an individual holding an appropriate credential, who has competencies to provide services to deaf and hard of hearing pupils and who has training, experience, and proficient communication skills for educating them". Services included under this section include "instruction in oral, sign, and written language development". In a program where daily interaction involves manual communication, teachers and services providers need to be proficient in both the expressive and receptive aspects of communication systems used by deaf and hard of hearing students.

Schools and programs for the deaf and hard of hearing should address student

communication needs. Teachers, services providers, and other staff members need to be proficient in their expressive and receptive understanding of deaf and hard of hearing students and adults who use sign language.

Criteria and Rating Forms

The criteria developed by the Commission focuses on the essential functions of the positions of teachers and services providers who work specifically with students who are deaf or hard of hearing. Separate criteria were developed for teachers and for services providers, addressing qualitative differences of the jobs necessary for serving students who are deaf. There are six criteria for teachers and five criteria for service providers. Rating forms are included at the end of this section.

Rating forms used by local panels include a five-point rating scale ranging from inadequate to advanced levels of proficiency. A comment section follows each criterion. Panels are encouraged to include a comment that will support each rating made by panel members to inform the panel's discussions and decision-making process regarding each credential holder. The same form is to be used to rate teachers and school services providers on all interviews, observations, and portfolio activities by three different panelists. Panelists indicate which activity is being rated on the form each time it is used. Information is included that suggest the primary sources of information (interview, observation, portfolio) for each of the criteria.

RATING FORM FOR VERIFICATION OF PROFICIENCY
Teaching Credentials

Name of Teacher: _____ Social Security #: _____

School District/County Office/Special School: _____

Professional Position: _____ School Year: _____

Date: _____ Start Time: _____ End Time: _____

Please indicate which activity is being rated on this form:

____ Observation ____ Portfolio ____ Interview

Please rate each area using the following rating scale. Write a summary statement that captures the important evidence with respect to each criterion and provides justification for the score.

Rating Scale:

- | | | | |
|---|---|--------------------|---|
| 5 | = | Advanced: | Superior proficiency, significantly beyond what is expected for the position. |
| 4 | = | Mastery: | Proficiency consistently above the minimum expected for the position. |
| 3 | = | Satisfactory: | Performance meets minimum requirements for the job's responsibilities. |
| 2 | = | Needs Improvement: | Proficiency below the standard necessary for job performance. |
| 1 | = | Inadequate: | Proficiency significantly and consistently below the minimum necessary for job performance. |

1. Ability to express self clearly through sign language with parents, students, administrators, and other staff.

Advanced through Inadequate

5 4 3 2 1

Comment :

2. Ability to translate print English into meaningful lessons appropriate for students in their class.

Advanced through Inadequate

5 4 3 2 1

Comment :

3. Ability to organize content into appropriate lessons.

Advanced through Inadequate

5 4 3 2 1

Comment :

4. Ability to present instructional materials effectively.

Advanced through Inadequate

5 4 3 2 1

Comment :

5. Ability to assess student learning using student work, grade book, test results, and other sources of information.

Advanced through Inadequate

5 4 3 2 1

Comment :

6. Ability to express self clearly in writing as necessary to perform essential job functions.

Advanced through Inadequate

5 4 3 2 1

Comment :

Signature of Panel Members: _____

**RATING FORM FOR VERIFICATION OF PROFICIENCY
Services Credential**

Name of Teacher: _____ Social Security #: _____

School District/County Office/Special School: _____

Professional Position: _____ School Year: _____

Date: _____ Start Time: _____ End Time: _____

Please indicate which activity is being rated on this form:

_____ Observation _____ Portfolio _____ Interview

Please rate each area using the following rating scale. Write a summary statement that captures the important evidence with respect to each criterion and provides justification for the score.

Rating Scale:

5 = Advanced: Superior proficiency, significantly beyond what is expected for the position.

4 = Mastery: Proficiency consistently above the minimum expected for the position.

3 = Satisfactory: Performance meets minimum requirements for the job's responsibilities.

2 = Needs Improvement: Proficiency below the standard necessary for job performance.

1 = Inadequate: Proficiency significantly and consistently below the minimum necessary for job performance.

1. Ability to express self clearly through sign language with parents, students, administrators, and other staff.

Advanced through Inadequate

5 4 3 2 1

Comment:

2. Ability to read, understand, and apply case information to pupil services and processes.

Advanced through Inadequate

5 4 3 2 1

Comment:

3. Ability to plan sessions and implement intervention strategies appropriate to individual student needs.

Advanced through Inadequate

5 4 3 2 1

Comment :

4. Ability to change strategies, as needed, for specific school services to meet the needs of students.

Advanced through Inadequate

5 4 3 2 1

Comment :

5. Ability to express self clearly in writing as necessary to perform essential job functions.

Advanced through Inadequate

5 4 3 2 1

Comment :

Signature of Panel Members: _____

SUGGESTIONS FOR PANEL MEMBERS

Examining Assumptions

Educators and parents have their own beliefs about what constitutes "good practice" through which their perceptions are filtered. In order to make sound professional judgments about a particular teacher or service provider, panel members must recognize their own "filters" and strive to work independently of them. Professional judgments must be based, in part, on shared values and standards (the criteria) rather than each panel member's unique perspective, preferences, and experiences.

Panel members should spend some time discussing the criteria developed for use with teachers and school services providers prior to rating individuals. Share and discuss individual assumptions about learning, teaching, and service processes, as appropriate. All panel members need to acknowledge the complexity of teaching and service processes for working with individuals who are deaf or hard of hearing.

Guidelines for Interview

The purpose of the interview is to provide teachers and school services providers an opportunity to demonstrate their receptive and expressive competence in sign language, without specific "right answers". In order for a teacher or service provider to perform as well as possible, panel members should put him or her at ease. The teacher or service provider should be able to express him or herself in a comfortable setting. Frequently, an individual, particularly if he or she is nervous, offers very short responses to questions. It is sometimes necessary to probe for more complete responses.

It is important to conduct interviews in as standardized a manner as possible. Only then can the process be fair to all individuals. Sample interview questions are included on page 25 to provide topics for panel members to consider. Decisions on the questions to be asked should be made prior to using the process with teachers or school services provider.

Guidelines for Observation

In order to make defensible judgments, panel members should record what occurs during an observation. It is essential that comments are accurate to facilitate panel discussion at a later time. Panel members need to be aware that taking notes can be quite a challenge as the pace of teaching or service sessions can be quite rapid. Panelists should use the following guidelines:

- At least two (2) observations should be completed within the first year of the credential to provide opportunities to improve skills, if needed, within the two-year period of the preliminary credential.
- For special day class teachers, at least one of the two classroom observations should be a subject matter presentation.
- For service providers, observations should be completed in different settings, with at least one observation of a 1-on-1 or group session. Other observations might include sessions with parents, IEP meetings, and consultations with staff or agency representatives.

Guidelines for Review of Portfolio

The Commission agreed that including a sample of writing related to the job of a teacher or service provider would be appropriate. Panel members should agree on the contents of the portfolio for teachers for school services providers. At least three different types of written communication should be reviewed.

The portfolio review is intended to determine if the teacher or service provider is able to communicate clearly and effectively in writing, and in a variety of ways that may include, but not be limited to, lesson plans, summaries of assessments conducted, report card comments, individual education plans (IEPs), videotapes, and correspondence to parent or service agencies. Regardless of the specific focus, the portfolio should demonstrate and support the teacher or service provider's ability to perform the functions of the job.

Use of videotaped sessions or two-way mirrors might address concerns about the confidentiality of the counseling process. Local education agencies should each determine if such methods are feasible within their system.

SOURCES OF INFORMATION

The following chart lists the primary sources of information for each of the criteria: Interview (**I**), Observation (**O**), and Portfolio (**P**) as noted below.

Preliminary Teaching Credentials:

	I	O	P
1. Ability to express self clearly through sign language with parents, students, administrators, and other staff.	*	*	
2. Ability to translate print English into meaningful lessons appropriate for students in their class.		*	*
3. Ability to organize content into appropriate lessons.		*	*
4. Ability to present instructional materials effectively.	*	*	*
5. Ability to assess student learning using student work, grade book, test results, and other sources of information.		*	*
6. Ability to express self clearly in writing as necessary to perform essential job functions.			*

Preliminary Service Credentials:

1. Ability to express self clearly through sign language with parents, students, administrators, and other staff.	*	*	
2. Ability to read, understand, and apply case information to pupil services and processes.	*	*	*
3. Ability to plan sessions and implement intervention strategies appropriate to individual student needs.		*	*
4. Ability to change strategies, as needed, within service sessions to meet needs of students.		*	*
5. Ability to express self clearly in writing as necessary to perform essential job functions.			*

SAMPLE INTERVIEW QUESTIONS

Why did you become a teacher?

Why did you become a school service provider?

Tell us about the students you teach/counsel.

What is your favorite part of your job?

What age level do you enjoy working with? Why?

What types of activities do you engage in for your own professional growth?

What is your philosophy of education/pupil services?

Why do you think teamwork is important for your role?

How do you see teamwork influencing your role as a teacher/service provider?

Can you give examples of how you might provide core curriculum content to deaf and hard of hearing students?

References:

California Department of Education (1986). Program Guidelines for Hearing Impaired Individuals. Sacramento, California.

King, J. F. (1990). Correct Sign: Correct Concept. *Perspectives*, 9, 2, 6-9. Gallaudet University: Washington, D.C.

Appendix A

FREQUENTLY ASKED QUESTIONS OF THE PRELINGUALLY DEAF

If I am not currently employed, may I apply for a preliminary credential?

No. The preliminary credential is specific to serving the deaf and hard of hearing and may only be issued for a five year period. Since issuance of a clear credential is contingent on verification of proficiency on-the-job, applicants who meet all the requirements for the credential and have obtained professional verification documenting prelingual deafness MUST submit a written statement from an employer that verifies their commitment to employ.

Will substitute teachers who are prelingually deaf have to pass the CBEST or other basic skills proficiency?

No. In 2005, Education Code Section 44265.6 was created to allow the issuance of a one-year specialist instruction emergency permit to prelingually deaf candidates, solely for the purpose of instructing deaf or hard of hearing pupils. This provision exempts prelingually deaf candidates from passage of a basic skills proficiency examination. Thus, prelingually deaf candidates applying for an Emergency 30-Day Substitute Permit, Provisional Internship Permit, or a Short-Term Staff Permit will not have to complete a basic skills proficiency examination, but must meet all other permit requirements.

In addition, the holder of a two-year Preliminary Teaching Credential can provide instruction as a substitute in state special schools or special classes for students who are deaf or hard of hearing. Therefore, employers may continue to provide substitute services as they have in the past.

What happens if I change districts within the two year period of the preliminary credential?

The credential holder is responsible for completing the verification of proficiency within the two-year period of the preliminary credential. If the verification process has not been completed and the credential holder makes a job change, the new employer will need to determine if previous documentation is acceptable or the process should be re-initiated in the new job setting. The employing agency that will recommend the candidate for the three-year preliminary extension credential is responsible for verifying proficiency on-the-job.

What are the differences for out-of-state trained teachers?

Individuals who have completed comparable teaching or services programs in other states, and who have verified prelingual deafness, may qualify for a preliminary

teaching or school services credential specific to serving individuals who are deaf or hard of hearing in state special schools or special day classes.

Deaf or hard of hearing teachers trained outside of California must have completed a professional preparation program with student teaching and no less than twenty-four semester units in a credential area that resulted in certification or eligibility for certification in the state where the preparation was completed.

The same requirements hold for deaf or hard of hearing services providers trained outside of California and applying for school services credentials. Individuals trained outside of California must have completed a post-baccalaureate program in the service area to be listed on the credential, making them eligible for certification in the state where the program was completed. The program must have included a practicum and a field experience with deaf or hard of hearing school-age children.

How do I convert my preliminary to a clear credential?

California-trained applicants must be formally recommended for their credential and submit their application through their recommending college or university. Applicants who are completing Induction programs must submit their applications through their Induction Program Sponsors. Generally, out-of-state applicants that have met specific [Credential Requirements](#) for their clear credentials can submit their applications directly to the Commission.

I would like to teach children who are not deaf or hard of hearing in a regular classroom setting. How can I get the deaf and hard of hearing restriction removed from my credential?

If you have completed credential requirements listed under the prelingually deaf provisions of the Education Code, your credential document must remain restricted to service in state special schools or classes for students who are deaf and hard of hearing. You will need to complete credential requirements under Education Code Sections 44252 and 44259 including passage of the basic skills proficiency examination requirement and the [RICA](#) exam, in addition to any other specific credential requirements in statute for non-restrictive credentials.

Will I have to take and pass a California Subject Examination for Teachers (CSET) if I am prelingually deaf?

Yes. The purpose of the prelingually deaf regulation is to exempt qualified individuals from basic skills proficiency examinations by substituting a performance assessment that is completed by their employers. Prelingually deaf statutes do not exempt credential candidates from meeting subject matter competency as demonstrated by

[CSET](#) examinations or by satisfying coursework at institutions of higher education.

Where do I find out if professional growth and service renewal requirements for first time teaching and services credential holders apply to me?

The credential renewal requirements will be stated on the face of your credential document. Education Code Section 44277, identifying professional growth credential requirements for professional clear teaching and services credentials, was amended by SB 1209 (Chap. 752, Statutes 2006). School districts are now directed to encourage teachers to participate in professional growth activities that align with the descriptions of professional growth requirements in Section 44277.

Visit the Commission's web site for additional credential requirements and answers to frequently asked questions ([FAQ's](#)).

Appendix B

Registry of Interpreters of the Deaf (RID)

Web Site: <http://www.rid.org/>

The Registry of Interpreters for the Deaf, Inc., (RID) is a national membership organization of professionals who provide sign language interpreting/transliterating services for Deaf and Hard of Hearing persons. Established in 1964 and incorporated in 1972, RID is a tax-exempt 501(c) (3) non-profit organization.

RID advocates for the increased quality, qualifications, and quantity of interpreters through three triad services:

- Professional Certification through our [National Testing System](#) (NTS)
- Professional development through our [Certification Maintenance Program](#) (CMP) and [Associate Continuing Education Tracking](#) (ACET)
- Promoting our [Code of Ethics](#) through our [Ethical Practices System](#) (EPS).

Appendix C

EDUCATION CODE SECTIONS RELATING TO CHANGES

44251. Preliminary or internship credential

(a) The period for which a credential, as authorized under Section 44250 issued prior to September 1, 1985, is valid shall be as follows:

- (1) For an internship credential: two years.
- (2) For a preliminary credential, pending completion of the fifth year of study: five years.
- (3) For a life credential: the life of the holder.

(b) The period for which a credential issued on or after September 1, 1985, as authorized under Section 44250 is valid, shall be as follows:

- (1) For an internship credential, two years.
- (2) For a preliminary credential, pending completion of the fifth year of study: five years.
- (3) For an applicant's first clear multiple or single subject teaching credential: the life of the holder, if the holder meets the requirements of Section 44251.

(4) For any clear multiple or single subject teaching credential other than those to which paragraph (3) applies, the life of the holder.

(c) An emergency permit authorized in Section 44300 may be issued or reissued for validity periods not to exceed one year as determined by the commission.

44265.5. Specific Credentials for Specific Impairments

(a) Pupils who are visually impaired shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

(b) Pupils who are deaf or hard of hearing shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

(c) Pupils who are orthopedically impaired shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

44265.6. The One-year Specialist Instruction Emergency Permit

(a) Upon the request of an employing school district, county office of education or state special school, the Commission on Teacher Credentialing shall determine specific requirements for and issue a one-year specialist instruction emergency permit, solely for the purpose of instructing deaf or hearing-impaired pupils, to any prelingually deaf candidate upon medical or other appropriate professional verifications.

(b) The applicant is exempted from the requirements in Section 44252 and subdivision (b) of Section 44830.

(c) "Prelingually deaf" means, for purposes of this section, as having suffered a hearing loss prior to three years of age that prevents the processing of linguistic information through hearing, with or without amplification.

(d) The emergency specialist instruction permit issued under this section authorizes the holder to teach deaf and hearing-impaired pupils who are enrolled in state special schools or in special classes for pupils with hearing impairments.

(e) A one-year specialist instruction emergency permit issued pursuant to subdivision (a) may be reissued at the request of the employing school district, county office of education or state special school in accordance with criteria determined by the Commission on Teacher Credentialing.

44265.8. Prelingually deaf preliminary teaching or services credentials for instructing deaf or hearing-impaired pupils

(a) Upon the recommendation of a preliminary credential preparation program sponsor approved by the Commission on Teacher Credentialing, the commission shall issue a two-year nonrenewable preliminary teaching credential or preliminary services credential to a candidate who is prelingually deaf and meets all of the requirements in law for the full, pertinent five-year teaching or services credential pursuant to paragraph (2) of subdivision (a) of Section 44251, except that the candidate is exempt from compliance with the state basic skills proficiency testing requirements in Section 44252 and subdivision (b) of Section 44830.

(b) A credential issued under this section authorizes the holder to teach or provide services, as authorized by the credential, only to deaf and hearing-impaired pupils who are enrolled in state special schools or in special classes for pupils with hearing impairments.

(c) For purposes of this section "prelingually deaf" means a person who suffered hearing loss prior to three years of age, which prevents the processing of linguistic information through hearing, with or without amplification, if the condition is verified through medical or other appropriate professional means.

44265.9. Verification of Proficiency

(a) The Commission on Teacher Credentialing shall develop criteria to verify the proficiency of any holder of a credential issued under Section 44265.8 in performing the essential functions of his or her position.

(b) The school district, county office of education, or state special school that employs a holder of a credential issued under Section 44265.8 shall appoint a three-person panel

to verify proficiency using the criteria the commission develops for this purpose. The panel shall report its findings to the employing school district, county office of education, or state special school, which may adopt those findings.

(c) The panel appointed pursuant to subdivision (b) shall consist of the following:

(1) A school administrator who is selected by school administrators of the employing school district, county office of education, or state special school.

(2) An individual who is the parent of a deaf or hearing-impaired pupil and who is selected by a school-related parent group.

(3) A teacher or school services provider who holds a credential to teach or service deaf or hearing-impaired pupils and who is selected by teachers at the employing school.

(d) The employing school district, county office of education, or state special school shall ensure that the panel completes the verification of proficiency within two years after the issuance of the credential issued under Section 44265.8.

(e) Upon verification of proficiency, as documented by the employing school district, county office of education, or state special school, the commission shall issue a credential for the remainder of the preliminary period pursuant to paragraph (2) of subdivision (a) of Section 44251 that is limited to providing the instruction authorized by the credential to deaf and hearing-impaired pupils enrolled in state special schools or in special classes, or a services credential for the remainder of the preliminary period that is limited to the provision of services authorized by the credential for deaf and hearing-impaired pupils enrolled in state special schools or in special classes.

(f) Upon meeting the requirements for a clear teaching or services applicant may apply through their commission-approved professional credential that is limited to providing the instruction or service authorized by the credential to deaf and hearing-impaired pupils enrolled in state special schools or in special classes.

(Added Stats. 1993, c. 859, § 5. effective October 5, 1993, Amended by Stats. 2006)

Appendix D

TITLE 5. EDUCATION

DIVISION 1. CALIFORNIA DEPARTMENT OF EDUCATION

CHAPTER 3. HANDICAPPED CHILDREN

SUBCHAPTER 1. SPECIAL EDUCATION

ARTICLE 5. IMPLEMENTATION (PROGRAM COMPONENTS)

3051.18. Designated Instruction and Services for the Deaf and Hard of Hearing.

(a) Instruction and services for deaf and hard of hearing pupils shall be provided by an individual holding an appropriate Credential, who has competencies to provide services to the hearing impaired and who has training, experience and proficient communication skills for educating pupils with hearing impairments. Such services may include but need not to be limited to:

(1) Speech, speech reading and auditory training.

(2) Instruction in oral, sign, and written language development.

(3) Rehabilitative and educational services for hearing impaired individuals to include monitoring amplification, coordinating information for the annual review, and recommending additional services.

(4) Adapting curricula, methods, media, and the environment to facilitate the learning process.

(5) Consultation to pupils, parents, teachers, and other school personnel as necessary to maximize the pupil's experience in the regular education program.

(b) A specially trained instructional aide, working with and under the direct supervision of the credentialed teacher of the deaf and hard-of-hearing, may assist in the implementation of the pupil's educational program.

Note: Authority cited: Section 56100(a) and (i), Education Code. Reference: Section 56363 (b) (16), Education Code; and 34 CFR 300, 13(a).

RESOURCES

Coded Correspondence

06-0014: <http://www.ctc.ca.gov/notices/coded> ³§©

Prelingually Deaf Exemption Manual

http://www.ctc.ca.gov/credentials/manuals-handbooks/PD_Manual.pdf/

CTC News

CTC News is the Commission's listserv email system that allows the Commission to communicate and distribute information through the email process such as coded correspondence, newsletters, and press releases. To subscribe to the listserv email system, send an email to Newslst-subscribe@lists.ctc.ca.gov with "Subscribe newslst" in the subject line (do not include the quotation marks and leave the message area blank).

Commission Web Site Links

General Information - <http://www.ctc.ca.gov>

Application and Credential Lookup - <https://teachercred.ctc.ca.gov/teachers/index.jsp>

Renew Your Credential Online - Credentials renewed online are processed faster than applications submitted by mail, usually within 10 working days. Most Clear credentials, Emergency 30 Day Substitute Permits, and Child Development Permits may be renewed online. All others must be submitted by mail.

<https://teachercred.ctc.ca.gov/teachers/RenewableSearchProxy>.

Induction Manual - <http://www.btsa.ca.gov/ba/progforms/docs/InductionManual.pdf>

Comments and Suggestions for Updates and Revisions to this Manual

California Commission on Teacher Credentialing

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