

GUIDE FOR VERIFYING THE PROFICIENCY OF PRELINGUALLY DEAF CREDENTIAL CANDIDATES



Commission on Teacher Credentialing
Ensuring Teacher Quality

June 2016 Revision

This manual is designed to assist candidates, program sponsors, local education agencies, and others in implementing the requirements of law; to explain the prelingually deaf credential criteria, and how to verify on-the-job proficiency; and to 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.

For questions about prelingually deaf credentials, submit an email to the Commission at credentials@ctc.ca.gov and include in the subject line "Prelingually Deaf."

March 2016 Revision

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This manual is available at:
http://www.ctc.ca.gov/credentials/manuals-handbooks/PD_Manual.pdf/

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GLOSSARY OF TERMS

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

CBEST – the California Basic Educational Skills Test, which measures basic skills in reading, writing, and mathematics. Credential applicants who are prelingually deaf are exempted from completing an examination to meet California’s basic skills requirement.

Deaf – includes individuals who are deaf, hard-of-hearing, and those with other hearing impairments.

Employing Agency – an entity that employs certificated teachers that may be required to verify the on-the-job proficiency of a prelingually deaf credential holder.

Preliminary Teaching and Services Credentials for Prelingually Deaf – a two-year preliminary teaching or services credential issued to individuals who are prelingually deaf to provide instruction or school services to students in state special schools or in special classes for deaf and hard of hearing pupils. The credential may be extended for three additional years to allow for the full five-year preliminary term by completing the verification of proficiency process within the credential’s two-year validity period and submitting the required documentation to the Commission with an application and current processing fee(s). However, if the basic skills requirement or the verification of proficiency is completed prior to the issuance of the preliminary, the document will be issued for a full five years.

Prelingually Deaf – as defined in Education Code section 44265.8(c), 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.

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

Three-Person Panel – team of three persons assigned by the employing agency to determine the prelingually deaf educator’s on-the-job proficiency. Must include one school administrator, one parent of a deaf child, and one educator (teacher or service provider) authorized to provide services to deaf or hard of hearing individuals.

Verification of Proficiency (Assessment) – an evaluation of the skills of the prelingually deaf educator completed within the first two years of employment on the basis of the prelingually deaf credential. The assessment is to be conducted by a three-person panel appointed by the employing agency.

BACKGROUND

Assembly Bill 1273 signed into law on October 5, 1993, contained provisions that allowed an exemption to requiring the passage of a basic skills proficiency exam 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 added 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 in January 2005.

Assembly Bill 49, signed into law August 23, 2006, repealed Education Code section 44265.7 and added sections 44265.8 and 44265.9. These new sections deleted the language of specific credential types and made general reference 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 prelingually deaf credential candidates that have basic skills proficiency as a requirement by including all credential types except substitute permits.

PRELIMINARY AND CLEAR CREDENTIAL REQUIREMENTS FOR PRELINGUALLY DEAF CANDIDATES

Prelingually deaf teaching and services credential candidates must meet the minimum requirements for a two-year preliminary credential, as outlined in Education Code section 44259. Applications must be submitted directly to the Commission by a Commission-approved program sponsor using the paper application process. The minimum requirements for a two-year preliminary *teaching* credential include all of the following:

- A baccalaureate or higher degree, except a degree in professional education, from a regionally accredited institution of higher education;
- Completion of a Commission-approved professional teacher preparation program;
- Demonstration of a knowledge of various methods of teaching reading, the study of alternative methods of developing English language skills, and the study of integrated methods of teaching language arts;
- For Multiple Subject, Single Subject, and Education Specialist Credential candidates, passage of a subject matter examination; Single Subject and Education Specialist Credential candidates may complete a Commission-approved subject matter program; and
- Demonstration of knowledge of the principles and provisions of the US Constitution.

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

- 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 credential authorization(s); and
- Specialized and professional preparation including completion of a Commission-approved services credential program, supervised field experience, or a practicum with school-aged children.

In addition, statute includes the following requirements for individuals who are prelingually deaf and wish to be exempt from the basic skills proficiency test:

- 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.
- Verification by an employer of on-the-job proficiency with deaf or hard of hearing students as attested to by a three-person panel is required after two years of employment on the basis of the prelingually deaf credential have been completed.

The preliminary credential is limited to providing instruction or 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 issued for three additional years if the educator completes the verification of proficiency process and submits the required documentation to the Commission with an application and current processing fee(s).

To obtain the clear teaching credential, valid for five years, the credential holder must submit an application, current processing fee, and appropriate documentation showing completion of the clear credential requirements, including verification of on-the-job proficiency from their employing agency if not previously provided. The application must be submitted through a program sponsor. The five-year clear credential will also be specific to serving the deaf or hard of hearing in state special schools or special classes for pupils with hearing impairments.

If the candidate chooses to fulfill the requirements for a teaching or services credential along with basic skills proficiency, the applicant cannot apply using the prelingually deaf process. The Commission will issue subsequent documents with the full credential authorization without the limitation to serving in state special schools for the deaf or classrooms for deaf or hard of hearing students, if this route is taken.

TEACHING PERMITS

Statute does not allow for substitute permits to be issued based on prelingually deaf requirements. However, those employers with an acute or immediate staffing need may employ persons based on the Short-Term Staff Permit (STSP) or Provisional Internship Permit (PIP) in the specialty area of Deaf and Hard of Hearing (DHH). Upon issuance of a STSP or PIP, the employer must start the assessment process if the basic skills requirement has not been completed.

Applications for the PIP or STSP must be submitted through an employing agency and include the following documentation:

- A baccalaureate or higher degree, except a degree in professional education, from a regionally-accredited institution of higher education;
- Successful completion of coursework for the applicable permit in the specialty area of DHH; and
- Appropriate employer verification form (CL-859 for STSP or CL-857 for PIP).

For PIP only:

- Verification of diligent search listed

Diligent search must include, but is not limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media; and

- Verification of public announcement
 - Public school districts must present a copy of the agenda item with the application packet
 - County offices of education, nonpublic, nonsectarian schools, statewide agencies, and charter schools must submit a copy of the dated public notice that was posted 72 hours prior to the position being filled

For additional information, see the appropriate leaflet for [Short-Term Staff Permits \(CL-858\)](#) or [Provisional Internship Permits \(CL-856\)](#) on the Commission website.

ROLES AND RESPONSIBILITIES

Responsibilities of Credential Candidates

Each credential candidate must complete a professional teaching or services preparation program. In addition, each candidate must obtain a letter from a physician or licensed audiologist verifying deafness was prelingual or prior to age three. Also required is an audiological assessment to meet Education Code section 44265.8(c), verification of hearing loss "that prevents the processing of linguistic information through hearing, with or without amplification" and documentation of a bilateral loss. 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

Outline of Credential Candidates' Responsibilities

1. Complete credential and professional preparation requirements.
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 (unless previously completed or basic skills exam passed).
6. Submit a credential application and appropriate processing fee(s) for the remaining three years of the teaching credential with verification of proficiency documents from the employer or passage of a basic skills exam.
7. Retain copies of all materials submitted to the Commission for future reference.

Responsibilities of Institutions of Higher Education

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 basic skills proficiency entrance requirements, as applicable. Institutions with teaching and services preparation programs may need to review entrance requirements for their credential programs to ensure that a basic skills proficiency requirement exemption is available to these candidates. Form 41-PD has been developed for recommendation of all prelingually deaf candidates.

Responsibilities of Employing Agencies

The school district, county office of education, or state special school that employs individuals under prelingually deaf provisions is required to appoint a three-person panel to verify the proficiency of these credential holders using criteria developed by the Commission. The panel must include 1) a school administrator appointed by school administrators, 2) a parent of a child who is deaf selected by a school-related parent group, and 3) a teacher or school service provider who holds a credential authorizing service to individuals who are deaf selected by teachers at the employing school.

The process of verifying on-the-job proficiency should begin within the first year of the credential to provide time for credential holders to improve their skills, if necessary. An employer's recommendation to obtain the remaining three years on a preliminary teaching or services credential with documentation of local panel verification of on-the-job proficiency should be made prior to the expiration date of the two-year preliminary credential. A letter signed by all three panel members verifying on-the-job proficiency must be included 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.

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 and who meet specific credential requirements. The preliminary credential is limited to providing instruction or 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 to allow time for the credential holder to complete any remaining requirements for the clear credential. The preliminary credential can be extended by completing the verification of proficiency process and submitting the required documentation to the Commission with an application and current processing fee(s).

Preliminary credentials granted to candidates under prelingually deaf provisions, with verification of proficiency and completion of a clear credential program, may be upgraded to the clear credential valid for five years with submission to the Commission of an application, current processing fee, and appropriate documentation. The application must be submitted through the applicant's program sponsor.

APPEALS

If an educator is unable to complete the requested assessment verifying on-the-job proficiency within the first two years of employment, a one-year extension on an appeal basis may be requested to allow for completion of the assessment.

Prelingually deaf documents are restricted to employing agencies unless the assessment or basic skills requirement is met. Thus, applications for an extension by appeal due to non-completion of assessments must be submitted through an employer. A paper application, appropriate processing fee, and supporting materials, including a letter from the employer detailing why the assessment was not completed within the two years of employment and supporting the appeal are required.

When the assessment has been completed, an application, current processing fee, and assessment may be submitted for time remaining on the five-year preliminary credential. If a one-year extension by appeal is issued, the extension for the remainder of time would be limited to two years.

The Commission may also consider a one-year extension by appeal for educators who have been unable to complete other credential requirements.

More information on the appeal application process is found in [Credential Leaflet AL-3](http://www.ctc.ca.gov/credentials/leaflets/al3.pdf) on the Commission website (<http://www.ctc.ca.gov/credentials/leaflets/al3.pdf>).

VERIFICATION OF PROFICIENCY

The evaluation of on-the-job proficiency 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 classroom teachers or school service providers of students who are deaf.

Selection of Panel Members

It is recommended that 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 language, in both receptive and expressive skills) and directly with the credential candidate. However, this individual should not be required to serve as the interpreter. If interpreters are used, they 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.

Sign Language Proficiency

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, service providers, and other staff members need to be proficient in both the expressive and receptive aspects of communication systems used by 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 service providers who work specifically with students who are deaf or hard of hearing. Separate criteria were developed for teachers and for service 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. Sample rating forms are included at the end of this section.

Rating forms used by local panels should include a five-point rating scale ranging from inadequate to advanced levels of proficiency. A comment section should follow each criterion. The same form is to be used to rate teachers and school service 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 suggests 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:

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

Panel members should spend time discussing the criteria developed for use with teachers and school service providers prior to rating individuals. 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 service providers an opportunity to demonstrate their receptive and expressive competence in sign language, without specific "right answers." It is important to conduct interviews in a standardized manner to assure the process is fair to all individuals. Sample interview questions are included in Appendix B 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 service providers.

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. Panelists should use the following guidelines:

- At least two 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 education classroom 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 one-on-one or group session. Other observations might include sessions with parents, Individual Education Programs (IEP) meetings, and consultations with staff or agency representatives.

Guidelines for Review of Portfolio

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 is not limited to, lesson plans, summaries of assessments conducted, report card comments, 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.

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

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:

	I	O	P
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.			✱

Appendix A

FREQUENTLY ASKED QUESTIONS

1) Must a prelingually deaf credential or permit be restricted to an employer?

The answer is “Not in all cases.”

- The Provisional Internship Permit (PIP) and Short-Term Staff Permit (STSP) are automatically restricted to an employer as employment is required per Title 5 Regulations.
- If an individual has completed the professional preparation program but is not currently employed, the two-year preliminary credential may be issued without a restriction to an employer. See question #2 below for additional information.
- If an individual has completed the professional preparation program and has met the basic skills requirement, no assessment is necessary and the document will be issued for five years without an employer restriction.

2) May an individual apply for a Preliminary Prelingually Deaf Credential (not a permit) if he/she is not currently employed?

Yes, the individual may apply for the credential without being employed. As noted above, for PIP and STSPs, employment is a requirement for the permit. The Preliminary Prelingually Deaf Credential may be initially issued for two years regardless of current employment status. If the holder of a Preliminary Prelingually Deaf Credential is unable to complete the assessment verifying on-the-job proficiency during the initial two-year period, a one-year extension is available (See page 12 for additional information). Once the assessment has been completed, an application including the current processing fee and assessment may be submitted requesting the remaining time on the preliminary credential. The total time for which a preliminary credential may be issued is five years.

Completes	Earns	Next Steps	Employer Restricted
Bachelor's Degree, CBEST (or assessment), Professional Preparation Program	Five-Year Preliminary Credential	Complete clear credential program	No
Bachelor's Degree, Professional Preparation Program	Two-year Preliminary Credential	Complete assessment and clear credential program	Not required
Bachelor's Degree, content unit requirement	One Year PIP or STSP	Complete Professional Preparation Program to earn two-year preliminary credential	Yes

Note: All documents issued are limited to providing the instruction or service authorized to deaf and hearing-impaired pupils enrolled in state special schools or in special classes. See pages 6-8 for the full list of requirements to obtain either the teaching and services credentials or permits.

3) When is the verification of proficiency/assessment required? How is the assessment completed and submitted to the Commission?

The assessment is required within the first two years of employment. If an applicant has been employed on a STSP and a PIP for a total of two years, the individual cannot receive the two-year preliminary credential without verification the assessment has been completed. Applicants who pass a basic skills examination are not required to complete the assessment. Once the assessment is completed, it must be included when the individual next applies for certification.

4) Can the Commission issue a Prelingually Deaf Emergency 30-Day Substitute Permit? Will substitute teachers who are prelingually deaf need to pass the CBEST or another basic skills examination?

Statute does not provide the Commission authority to issue prelingually deaf substitute permits. However, an individual holding a two-year Preliminary, Level I, Clear or Level II Prelingually Deaf Teaching Credential may substitute in state special schools or special classes for students who are deaf or hard of hearing.

5) 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 on-the-job proficiency within the two-year period of employment under the prelingually deaf provisions. If the verification process has not been completed and the credential holder changes districts, 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 program sponsor or employing agency that will recommend the candidate for the credential is responsible for verifying on-the-job proficiency.

6) Can educators prepared out-of-state apply for a credential under prelingually deaf statutes?

No. Individuals who have completed teaching or services preparation programs in other states cannot apply for teaching or services credentials based upon prelingually deaf statutes as the credential was designed specifically for California-prepared credential candidates.

7) How do I convert my preliminary to a clear credential?

Individuals must be formally recommended for the Clear credential and submit their application through their program sponsor. Depending on the requirements to earn the second tier credential, the recommending agency may be an induction program or a college or university. All applications for the Clear or Level II credential must be submitted using the paper application process.

8) I would like to teach in a setting with children who are not deaf or hard of hearing. Can the deaf and hard of hearing restriction be removed from my credential?

If an individual completes credential requirements listed under the prelingually deaf provisions of the Education Code, that credential must remain limited to service in state special schools or classes for students who are deaf and hard of hearing. To earn a credential without the prelingually deaf restriction, the educator needs to complete credential requirements in Education Code and Title 5 regulations that apply to non-prelingually deaf candidates, including but not limited to, passage of the basic skills proficiency requirement and any other specific credential requirements in statute/regulations.

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

Yes, if applying for a credential that requires subject matter competence. The purpose of the prelingually deaf statutes is to exempt qualified individuals from the basic skills proficiency examination by substituting a performance assessment that is completed by their employers. Prelingually deaf statutes do not exempt credential candidates from meeting subject matter competence, as demonstrated by completion of a Commission-approved subject matter program at an institution of higher education or by passage of the appropriate CSET examinations.

10) If an individual has met the basic skills requirement, can this person be issued a credential based on prelingually deaf statutes?

Individuals who have met the basic skills requirement would no longer be eligible to use prelingually deaf statutes toward obtaining a credential.

11) Can I renew my Clear or Level II credential online?

No. Prelingually deaf credential holders must submit all applications by paper.

12) How can I tell if an individual has applied under statutes for the prelingually deaf?

See Appendix D for a list of renewal and authorization codes and statements used by the Commission for documents issued based on prelingually deaf statutes.

13) Are any documents not available under prelingually deaf statutes?

The following documents cannot be issued under prelingually deaf statutes:

- 1) Short-Term Staff Permits (STSP) in a specialty area other than Deaf and Hard of Hearing;
- 2) Provisional Internship Permits (PIP) in a specialty area other than Deaf and Hard of Hearing;
- 3) Intern credentials;
- 4) Certificates of Eligibility; and
- 5) Substitute permits (all types-30-Day, Prospective, Career, and Designated CTE).

In addition, applications based on out-of-state programs cannot be processed under prelingually deaf statutes. Visit the Commission's website for additional credential requirements and answers to frequently asked questions (FAQ's): <http://www.ctc.ca.gov/credentials/CAW-FAQ.html>.

Appendix B

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 (2000). Programs for Deaf and Hard of Hearing Students—Guidelines for Quality Standards

<http://www.cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf>

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

Appendix C

REGISTRY OF INTERPRETERS FOR THE DEAF (RID)

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

The Registry of Interpreters for the Deaf, Inc. (RID), a national membership organization, plays a leading role in advocating for excellence in the delivery of interpretation and transliteration services between people who use sign language and people who use spoken language. In collaboration with the Deaf community, RID encourages the growth of the profession through the establishment of a national standard for qualified sign language interpreters and transliterators, ongoing professional development and adherence to a code of professional conduct.

- [RID Certification Programs](#) strive to maintain strict adherence to nationally recognized testing industry standards of validity, reliability, equity and legal defensibility.
- [Certified Maintenance Program \(CMP\)](#) is an avenue through which the continued skill development of certified interpreters/transliterators is monitored and nourished.
- [Ethical Practices System \(EPS\) and NAD-RID Code of Professional Conduct \(CPC\)](#) are two vehicles that provide guidance to and enforcement of professionalism and conduct. The EPS provides an opportunity for consumers to address concerns or file complaints regarding the quality of interpreter/transliterator services, and the CPC sets the standards to which all individuals holding RID certification are expected to adhere.

Appendix D

AUTHORIZATION AND RENEWAL CODES FOR PRELINGUALLY DEAF CREDENTIALS

R3PD	This credential authorizes the holder to instruct deaf and hearing-impaired pupils enrolled in state special schools or in special classes for pupils with hearing impairments in preschool, kindergarten through grade twelve, and in classes organized primarily for adults.
RPD	To renew this credential, the holder must complete an assessment of job-related skills as described in the enclosed Guide for Prelingually Deaf Candidates. The employing agency must enclose a letter with the application for renewal signed by the three panel members performing the assessment verifying the credential holder's on-the-job proficiency. It is the credential holder's responsibility to inform the employing agency of the need for this assessment.
RPD1	To renew this credential for the remainder of the five-year term, the holder must complete an assessment of his or her job-related skills as described in the enclosed manual. The employing agency must enclose a letter with the application for renewal signed by the three panel members performing the assessment verifying the holder's on-the-job proficiency. It is the holder's responsibility to inform the employing agency of the need for this assessment.
RPD2	A preliminary credential must be held for no more than two years. To qualify for the Level II credential, individuals must (1) complete two years of successful experience in a full-time position providing services to deaf and hearing impaired pupils enrolled in state special schools or in special classes for pupils with hearing impairments while holding the preliminary credential and (2) obtain the recommendation of a college or university with a Commission-approved Level II education specialist credential program verifying completion of an individualized program of advanced preparation designed by the holder in cooperation with the employing agency and the college or university. In addition, the credential holder must verify completion of the requirements for health education and computers in education.
RPD3	A preliminary credential must be held for no more than two years. To qualify for the Level II credential, individuals must (1) complete two years of successful experience in a full-time position providing services to deaf and hearing impaired pupils enrolled in state special schools or in special classes for pupils with hearing impairments while holding the preliminary credential and (2) complete an assessment of job related skills as described in the enclosed manual. The employing agency must enclose a letter with the application for renewal signed by the three panel members performing the assessment verifying the credential holder's on-the-job proficiency. It is the credential holder's responsibility to inform the employing agency of the need for this assessment.
RPDA	To renew this permit, the holder must verify the employer was informed of the need for an assessment job related skills as described in the enclosed manual. The employing agency must enclose a letter verifying agreement in providing the assessment by a three member panel verifying the holder's on-the-job proficiency.
RPDB	To renew this permit, the holder must complete an assessment of job related skills as described in the Guide for Prelingually Deaf Candidates. The employing agency must enclose a letter with the application for renewal signed by the three panel members performing the assessment verifying the permit holder's on-the-job proficiency. It is the permit holder's responsibility to inform the employing agency of the need for this assessment.
RPDE	In addition to the assessment listed, the holder must verify subject-matter competence as required for the Multiple Subjects or Single Subject Teaching Credential by completion of a Commission-approved subject-matter program or by passage of the equivalent subject-matter examinations.

Appendix E

EDUCATION CODE – PRELINGUALLY DEAF SECTIONS

44265.8. Preliminary teaching or services credentials for prelingually deaf candidate

(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. Development of criteria and verification of proficiency; teachers of deaf and hearing-impaired pupils

(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 credential, the applicant may apply through their commission-approved professional clear program sponsor for a professional clear 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.

Appendix F

Title 5, section 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.

RECOMMENDATION FORM

Prelingually Deaf Candidates Only

This form is to be completed by a Commission-approved program sponsor when recommending an educator that is qualifying for a credential based on completing the requirements for prelingually deaf individuals. Submit this form to the Commission with [application form 41-4](#), [appropriate fees](#), and supporting documentation. **This type of recommendation cannot be submitted via the CTC Online system.**

Name of Applicant: _____
First
Middle
Last

Recommending Institution: _____ SSN: _____

Credential Type:

☐ Multiple Subject ☐ Single Subject _____ ☐ Services _____
(subject)
(credential type)

☐ Education Specialist (specialty area) _____

Added Authorizations in Special Education (AASE):

☐ Autism Spectrum Disorder ☐ Emotional Disturbance ☐ Deaf-Blind
☐ Orthopedic Impairment ☐ Other Health Impairment ☐ Traumatic Brain Injury

Exemption:	Supporting materials:	Term of Credential (as applicable):
<input type="checkbox"/> CBEST	<input type="checkbox"/> Assessment <input type="checkbox"/> Audiology letter	<input type="checkbox"/> Level II <input type="checkbox"/> Clear <input type="checkbox"/> Preliminary

Program Completion Date: _____

Subject matter competency met by: ☐ Exam ☐ Subject-matter program

Employing Agency: _____ CDS Code: _____

As the authorized representative of the recommending authority, I have reviewed the applicant's credential application, preparation, and/or experience and certify that the applicant has completed the requirements for the credential and/or added authorization shown above.

Signature: _____ Date: _____

Name and Title: _____

Contact Phone Number: _____ Email Address: _____



RESOURCES

Coded Correspondence 06-0014: *Basic Skills Requirement Exemptions for Prelingually Deaf Applicants* - <http://www.ctc.ca.gov/notices/coded/060014/060014.pdf>

Guide for Verifying the Proficiency of Prelingually Deaf Credential Candidates
http://www.ctc.ca.gov/credentials/manuals-handbooks/PD_Manual.pdf

Credential Leaflets:

AL-3 Extension by Appeal for Credentials and Permits
<http://www.ctc.ca.gov/credentials/leaflets/al3.pdf>

CL-856 Provisional Internship Permit
<http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>

CL-857 Verification of Requirements for the Provisional Internship Permit
<http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl857.pdf>

CL-858 Short-Term Staff Permit
<http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

CL-859 Verification of Requirements for the Short-Term Staff Permit
<http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl859.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 Newslist-subscribe@lists.ctc.ca.gov with "Subscribe newlist" 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 - Use the "Search for an Educator" button on the Commission Home page
<http://www.ctc.ca.gov>.

Comments and Suggestions for Updates and Revisions to this Manual

Commission on Teacher Credentialing
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Sacramento, California 95811-4213