



# TEST SUMMARY AND FRAMEWORK

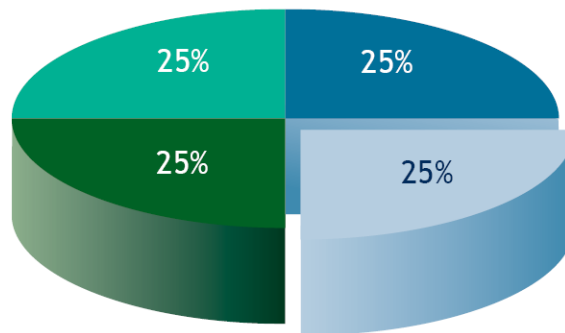
## TEST SUMMARY

### DEAF EDUCATION

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

<b>Test Format</b>	Multiple-choice questions
<b>Number of Questions</b>	Approximately 110
<b>Test Session</b>	2 hours, 15 minutes (does not include 15-minute tutorial)
<b>Passing Score</b>	240 (scores are calculated in a range from 100 to 300)
<b>Test Code</b>	072



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
Dark Blue	25%	Individuals Who Are Deaf or Hard of Hearing	0001-0003
Light Blue	25%	Assessment and Program Development	0004-0006
Dark Green	25%	Promoting Development and Learning	0007-0009
Teal	25%	Foundations and Professional Practice	0010-0012



# TEST FRAMEWORK

## DEAF EDUCATION

### INDIVIDUALS WHO ARE DEAF OR HARD OF HEARING

#### 0001 Demonstrate knowledge of human growth and development.

For example:

- demonstrating knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, linguistic, communicative, physical, social, emotional)
- recognizing similarities and differences between individuals with and without hearing loss
- recognizing similarities and differences among individuals with hearing loss
- demonstrating knowledge of the cognitive development of individuals who are deaf or hard of hearing
- demonstrating knowledge of the influence of various factors (e.g., stress and trauma, protective factors and resilience, supportive relationships) on the social and emotional development of individuals who are deaf or hard of hearing

#### 0002 Understand individual learning differences.

For example:

- demonstrating knowledge of the impact of hearing loss on learning and life experiences
- demonstrating knowledge of the impact of multiple disabilities on individuals who are deaf or hard of hearing (e.g., deaf-blind, deaf-autism spectrum disorder)
- recognizing etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences (e.g., CHARGE syndrome, Usher syndrome)
- demonstrating knowledge of the impact of various factors (e.g., age at onset of hearing loss, age at which hearing loss is identified and services are initiated, family involvement, cultural dimensions) on the overall development of individuals who are deaf or hard of hearing



**0003 Demonstrate knowledge of language development and communication in individuals who are deaf or hard of hearing.**

For example:

- demonstrating familiarity with current theories of language development (e.g., in American Sign Language [ASL], English) in individuals with and without hearing loss
- demonstrating knowledge of the effects of sensory input (e.g., visual, tactile, auditory) on the development of language and cognition in individuals who are deaf or hard of hearing
- demonstrating knowledge of the impact of early communication on the development of individuals who are deaf or hard of hearing
- demonstrating knowledge of communication modes (e.g., oral/aural, written and sign systems) used by and with individuals who are deaf or hard of hearing
- demonstrating knowledge of communication features (e.g., visual, spatial, tactile, auditory) that are necessary to enhance cognitive, emotional, and social development in individuals who are deaf or hard of hearing

## **ASSESSMENT AND PROGRAM DEVELOPMENT**

**0004 Demonstrate knowledge of assessments for students who are deaf or hard of hearing.**

For example:

- recognizing specialized terminology used in assessing students who are deaf or hard of hearing
- demonstrating knowledge of various language proficiency instruments and assessments (e.g., comprehensive receptive and expressive language assessments; instruments designed to evaluate specific areas of speech and language development, such as articulation, phonological processes, semantics, syntax, morphology, and pragmatics)
- recognizing additional areas that are critical in the assessment of individuals who are deaf or hard of hearing (e.g., academic, auditory, social/emotional)
- demonstrating knowledge of policies and specialized procedures regarding referral and evaluation of students who are deaf or hard of hearing
- demonstrating knowledge of the potential linguistic and cultural biases of various assessment instruments
- demonstrating knowledge of procedures for making appropriate modifications and accommodations for students who are deaf or hard of hearing who have diverse characteristics and needs (e.g., related to culture, socioeconomic status, language, type and severity of disabilities, communication and response modes)



**0005 Apply knowledge of procedures for developing and implementing Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).**

For example:

- applying knowledge of procedures for using assessment information to determine eligibility for special education services
- recognizing factors (e.g., cultural identity, linguistic background, socioeconomic status, communication mode, academic achievement, social/emotional development) relevant to determining educational placements for students who are deaf or hard of hearing
- identifying components of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)
- demonstrating knowledge of the continuum of placement and service options available for students who are deaf or hard of hearing
- demonstrating knowledge of policies and specialized procedures regarding placement and program planning for students who are deaf or hard of hearing

**0006 Demonstrate knowledge of strategies of curriculum development and instructional planning for students who are deaf or hard of hearing.**

For example:

- demonstrating familiarity with the scope and sequence of general and special curricula and materials, including the Essential Academic Learning Requirements (EALRs) and the Grade Level Expectations (GLEs)
- demonstrating familiarity with theories and research that form the basis of curriculum development and instructional practice
- demonstrating knowledge of model programs, including career/vocational and transition programs, for students who are deaf or hard of hearing
- demonstrating knowledge of the use of natural supports in work and community environments
- demonstrating familiarity with sources of specialized materials for students who are Deaf or hard of hearing (e.g., Gallaudet University Clerc Center, Alexander Graham Bell Association for the Deaf and Hard of Hearing)



## PROMOTING DEVELOPMENT AND LEARNING

### **0007 Demonstrate knowledge of strategies for designing and managing learning environments to support the development, learning, and social interactions of students who are deaf or hard of hearing.**

For example:

- demonstrating knowledge of strategies for designing learning environments that allow individuals to retain their own and appreciate their own and each other's respective language and cultural heritage
- demonstrating knowledge of strategies to provide accessibility for and acceptance of students who are Deaf or hard of hearing
- demonstrating familiarity with current technologies (e.g., captioning, telecommunication devices, amplification) available to provide access to information for students who are deaf or hard of hearing
- demonstrating knowledge of strategies for establishing consistent and successful interactions between students who are Deaf or hard of hearing and appropriate peers and role models
- demonstrating knowledge of strategies for providing students with opportunities for interaction with communities of individuals who are Deaf or hard of hearing at the local, state, national, and global level

### **0008 Demonstrate knowledge of strategies for delivering instruction to students who are deaf or hard of hearing.**

For example:

- demonstrating knowledge of instructional strategies for students who are deaf or hard of hearing, including methods for supporting student learning in all academic areas
- recognizing advantages and limitations of various instructional strategies and practices for teaching students who are deaf or hard of hearing
- demonstrating knowledge of methods and materials for teaching learning strategies and study skills to students who are deaf or hard of hearing
- demonstrating knowledge of strategies for integrating student-initiated learning experiences into ongoing instruction



**0009 Demonstrate knowledge of strategies for meeting the overall communication needs of students who are deaf or hard of hearing.**

For example:

- applying knowledge of major concepts, theories, and research from applied linguistics and second-language acquisition to design and implement learning environments that support primary-language development (e.g., American Sign Language [ASL]) and English language literacy
- demonstrating knowledge of major components of language (e.g., phonetics, phonology, morphology, syntax, semantics, pragmatics)
- demonstrating knowledge of strategies for facilitating the communicative development of students who are deaf or hard of hearing
- demonstrating knowledge of strategies for promoting auditory skill development, including techniques for stimulating and using residual hearing

## **FOUNDATIONS AND PROFESSIONAL PRACTICE**

**0010 Understand the philosophical, historical, and legal foundations in the education of individuals who are deaf or hard of hearing.**

For example:

- demonstrating knowledge of the models, theories, regulatory history, and philosophies (e.g., oral/aural, total communication, auditory-verbal, bilingual-bicultural) that have provided the basis of educational practice for students who are deaf or hard of hearing
- demonstrating familiarity with historical foundations, classic research studies, major contributors, major legislation, and current issues related to knowledge and practice in the education of individuals who are deaf or hard of hearing
- demonstrating knowledge of educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for students who are deaf or hard of hearing
- demonstrating knowledge of issues, assurances, case laws, and due process rights related to assessment, eligibility, and placement within a continuum of services
- demonstrating knowledge of current research and best practices in the education of students who are deaf or hard of hearing, including best instructional practices for second-language learners
- demonstrating knowledge of current trends and issues regarding best practices in early intervention, early childhood education, and primary and secondary education of individuals who are deaf or hard of hearing



**0011 Apply knowledge of strategies for communicating and collaborating with others to help students who are deaf or hard of hearing achieve desired learning outcomes.**

For example:

- demonstrating knowledge of effective strategies for communicating and collaborating with students who are deaf or hard of hearing, families, school personnel, service providers, and community members
- applying knowledge of laws, policies, regulations, and ethical principles related to maintaining confidentiality
- demonstrating familiarity with strategies and resources for addressing the concerns of families of individuals who are deaf or hard of hearing (e.g., regarding educational options, choices of communication modes and philosophies, communication among family members, transition to adulthood)
- demonstrating familiarity with family/community education programs that provide information and resources that support individuals who are deaf or hard of hearing
- recognizing the potential effects of differences in beliefs, traditions, and values that can exist between home and school
- recognizing the roles and responsibilities of teachers, educational interpreters, and support personnel in a variety of educational settings for students who are deaf or hard of hearing

**0012 Demonstrate knowledge of the professional and ethical responsibilities of teachers of students who are deaf or hard of hearing.**

For example:

- demonstrating knowledge of the continuum of lifelong professional development opportunities (e.g., conferences, workshops, courses) and methods to remain knowledgeable about current research-validated practices
- demonstrating familiarity with professional organizations and publications (e.g., professional journals, online resources) that benefit students who are deaf or hard of hearing, their families, and teachers
- recognizing the importance of having the teacher serve as a role model for students who are deaf or hard of hearing
- recognizing how personal, cultural, and socioeconomic biases and differences can affect one's teaching style and practice