



Gallaudet Professional Education Programs Institutional Standards
DRAFT

<i>Understandings (Knowledge)</i>	<i>Practices (Skills)</i>	<i>Professional Commitments (Dispositions)</i>
<ul style="list-style-type: none"> • Understanding of Deaf cultures and communities. • Knowledge of the structures of ASL and English. • Knowledge of how Deaf and hearing people make successful connections and adaptations in their interactions with each other 	<ul style="list-style-type: none"> • Set up and advocate deaf-hearing relationships • Demonstrate sign and written language competency appropriate to their field. • Fluent in ASL and English 	<ul style="list-style-type: none"> • Value deaf-hearing partnerships • Sensitivity to Deaf culture • Equally value both ASL and English
<ul style="list-style-type: none"> • Identify sources of information such as professional organizations appropriate to local, national, and international situations in which students find themselves. • Understands cultures of students and families, and fellow professionals. • Knowledge of the continuum of diverse populations 	<ul style="list-style-type: none"> • Adapts and individualizes to be effective with students and professionals from other cultures • Demonstrate ability to impact P-12 learning in a variety of local, national, and international practicum experiences • Encourage and support diverse perspectives in P-12 students 	<ul style="list-style-type: none"> • Cherish and appreciate diversity • Membership in local, national, and international organizations (professional and advocacy) • Respect for local, global, and national communities unique strengths, needs, interests, and perspectives
<ul style="list-style-type: none"> • Strong knowledge base in the theory, research, and best practices, in regular, special, and deaf education, and related fields 	<ul style="list-style-type: none"> • Applies knowledge of theory and empirically supported principles in teaching • Shows skill in assessing students, identifying most effective strategies for teaching, and evaluating those strategies 	<ul style="list-style-type: none"> • Willingness to learn and apply new technology and to continue as a lifelong learner • Willingness to support instructional practices with theory or research • Desire to keep learning
<ul style="list-style-type: none"> • Know how to reflect on and pursue lifelong learning 	<ul style="list-style-type: none"> • Pursues reflective inquiry and lifelong learning • Prepare portfolios that demonstrate ability to be self reflective 	<ul style="list-style-type: none"> • Appreciate that self-reflection promotes personal and professional growth and a commitment to self-reflection