



THE COMMON CORE AND DEAF/HARD-OF-HEARING STUDENTS

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June 22, 2018

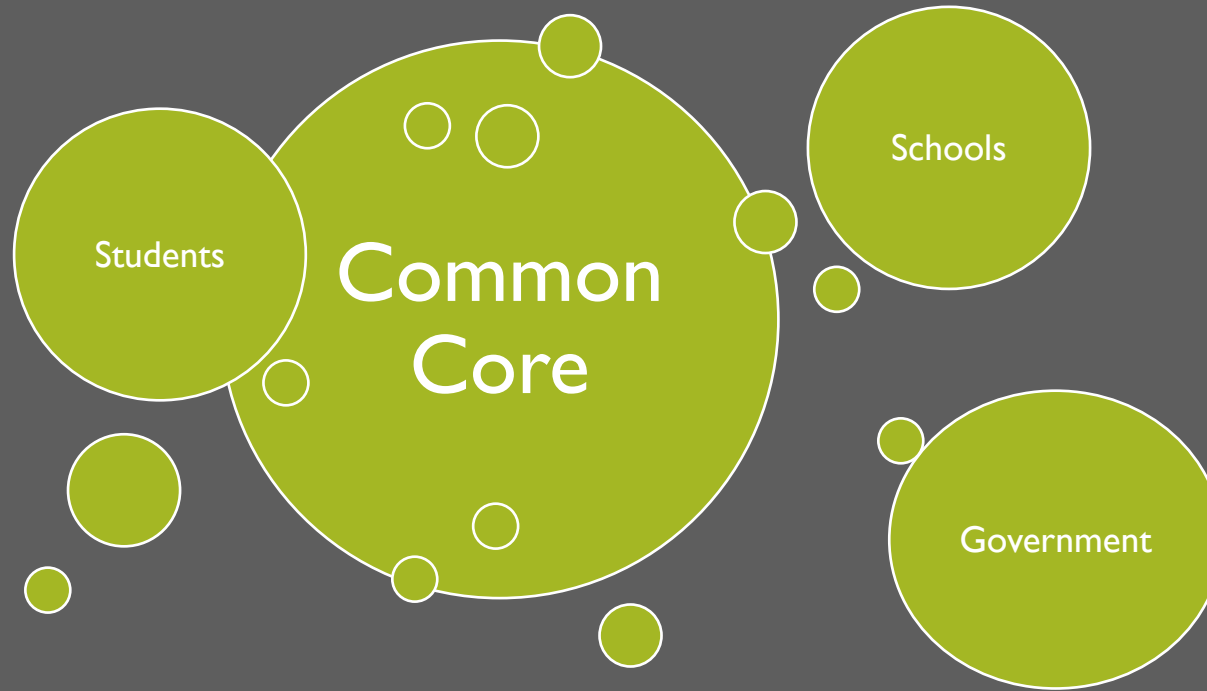
American Society for Deaf Children

WHO IS THE PRESENTER?

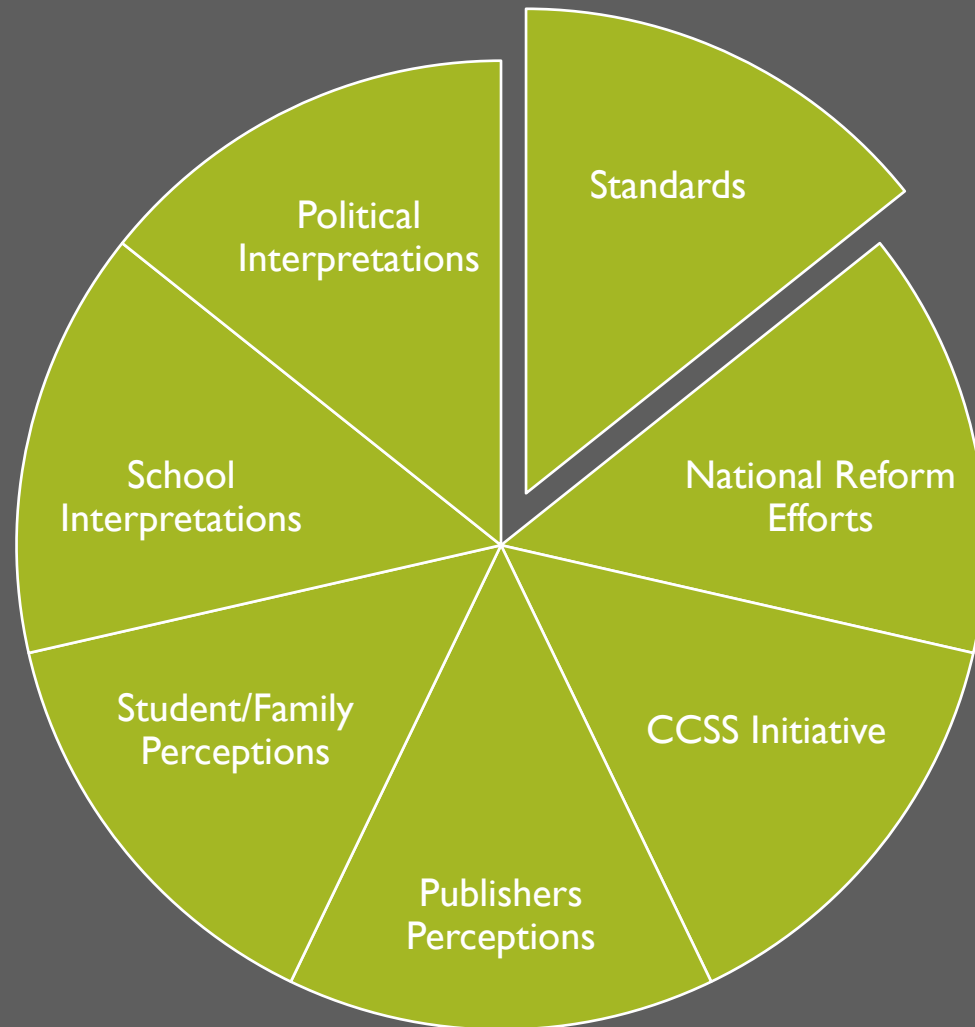


- Nathan E. Harrison, Assistant Director of Jean Massieu School of the Deaf, SLC, UT
- Teacher of the D/HH in both NM and UT
- Hearing from a hearing family
- BS in Math Education, MEd in Deaf Education, EdD (next Monday) in Educational Leadership
- Today's presentation is drawn from information gathered over the past few years, my own research, and my soon-to-be completed dissertation.

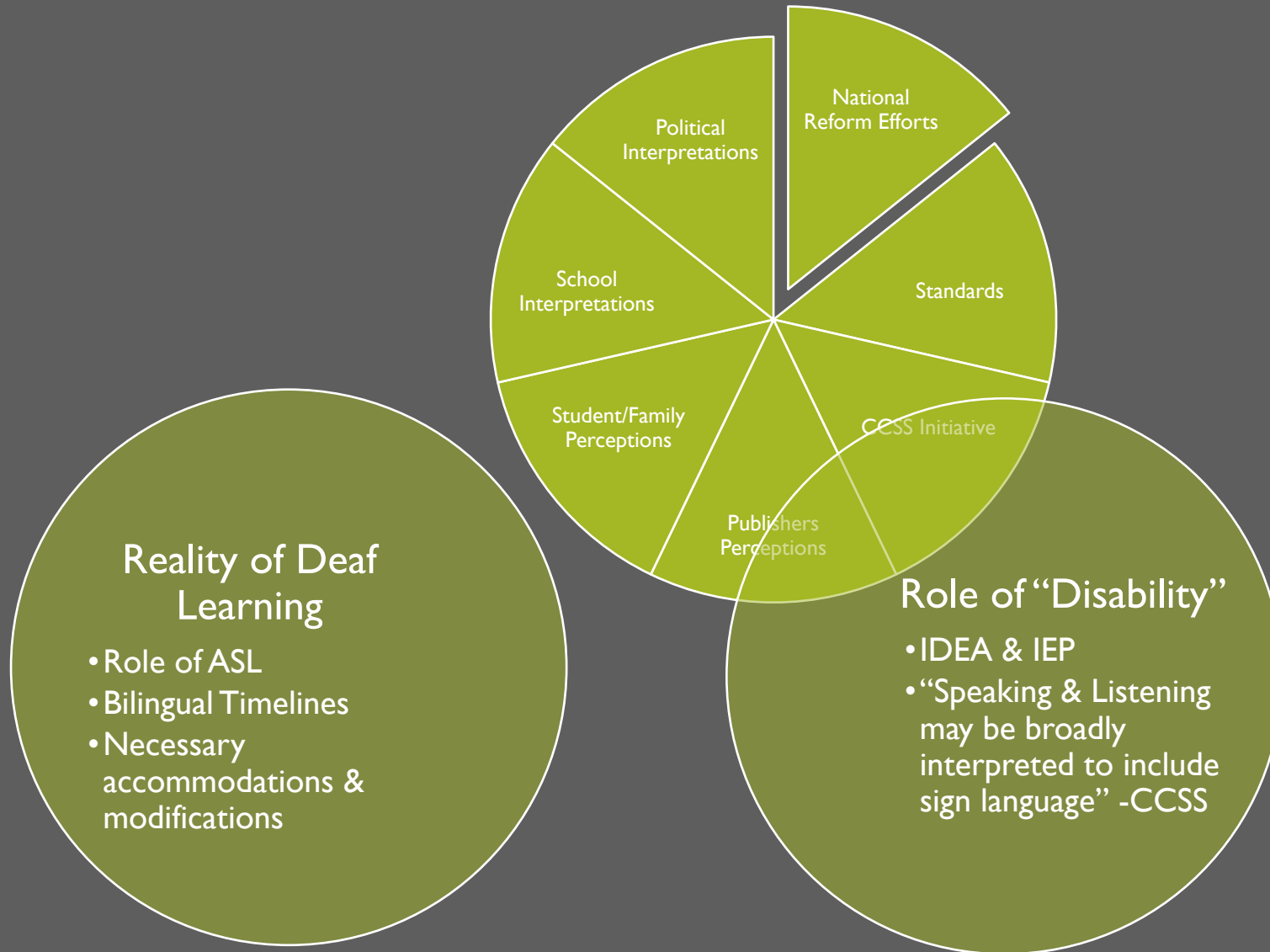
WHAT IS THE COMMON CORE? COMMON PERCEPTIONS



WHAT IS THE COMMON CORE? CLARIFIED PERCEPTIONS



THE COMMON CORE AND DEAF ED – CURRENTLY



THE 6 KEY THEMES OF A NATIONWIDE SURVEY OF TEACHERS OF THE D/HH IN DEAF SCHOOLS IN COMMON CORE STATES

1. D/HH Achievement under the Common Core – Positive
2. D/HH Achievement under the Common Core – Negative
3. Understanding the standards and being prepared as teachers
4. Language rigor and difficulty and the role of ASL in the Common Core
5. The Common Core doesn't understand D/HH students
6. Need for change in Common Core for D/HH students

6 KEY THEMES ABOUT DEAF ED COMMON CORE

ACHIEVEMENT - POSITIVE

- Teachers have noticed that students are achieving more under the Common Core than previously. Teachers note that the Common Core has higher expectations for teachers to teach well.

ACHIEVEMENT - NEGATIVE

- Students with linguistic challenges/delays struggle to reach the linguistic and rigor expectations of the Common Core – true of both ASL/English and LSL approaches.

6 KEY THEMES ABOUT DEAF ED COMMON CORE

UNDERSTANDING THE STANDARDS AND BEING PREPARED

- Teachers felt that they have not received adequate training/support to understand the standards and to appropriately implement the standards in their teaching.

LANGUAGE RIGOR AND DIFFICULTY AND THE ROLE OF ASL IN THE COMMON CORE

- English language expectations of the Common Core are quite high, especially for D/HH students with language delays. Teachers are grappling with the role of ASL in Achievement.

6 KEY THEMES ABOUT DEAF ED COMMON CORE

THE COMMON CORE DOESN'T UNDERSTAND D/HH STUDENTS

- Teachers feel that the Common Core doesn't take into account the unique linguistic, cultural, and educational needs of D/HH students.

NEED FOR CHANGE IN COMMON CORE FOR D/HH STUDENTS

- Teachers feel that there needs to be an adaptation or revision of the standards to allow for the unique learning needs of some D/HH students.

WHAT CAN BE DONE? – PARENTS

- Read the standards.
- Understand how standards are used.
- Communicate with your child's teacher(s) often.
- The Common Core is heavy on language – address that.

WHAT CAN BE DONE? – TEACHERS & SCHOOLS

- Professional Development/Collaboration Time
- Have Honest Conversations about the Common Core and Your School/Students
- Set a Vision of Achievement for ALL Students
- Culturally Sustaining Deaf Pedagogy

WHAT CAN BE DONE? – UNIVERSITIES

- Learn the standards in all teacher preparation courses.
- Prepare students for diverse students with diverse needs for diverse standards.
- Engage in a national conversation about the Common Core for Deaf Education.
- More research on the Common Core in Deaf Education.

A VISION OF THE COMMON CORE FOR DEAF EDUCATION

- **Culturally Sustaining Deaf Pedagogy** (adapted from Paris, 2012)
 - **Academic Achievement**
 - Students should be expected and supported in achieving at the highest levels possible under the Common Core – this should involve identifying key standards
 - **Cultural Competence**
 - D/HH students should be taught and embrace their Deaf heritage and culture
 - D/HH students should also be taught and embrace their unique heritages and cultures that come outside of their D/HH identities.
 - Cultural learning is easily incorporated into the classes as part of addressing the Common Core expectations.
 - **Sociopolitical Awareness**
 - D/HH students should be taught their rights under ADA and how to advocate for themselves in their unique needs. This should be part of the regular learning in school and the critical thinking of sociopolitical awareness supports academic achievement within the Common Core.

QUESTIONS/DISCUSSION

FOR MORE INFORMATION

- Common Core State Standards (2010). www.corestandards.org
- Harrison, N. (in press). The pedagogical impacts of the Common Core State Standards on elementary mathematics teachers of the deaf and hard-of-hearing (Doctoral dissertation). Retrieved from LoboVault, University of New Mexico.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*. 41(3), 93-97.
- "deaf" sign image from Mesthrie, R. (2011). *Foundations of sociolinguistics*. Cambridge, UK: Cambridge University Press.