

CLEAN VERSION

DRAFT # 1 – 9.18.12

DRAFT # 2 --11.20.12 (after VI committee meeting)

DRAFT # 3 – 3.6.13

(Includes new 2012 CEC Standards and 2013 VI Indicators/Draft)

DRAFT # 4 – 7.15.13

DRAFT # 5 – 8.22.13 – NCTE Exec Comm

10.11.13 – NCTE Council Mtg

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**Special Education – Visual Impairment
Endorsement Guidelines
to Accompany Rule 24
(Adopted by the State Board
of Education on _____)**

006.66 Special Education – Visual Impairment

006.66A Grade Levels: Birth through Grade 12

006.66B Endorsement Type: Subject

006.66C Persons with this endorsement may teach, consult, and provide services to children with visual impairments from birth through age 21. This includes blindness, low vision (legal blindness and partial sight) and vision impairments associated with other disabilities.

006.66D Certification Endorsement Requirements: The endorsement shall require an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education coursework including: six (6) semester hours in general special education, 24 semester hours in the education of students with visual impairment, and three (3) semester hours of field experience working with students who are visually impaired.

006.66E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) and CEC Blind and Visually Impaired Initial Specialty Set (Draft, 2013).

Standard 1. Learner Development and Individual Learning Differences

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Special education professionals for the visually impaired understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

Element 1.1 Special education professionals for the visually impaired understand how language, culture, and family background influence the learning of individuals with disabilities.

Element 1.2 Special education professionals for the visually impaired use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

(B&VI1K1) Development of the human visual system,

(B&VI1K2) Development of secondary senses when vision is impaired,

(B&VI1K3) Effects of visual impairment on development,

(B&VI1K4) Impact of visual impairment on learning and experience,

(B&VI1K5) Psychosocial aspects of visual impairment and cultural identity,

(B&VI1K6) Effects of visual impairment on receptive and expressive literacy and communication,

(B&VI1S1) Select and develop teaching strategies addressing age, visual impairment, and visual prognosis,

(B&VI1S2) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individual's self-esteem, and

(B&VI1S3) Select, adapt, and use instructional strategies to address the impact of additional disabilities (e.g. low incidence disabilities including deaf-blindness and multiple disabilities).

Standard 2. Learning Environments

Special education professionals for the visually impaired create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special education professionals for the visually impaired, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

Element 2.2 Special education professionals for the visually impaired use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

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Element 2.3 Special education professionals for the visually impaired know how to intervene safely and appropriately with individuals with disabilities in crisis.

Indicators include, but are not limited to:

- (B&VI2K1) Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities,
- (B&VI2K2) Importance of role models with visual impairments and/or deaf-blindness,
- (B&VI2S1) Design multi-sensory learning environments that encourage active participation in group and individual activities, and
- (B&VI2S2) Provide access to incidental learning experiences.

Standard 3. Curricular Content Knowledge

Special education professionals for the visually impaired use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Special education professionals for the visually impaired understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Special education professionals for the visually impaired understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Special education professionals for the visually impaired modify general and specialized curricula to make them accessible to individuals with disabilities.

Indicators include, but are not limited to:

- (B&VI3K1) Relationship among assessment, development of individualized education program, and placement as they affect vision-related services,
- (B&VI3S1) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments, and
- (B&VI3S2) Obtain and organize specialized materials to implement instructional goals.

Standard 4.Assessment

Special education professionals for the visually impaired use multiple methods of assessment and data-sources in making educational decisions.

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- Element 4.1 Special education professionals for the visually impaired select and use technically sound formal and informal assessments that minimize bias.
- Element 4.2 Special education professionals for the visually impaired use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.
- Element 4.3 Special education professionals for the visually impaired, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with disabilities.
- Element 4.4 Special education professionals for the visually impaired engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

- (B&VI4K1) Specialized terminology used in assessing individuals with visual impairments,
- (B&VI4K2) Alternative assessment techniques for individuals with visual impairments,
- (B&VI4K3) Basic terminology related to the function of the human visual system,
- (B&VI4S1) Administer and interpret vision-related assessments,
- (B&VI4S2) Use functional evaluations related to the expanded core curriculum,
- (B&VI4S3) Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments,
- (B&VI4S4) Participate in the standardization process for local and state assessments, and
- (B&VI4S5) Interpret and apply background information and family history related to the individual's visual status.

Standard 5. Instructional Planning and Strategies.

Special education professionals for the visually impaired select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

- Element 5.1 Special education professionals for the visually impaired consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with disabilities.
- Element 5.2 Special education professionals for the visually impaired use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.

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- Element 5.3 Special education professionals for the visually impaired are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.
- Element 5.4 Special education professionals for the visually impaired use strategies to enhance language development and communication skills of individuals with disabilities.
- Element 5.5 Special education professionals for the visually impaired develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Element 5.6 Special education professionals for the visually impaired teach to mastery and promote generalization of learning.
- Element 5.7 Special education professionals for the visually impaired teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Indicators include, but are not limited to:

- (B&VI5K1) Strategies for teaching new concepts,
- (B&VI5K2) Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices,
- (B&VI5K3) Strategies for teaching organization and study skills,
- (B&VI5K4) Strategies for teaching tactual perceptual skills,
- (B&VI5K5) Strategies for teaching adapted physical and recreational skills,
- (B&VI5K6) Strategies for teaching social, daily living, and functional life skills,
- (B&VI5K7) Strategies for teaching career-vocational skills and providing vocational counseling,
- (B&VI5K8) Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills,
- (B&VI5K9) Techniques for teaching human sexuality,
- (B&VI5K10) Strategies for responding and understanding the implications of non-verbal communication as a substructure of language,
- (B&VI5K11) Strategies for teaching listening and compensatory auditory skills,
- (B&VI5S1) Select and use technologies to accomplish instructional objectives,
- (B&VI5S2) Integrate the individualized health care plan into daily programming,
- (B&VI5S3) Teach communication through technology and adaptations specific to visual impairments,
- (B&VI5S4) Select and adapt materials in Braille, accessible print, and other formats,
- (B&VI5S5) Teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials,
- (B&VI5S6) Teach the use of abacus, talking calculator, tactile graphics, and

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- adapted science equipment,
- (B&VI5S7) Prepare individuals for sighted guide and pre-cane orientation and mobility instruction, and
- (B&VI5S8) Teach literacy skills to individuals who have vision loss as well as other disabilities, including deaf-blindness.

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Standard 6. Professional Learning and Ethical Practice

Special education professionals for the visually impaired use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 6.1 Special education professionals for the visually impaired use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Special education professionals for the visually impaired understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Special education professionals for the visually impaired understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Special education professionals for the visually impaired understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Special education professionals for the visually impaired advance the profession by engaging in activities such as advocacy and mentoring.
- Element 6.6 Special education professionals for the visually impaired provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

- (B&VI6K1) Access rights to specialized equipment and materials for individuals with visual impairments,
- (B&VI6K2) Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world,
- (B&VI6K3) Incidence and prevalence for individuals with visual impairments,
- (B&VI6K4) Basic terminology related to the function of the human visual system,
- (B&VI6S1) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem,

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(B&VI6S2) Select, adapt and use instructional strategies to address the impact of additional disabilities,

(B&VI6S3) Articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum,

(B&VI6S4) Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options,

(B&VI6S5) Participate in the activities of professional organizations in the field of visual impairment, and

(B&VI6S6) Advocate for educational policy related to visual impairment.

Standard 7. Collaboration

Special education professionals for the visually impaired collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Special education professionals for the visually impaired use the theory and elements of effective collaboration.

Element 7.2 Special education professionals for the visually impaired serve as a collaborative resource to colleagues.

Element 7.3 Special education professionals for the visually impaired use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

(B&VI7K1) Strategies for assisting families and other team members in transition planning,

(B&VI7K2) Services, networks, publications for and organizations of individuals with visual impairments,

(B&VI7S1) Structure and supervise the activities of paraeducators and others who work with individuals with visual impairments, and

(B&VI7S2) Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

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