

**REDLINE 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  
1.23.14 – NCTE Exec Comm

**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 PK-12

006.66B Endorsement Type: Subject

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

006.66D Certification Endorsement Requirements: The endorsement shall require an applicant to hold, or earn concurrently, a subject or field endorsement and complete earn-a minimum of 36 30-additional semester hours in special education courses work including: six (6) semester hours in general special education, and-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 should prepare prospective candidates teachers for this endorsement to be able to: 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 – Visual Impairment Endorsement Guidelines to Accompany Rule 24 (Adopted by the State Board of Education on \_\_\_\_\_)**

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.

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Element 5.2 Special education professionals for the visually impaired use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.

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,

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- (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 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.

**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.

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- (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.
- (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.

~~Through the courses identified in its plan, the institution should prepare prospective teachers to be able to:~~

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~~A. Demonstrate knowledge and an understanding of the philosophical, historical, and legal foundations of special education for students with visual impairment, including being able to:~~

- ~~1. Describe the federal entitlements (e.g., American Printing House for the Blind Quota Funds) that relate to the provision of specialized equipment and materials;~~
- ~~2. Describe the historical foundations, including the current array of service options;~~
- ~~3. Describe the current educational definitions, including identification criteria, labeling issues, and current incidence and prevalence figures; and~~
- ~~4. Demonstrate skills in the areas of philosophical, historical, and legal foundations of special education by articulating the pros and cons of current issues and trends.~~

~~B. Demonstrate knowledge and an understanding of the educational impacts of visual impairments, including being able to:~~

- ~~1. Describe normal development of the human visual system;~~
- ~~2. Describe basic terminology related to the structure and function of the human visual system;~~
- ~~3. Describe basic terminology related to diseases and disorders of the human visual system;~~
- ~~4. Describe the development of all available senses and abilities when the visual system is impaired;~~
- ~~5. Describe the effects on early development (e.g., motor system, acquiring information, social/emotional interactions, self-help, spatial orientation);~~
- ~~6. Describe the effects on social interactions and independence;~~
- ~~7. Describe the effects on language and communication including verbal and non-verbal communication;~~
- ~~8. Describe the effects on the individual's family and the reciprocal impact on the individual;~~
- ~~9. Describe the effects medications can have on the visual system;~~
- ~~10. Describe the impact of additional exceptionalities (gifted, mild/moderate, and multiple disabilities); and~~
- ~~11. Describe the significance of age of onset.~~

~~C. Demonstrate knowledge and an understanding of assessment, diagnosis, and evaluation of students with visual impairment, including being able to:~~

- ~~1. Describe the impact of visual disorders on learning and experience;~~
- ~~2. Use the specialized terminology in assessing individuals, both as it relates to the visual system and in the areas of importance;~~
- ~~3. Identify the ethical considerations and legal provisions, regulations, and guidelines (federal, state, and local) related to assessment (including the legal versus functional definitions of blindness and low vision);~~

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~~4. Describe the policies regarding referral, identification, verification, and placement procedures (birth to age 21);~~

~~5. Describe procedures used for screening, pre-referral, referral, and classifications, such as vision screening methods, functional vision evaluation, learning media assessment, and technology assessments;~~

~~6. Select and use alternative assessment techniques;~~

~~7. Appropriately interpret and apply the scores obtained as a result of assessment;~~

~~8. Describe the relationships among assessment, IEP development, and placement as they affect vision-related services;~~

~~9. Select and use appropriate assessment measures and developmental assessment tools;~~

~~10. Interpret eye reports and other vision-related diagnostic information;~~

~~11. Adapt and use a variety of assessment procedures appropriately;~~

~~12. Create and maintain disability-related records;~~

~~13. Gather background information about academic, medical, and family history as it relates to the student's visual status; and~~

~~14. Develop individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies.~~

~~D. Demonstrate knowledge of instructional content and methods which promote the development of students with visual impairment, including the development of:~~

~~1. Special auditory, tactual, and modified visual communication skills, including:~~

~~a. Braille reading and writing, proofreading, and handwriting;~~

~~b. Listening skills and compensatory auditory skills;~~

~~c. Keyboarding skills;~~

~~d. Use of specialized technology; and~~

~~e. Use of nonverbal communication;~~

~~2. The acquisition of disability-related academic skills, such as:~~

~~a. Use of an abacus;~~

~~b. Use of a talking calculator; and~~

~~c. Use of tactile graphics (including maps, charts, tables, etc.);~~

~~3. Basic academic concepts;~~

~~4. Visual efficiency, including use of print adaptations, optical devices, and non-optical devices;~~

~~5. Alternative organization and study skills;~~

~~6. Structured pre-cane orientation and mobility instruction;~~

~~7. Tactual perceptual skills for those students who are or will be primarily tactual learners;~~

~~8. Knowledge regarding human sexuality, using tactual models that are anatomically accurate;~~

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~~9. Adapted physical and recreation skills;~~

~~10. Social and daily living skills that are normally learned or reinforced by visual means;~~

~~11. Career awareness and vocational experiences;~~

~~12. Self-advocacy;~~

~~13. Functional life skills relevant to independent, community, and personal living and employment, including:~~

~~a. Accessing printed and digital public information;~~

~~b. Accessing public transportation;~~

~~c. Accessing community resources; and~~

~~d. Acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures).~~

~~E. Demonstrate knowledge and an understanding of instructional content and practice related to students with visual impairment, including being able to:~~

~~1. Describe sources of specialized materials;~~

~~2. Describe techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications;~~

~~3. Interpret and use unique assessment data for instructional planning;~~

~~4. Choose and use appropriate technologies to accomplish instructional objectives, and integrate the technologies appropriately into the instructional process;~~

~~5. Sequence, implement, and evaluate individual disability-related learning objectives; and~~

~~6. Use strategies for facilitating the maintenance and generalization of disability-related skills across learning environments.~~

~~F. Plan and manage the teaching and learning environment for students with visual impairment, including being able to:~~

~~1. Demonstrate a variety of input and output enhancements to computer technology that addresses the specific access needs in a variety of environments;~~

~~2. Describe model programs, including career-vocational and transition, that have been effective;~~

~~3. Prepare modified special materials (e.g., Braille, enlarge, outlined, highlighted), such as:~~

~~a. Transcribe proofread, and interline Grade II Braille and Nemeth code Braille materials, and~~

~~b. Use Braillewriter, slate and stylus, and computer technology to produce Braille materials;~~

~~4. Obtain and organize materials to implement instructional goals;~~

~~5. Obtain and organize assistive technology to implement instructional goals;~~

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- ~~6. Cooperatively enhance learning environments that are multi-sensory and encourage active participation by the learners in a variety of group and individual learning activities; and~~
- ~~7. Promote a learning environment that encourages self-advocacy and independence.~~

~~G. Develop social interaction skills and self-advocacy of students with visual impairments, including being able to:~~

- ~~1. Analyze teacher attitudes that promote social interaction and self-advocacy of the students;~~
- ~~2. Describe the significance of age of onset of visual impairment;~~
- ~~3. Prepare students with progressive eye conditions to achieve a positive transition to alternative skills;~~
- ~~4. Prepare students to access information and services from the community at large; and~~
- ~~5. Prepare students to understand and respond to societal attitudes and actions with positive behavior and self-advocacy.~~

~~H. Develop communication and collaborative partnerships for the benefit of students with visual impairments, including being able to:~~

- ~~1. Demonstrate strategies for assisting parents and other professionals in planning appropriate transitions;~~
- ~~2. Access services, networks, professionals with expertise in low vision, and organizations available for students with visual impairments;~~
- ~~3. Describe the roles of paraprofessionals who work directly with the students (e.g., sighted readers, transcribers, para-educators, and Braillists) or who provide special materials to them;~~
- ~~4. Describe the importance of diverse role models including some with visual impairments;~~
- ~~5. Help parents and other professionals understand the impact of a visual impairment on learning and experience;~~
- ~~6. Report disability-related results of evaluations to students, their parents or guardians, administrators, and other professionals in clear, concise terms;~~
- ~~7. Manage and direct the activities of para-educators or peer tutors; and~~
- ~~8. Collaborate with education team members (e.g., parents, health care professionals, general educators, and related service personnel) in assessment, program planning and implementation.~~

~~I. Demonstrate professionalism and ethical practices related to the field of visual impairment, including being able to:~~

- ~~1. Identify and state the strengths of the relevant consumer and professional~~

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~~organizations, publications, and journals; and~~

~~2. State the reasons for active participation in the activities of professional organizations.~~

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Visual Impairment Work Group:

Sally Giittinger, NCECBVI

Barbara Remmen, ESU 3

Sherri Frisbie, Omaha Public Schools

LeAnna MacDonald, Westside

Dr. Tessa Wright, UNL

Teresa Coonts, NDE

NOTES:

Nebraska has one VI endorsement program at UN-L, funded entirely by NDE.

Endorsement Grade Levels changed from PK-12 to Birth through age 21 to reflect practice. Teachers of the visually impaired must be prepared to work with all ages, birth-21 as Nebraska is a birth mandate state. This endorsement now requires 36 semester hours including 6 semester hours in general special education, 24 semester hours in visual impairment education, and 3 semester hours field experience working with students who are visually impaired (plus 3 semester hours of electives.) Candidates must also have (or earn concurrently) a subject or field endorsement.

Guidelines are based on 2012 CEC Standards and B/VI Indicators (2013 Draft.)

**AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist**

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

**JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK**

<b>AD HOC COMMITTEE MEMBERSHIP CRITERIA</b>	<b>AD HOC COMMITTEE NOMINEES</b>
Practitioners currently endorsed and employed in approved or accredited public or private schools in	1. Mary Schlieder, Norris Public Schools (D1) <a href="mailto:mary.schlieder@nsdtitans.org">mary.schlieder@nsdtitans.org</a> Can't attend

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(Adopted by the State Board  
of Education on \_\_\_\_\_)**

the endorsement area at the grade levels under consideration.	2. Molly Elge, Grand Island Public Schools (D6) <a href="mailto:melge@gips.org">melge@gips.org</a> 3. Donna Moss, Hastings Public Schools (D5) <a href="mailto:dmoss@esu9.org">dmoss@esu9.org</a>
Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.	1. Dawn Mollenkopf, UNK (D6) <a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a> 2. Becky Schnabel, UNO (D8)/Certification Official <a href="mailto:bschnabel@unomaha.edu">bschnabel@unomaha.edu</a>
Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.	1. Kris Swain, UNO (D8) (leaving mid-afternoon) <a href="mailto:kswain@unomaha.edu">kswain@unomaha.edu</a> 2. Sue Kemp, UN-L (D1) <a href="mailto:skemp2@unl.edu">skemp2@unl.edu</a>
Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.	1. Dr. John Skretta, Norris Public <a href="mailto:john.skretta@nsdtitans.org">john.skretta@nsdtitans.org</a> 2. Peggy Romshek, Mitchell Public Schools (D7) <a href="mailto:promshek@panesu.org">promshek@panesu.org</a>
Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)	Doreen Jankovich, OPS (D8) <a href="mailto:Doreen.Jankovich@ops.org">Doreen.Jankovich@ops.org</a> <a href="mailto:doreen.jankovich@gmail.com">doreen.jankovich@gmail.com</a>
A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.	1. Carol McClain, Special Education (D1) <a href="mailto:carol.mcClain@nebraska.gov">carol.mcClain@nebraska.gov</a> 2. Teresa Coonts, B/VI (D4) <a href="mailto:teresa.coonts@nebraska.gov">teresa.coonts@nebraska.gov</a> 3. Rhonda Fleischer, ESU #9 (DHH) (D6) <a href="mailto:rfleisch@esu9.org">rfleisch@esu9.org</a>
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Stuart Clark, ESU #1 (NASES) (D3) <a href="mailto:sclark@esu1.org">sclark@esu1.org</a> 2. Jay Sears, NSEA (D1) <a href="mailto:jsears@nsea.org">jsears@nsea.org</a>
Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.	1. <del>Teacher—Bev White, LPS (D1)</del> <del><a href="mailto:whiteb@lps.org">whiteb@lps.org</a></del> Can't attend 2. Higher Ed—Greg Zost, Peru State (D5) <a href="mailto:GZost@peru.edu">GZost@peru.edu</a>
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Sharon Katt, NDE <a href="mailto:sharon.katt@nebraska.gov">sharon.katt@nebraska.gov</a> Pat Madsen, NDE <a href="mailto:pat.madsen@nebraska.gov">pat.madsen@nebraska.gov</a> Kevin Peters, NDE <a href="mailto:kevin.peters@nebraska.gov">kevin.peters@nebraska.gov</a>