**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet**

**Endorsement # 67 Teacher of the Visually Impaired**

*The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 who are visually impaired as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with visual impairments.*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
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|  **1. Learner Development and Individual Learning Differences** Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |
| **1.1 Knowledge** |  |  |
| 1.1.1. Development of the human visual system  |  |  |
| 1.1.2. Development of secondary senses when vision is impaired  |  |  |
| 1.1.3. Effects of visual impairment on development  |  |  |
|  1.1.4. Impact of visual impairment on learning and experience  |  |  |
| 1.1.5. Psychosocial aspects of visual impairment and cultural identity  |  |  |
| 1.1.6. Effects of visual impairment on receptive and expressive literacy and communication  |  |  |
| 1.1.7. Understanding and application of Expanded Core Curriculum  |  |  |
| **1.2. Skills**  |  |  |
| 1.2.1. Select and develop teaching strategies addressing age, visual impairment and visual prognosis  |  |  |
| 1.2.2. Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals’ self-esteem  |  |  |
| 1.2.3. Select, adapt and use instructional strategies to address the impact of additional exceptionalities  |  |  |
| **2. Learning Environments** Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |
| **2.1. Knowledge**  |  |  |
| 2.1.1. Classroom organization to accommodate materials, equipment, & technology for vision loss and other disabilities  |  |  |
| 2.1.2. Importance of role models with visual impairments  |  |  |
| **2.2. Skills**  |  |  |
| 2.2.1. Design multi-sensory learning environments that encourage active participation in group and individual activities  |  |  |
| 2.2.2. Provide access to incidental learning experience  |  |  |
| 2.2.3. Understanding of the full continuum of placements available, including instruction in regular classes, special classes, special schools, home, hospital, and residential settings  |  |  |
| **3. Curricular Content Knowledge** Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |

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| **3.1. Knowledge**  |  |  |
| 3.1.1. Relationship among assessment, development of individualized education program, 504 plan, and placement as they affect vision-related services  |  |  |
| 3.2 Skills |  |  |
| 3.2.1. Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments  |  |  |
| 3.2.2. Obtain and organize specialized materials to implement instructional goals  |  |  |
| **4. Assessment** Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |
|  **4.1. Knowledge**  |  |  |
| 4.1.1. Specialized terminology used in assessing individuals with visual impairments  |  |  |
| 4.1.2. Alternative assessment techniques for individuals with visual impairments  |  |  |
| 4.1.3. Basic terminology related to the function of the human visual system.  |  |  |
| **4.2. Skills**  |  |  |
| 4.2.1. Administer and interpret assessments specific to people with visual impairments, including, but not limited not, learning media, functional vision, and Braille literacy assessments and provide recommendations based on results  |  |  |
| 4.2.2. Use functional evaluations related to the expanded core curriculum  |  |  |
| 4.2.3. Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments  |  |  |
| 4.2.4. Participate in the standardization process for local and state assessments  |  |  |
| 4.2.5. Interpret and apply background information and family history related to the individual’s visual  |  |  |
| **5. Instructional Planning & Strategies** Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |
| 5.1. **Knowledge**  |  |  |
| 5.1.1. Engage in local, state, and national discussions surrounding best practices for teaching students with visual impairments and seek appropriate professional development in order to help students learn new concepts |  |  |
| 5.1.2. Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices |  |  |
| 5.1.3. Strategies for teaching organization and study skills |  |  |
| 5.1.4. Strategies for teaching tactual perceptual skills including, but not limited to, Braille and tactile graphics |  |  |
| 5.1.5. Strategies for teaching adapted physical and recreational skills |  |  |
| 5.1.6. Strategies for teaching social, daily living, and functional life skills |  |  |
| 5.1.7. Strategies for teaching career-vocational skills and providing vocational counseling maximizing Vermont’s initiatives in personalized learning and flexible pathways |  |  |
| 5.1.8. Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills |  |  |
| 5.1.9. Techniques for teaching human sexuality |  |  |
| 5.1.10. Strategies for responding to and understanding the implications of non-verbal communication |  |  |
| 5.1.11. Strategies for teaching listening and compensatory auditory skills |  |  |
| 5.1.12. Strategies for teaching concept development |  |  |

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| 5.2. **Skills** |  |  |
| 5.2.1. Select and use assistive technologies and other resources to accomplish instructional objectives |  |  |
| 5.2.2. Teach communication through technology and adaptations specific to visual impairments |  |  |
| 5.2.3. Integrate the individualized health care plan into daily programming |  |  |
| 5.2.4. Select and adapt materials in Braille, accessible print, and other formats |  |  |
| 5.2.5. Teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials |  |  |
| 5.2.6. Teach the use of adaptive math and science equipment (for example, abacus, talking calculator, tactile graphics, and adapted science equipment) |  |  |
| 5.2.7. Prepare individuals for sighted guide and pre-cane orientation and mobility instruction |  |  |
| 5.2.8. Teach literacy skills to individuals who have vision loss as well as other disabilities |  |  |
| 6. Professional Learning & Ethical Practice Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |
| 6.1. **Knowledge**  |  |  |
| 6.1.1. Access rights to specialized equipment and materials for individuals with visual impairments  |  |  |
| 6.1.2. Historical foundations of education of individuals with visual impairments  |  |  |
| 6.1.3. Incidence and prevalence for individuals with visual impairments  |  |  |
| 6.1.4. Basic terminology related to the function of the human visual system  |  |  |

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| **6.2. Skills**  |  |  |
| 6.2.1. Use strategies to address the effects of visual impairment on the family while remaining aware of culturally specific responses to the impairment and the reciprocal impact on the individuals’ self-esteem and level of self-determination  |  |  |
| 6.2.2. Select, adapt and use instructional strategies to address the impact of additional exceptionalities  |  |  |
| 6.2.3. Articulate an instructional and professional philosophy that responds to the specific implications of visual impairment within the general curriculum drawing on specialized knowledge within the continuum of instructional options  |  |  |
| 6.2.4. Participate in the activities of professional organizations in the field of visual impairment  |  |  |
| 6.2.5. Advocate for educational policy related to visual impairment  |  |  |
| 6.2.6. Educate the wider school community on opportunities and challenges facing students with visual impairments  |  |  |
| 7. Collaboration Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Teachers of the Visually Impaired this includes the following knowledge and skill standards: |  |  |
| 7.1. **Knowledge**  |  |  |
| 7.1.1. Strategies for assisting families and other team members in transition planning  |  |  |
| 7.1.2. Knowledge of services, networks, publications, and organizations for individuals with visual impairments  |  |  |
| 7.2. **Skills**  |  |  |
| 7.2.1. Structure and supervise the activities of Para educators and others who work with individuals with visual impairments  |  |  |

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| 7.2.2. Collaborate with all appropriate school staff, including regular education, special education teachers, and families to provide consultative support with the general and expanded common curriculum  |  |  |
| **ADDITIONAL REQUIREMENTS:** |  |  |
| Completion of a bachelor’s level teacher preparation program in the education of the visually impaired, or a minimum of 30 credits in the education of the visually impaired |  |  |
| A minimum of a practicum, or the equivalent, in the teaching of students who are visually impaired  |  |  |
| Competency in the Core Teaching Standards |  |  |