

# Competencies for Teachers: Special Education – Visual Specialist, Grades K-12

2014

In addition to the Arkansas Teaching Standards, the teacher of Special Education – Visual Specialist, grades K-12, shall demonstrate knowledge and competencies in the following areas

<p><b>1. Foundations</b></p> <p>CECDVI: B&amp;VI1K1, B&amp;VI1K2, B&amp;VI1K3, B&amp;VI1K4, B&amp;VI1S1, B&amp;VI1S2</p>	<p>1.1 Ability to understand individuals with visual impairments have the right to access specialized equipment and materials specific to their needs</p> <p>1.2 Knowledge of historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world</p> <p>1.3 Knowledge of incidence and prevalence for individuals with visual impairments</p> <p>1.4 Knowledge of basic terminology related to the function of the human visual system</p> <p>1.5 Ability to articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum</p> <p>1.6 Ability to articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options</p>
<p><b>2. Development of Characteristics of Learners</b></p> <p>CECDVI: B&amp;VI2K1, B&amp;VI2K2, B&amp;VI2K3, B&amp;VI2K4, B&amp;VI2K5, B&amp;VI2S1</p>	<p>2.1 Knowledge of the development of the human visual system</p> <p>2.2 Knowledge of the development of secondary senses when vision is impaired</p> <p>2.3 Knowledge of the effects of visual impairment on development</p> <p>2.4 Knowledge of impact of visual impairment on learning and experience</p> <p>2.5 Knowledge of psychosocial aspects of visual impairment and cultural identity</p> <p>2.6 Ability to select and develop teaching strategies addressing age, visual impairment and visual prognosis</p>
<p><b>3. Individual Learning Differences</b></p> <p>CECDVI: B&amp;VI3K1, B&amp;VI3S1, B&amp;VI3S2</p>	<p>3.1 Knowledge of the effects of visual impairment on receptive and expressive literacy and communication</p> <p>3.2 Ability to use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem</p> <p>3.3 Ability to select, adapt, and use instructional strategies to address the impact of additional exceptionalities</p>
<p><b>4. Instructional Strategies</b></p> <p>CECDVI: B&amp;VI4K1, B&amp;VI4K2, B&amp;VI4K3, B&amp;VI4K4, B&amp;VI4K5, B&amp;VI4K6, B&amp;VI4K7, B&amp;VI4K8, B&amp;VI4K9, B&amp;VI4S1, B&amp;VI4S2, B&amp;VI4S3, B&amp;VI4S4, B&amp;VI4S5</p>	<p>4.1 Knowledge of strategies for teaching new concepts</p> <p>4.2 Knowledge of strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices</p> <p>4.3 Knowledge of strategies for teaching organization and study skills</p> <p>4.4 Knowledge of strategies for teaching tactual perceptual skills</p> <p>4.5 Knowledge of strategies for teaching adapted physical and recreational skills</p> <p>4.6 Knowledge of strategies for teaching social, daily living, and functional life skills</p> <p>4.7 Knowledge of strategies for teaching career-vocational skills and providing vocational counseling</p> <p>4.8 Knowledge of strategies to prepare individuals with</p>

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Praxis II (5282) = Praxis II Special Education: Teaching Students with Visual Impairments and

Praxis II (5354) = Praxis II Special Education: Core Knowledge and Applications

	<p>progressive eye conditions to achieve a positive transition to alternative skills</p> <p>4.9 Knowledge of techniques for teaching human sexuality</p> <p>4.10 Ability to select and adapt materials in Braille, accessible print, and other formats</p> <p>4.11 Ability to teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials</p> <p>4.12 Ability to teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment</p> <p>4.13 Ability to prepare individuals for sighted guide and pre-cane orientation and mobility instruction</p> <p>4.14 Ability to teach literacy skills to individuals who have vision loss as well as other disabilities</p>
<p><b>5. Learning Environments/Social Interactions</b></p> <p>CECDVI: B&amp;VI5K1, B&amp;VI5K2, B&amp;VI5S1, B&amp;VI5S2</p>	<p>5.1 Knowledge of classroom organization to accommodate materials, equipment, &amp; technology for vision loss and other disabilities</p> <p>5.2 Knowledge of the importance of role models with visual impairments</p> <p>5.3 Ability to design multi-sensory learning environments that encourage active participation in group and individual activities</p> <p>5.4 Ability to provide access to incidental learning experiences</p>
<p><b>6. Language</b></p> <p>CECDVI: B&amp;VI6K1, B&amp;VI6K2, B&amp;VI6S1</p>	<p>6.1 Knowledge of the strategies for responding and understanding the implications of non-verbal communication as a substructure of language</p> <p>6.2 Knowledge of the strategies for teaching listening and compensatory auditory skills</p> <p>6.3 Ability to teach communication through technology and adaptations specific to visual impairments</p>
<p><b>7. Instructional Planning</b></p> <p>CECDVI: B&amp;VI7K1, ICC7S6, B&amp;VI7S1, B&amp;VI7S3, B&amp;VI7S4</p>	<p>7.1 Knowledge of the relationship among assessment, development of individualized education program(IEP), and placement as they affect vision-related services</p> <p>7.2 Ability to select and use technologies to accomplish instructional objectives</p> <p>7.3 Ability to sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments</p> <p>7.4 Ability to obtain and organize specialized materials to implement instructional goals</p> <p>7.5 Ability to integrate the individualized health care plan into daily programming</p>
<p><b>8. Assessment</b></p> <p>CECDVI: B&amp;VI8K1, B&amp;VI8K2, B&amp;VI8S1, B&amp;VI8S2, B&amp;VI8S3, B&amp;VI8S4, B&amp;VI8S5</p>	<p>8.1 Knowledge of specialized terminology used in assessing individuals with visual impairments</p> <p>8.2 Knowledge of alternative assessment techniques for individuals with visual impairments</p> <p>8.3 Ability to administer and interpret vision-related assessments</p> <p>8.4 Ability to use functional evaluations related to the expanded core curriculum</p> <p>8.5 Ability to select, adapt, and use assessment information when tests are not validated on individuals with visual impairments</p>

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	<p>8.6 Ability to participate in the standardization process for local and state assessments</p> <p>8.7 Ability to interpret and apply background information and family history related to the individual’s visual status</p>
<p><b>9. Professional and Ethical Practice</b></p> <p>CECDVI: B&amp;VI9S1, B&amp;VI9S2</p>	<p>9.1 Ability to participate in the activities of professional organizations in the field of visual impairment</p> <p>9.2 Ability to advocate for educational policy related to visual impairment</p>
<p><b>10. Collaboration</b></p> <p>CECDVI: B&amp;VI10K1, B&amp;VI10K2, B&amp;VI10S1, B&amp;VI10S2</p>	<p>10.1 Knowledge of strategies for assisting families and other team members in transition planning</p> <p>10.2 Knowledge of services, networks, publications for and organizations of individuals with visual impairments</p> <p>10.3 Ability to structure and supervise the activities of Para educators and others who work with individuals with visual impairments</p> <p>10.4 Ability to plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum</p>