

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>1. Foundations</p> <p>CECDVI: B&VI1K1, B&VI1K2, B&VI1K3, B&VI1K4, B&VI1S1, B&VI1S2</p>	<ol style="list-style-type: none"> 1.1 Ability to understand individuals with visual impairments have the right to access specialized equipment and materials specific to their needs 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 1.3 Knowledge of incidence and prevalence for individuals with visual impairments 1.4 Knowledge of basic terminology related to the function of the human visual system 1.5 Ability to articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum 1.6 Ability to articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options
<p>2. Development of Characteristics of Learners</p> <p>CECDVI: B&VI2K1, B&VI2K2, B&VI2K3, B&VI2K4, B&VI2K5, B&VI2S1</p>	<ol style="list-style-type: none"> 2.1 Knowledge of the development of the human visual system 2.2 Knowledge of the development of secondary senses when vision is impaired 2.3 Knowledge of the effects of visual impairment on development 2.4 Knowledge of impact of visual impairment on learning and experience 2.5 Knowledge of psychosocial aspects of visual impairment and cultural identity 2.6 Ability to select and develop teaching strategies addressing age, visual impairment and visual prognosis
<p>3. Individual Learning Differences</p> <p>CECDVI: B&VI3K1, B&VI3S1, B&VI3S2</p>	<ol style="list-style-type: none"> 3.1 Knowledge of the effects of visual impairment on receptive and expressive literacy and communication 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 3.3 Ability to select, adapt, and use instructional strategies to address the impact of additional exceptionalities
<p>4. Instructional Strategies</p> <p>CECDVI: B&VI4K1, B&VI4K2, B&VI4K3, B&VI4K4, B&VI4K5, B&VI4K6, B&VI4K7, B&VI4K8, B&VI4K9, B&VI4S1, B&VI4S2, B&VI4S3, B&VI4S4, B&VI4S5</p>	<ol style="list-style-type: none"> 4.1 Knowledge of strategies for teaching new concepts 4.2 Knowledge of strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices 4.3 Knowledge of strategies for teaching organization and study skills 4.4 Knowledge of strategies for teaching tactual perceptual skills 4.5 Knowledge of strategies for teaching adapted physical and recreational skills 4.6 Knowledge of strategies for teaching social, daily living, and functional life skills 4.7 Knowledge of strategies for teaching career-vocational skills and providing vocational counseling 4.8 Knowledge of strategies to prepare individuals with

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

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	<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>5. Learning Environments/Social Interactions</p> <p>CECDVI: B&VI5K1, B&VI5K2, B&VI5S1, B&VI5S2</p>	<p>5.1 Knowledge of classroom organization to accommodate materials, equipment, & 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>6. Language</p> <p>CECDVI: B&VI6K1, B&VI6K2, B&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>7. Instructional Planning</p> <p>CECDVI: B&VI7K1, ICC7S6, B&VI7S1, B&VI7S3, B&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>8. Assessment</p> <p>CECDVI: B&VI8K1, B&VI8K2, B&VI8S1, B&VI8S2, B&VI8S3, B&VI8S4, B&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>9. Professional and Ethical Practice</p> <p>CECDVI: B&VI9S1, B&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>10. Collaboration</p> <p>CECDVI: B&VI10K1, B&VI10K2, B&VI10S1, B&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>