

Program for Blind and Vision Disabilities (Ed 612.13) Self-Assessment Worksheet

Ed 612.13 Program for Blind and Vision Disabilities

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

<p>Ed 612.13 PROGRAM FOR BLIND AND VISION DISABILITIES. The teacher preparation program for blind and vision disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:</p>	<p>DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).</p>	<p>DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.</p>
(a) In the area of foundations, the ability to:		
(1) Identify federal entitlements that provide specialized equipment and materials for individuals with blindness and vision disabilities;		
(2) Understand educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with blindness and vision disabilities;		
(3) Understand basic terminology related to the structure, function, and development of the human visual system; and		
(4) Understand terminology related to diseases and disorders to the human visual system;		
(b) In the area of development and characteristics of learners, the ability to:		
(1) Aid in the development of secondary senses when vision is impaired;		

(2) Observe effects of visual disability on development;		
(3) Understand the impact of visual disability on learning and experience;		
(4) Understand the psychosocial aspects of visual disability; and		
(5) Understand the medical implications related to eye conditions;		
(c) In the area of individual learning differences, the ability to understand the impact of other disabilities on individuals with blindness and vision disabilities;		
(d) In the area of instructional strategies, the ability to:		
<p>(1) Develop strategies for teaching:</p> <ul style="list-style-type: none"> a. Braille and Nemeth reading and writing; b. Signature writing to individuals who are blind; c. Listening and compensatory auditory skills; d. Keyboarding skills; e. Technology skills to individuals with blindness and vision disabilities; f. Use of the abacus, talking calculator, tactile graphics, and adapted science equipment; g. Basic concepts to individuals with blindness and vision disabilities; h. Organization and study skills to individuals with blindness and vision disabilities; i. Visual efficiency skills and use of print adaptations, optical aides, and non-optical devices; j. Spatial concepts, body awareness, and familiarization techniques, including preparation for orientation and mobility instruction; k. Tactual perceptual skills to individuals with blindness and vision disabilities; l. Human sexuality to individuals with 		

<p>blindness and vision disabilities; m. Adapted physical and recreational skills to individuals with blindness and vision disabilities; n. Social, daily living, and functional life skills to individuals with blindness and vision disabilities; and o. Career and vocational skills, including provision of vocational counseling for individuals with blindness and vision disabilities;</p>		
<p>(2) Develop techniques for modifying instructional methods and materials for individuals with blindness and vision disabilities;</p>		
<p>(3) Develop strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills;</p>		
<p>(4) Prepare adapted or modified materials in Braille, accessible print, and other formats;</p>		
<p>(5) Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille materials;</p>		
<p>(6) Use Braillewriter, slate and stylus, and computer technology to produce Braille materials; and</p>		
<p>(7) Prepare individuals with blindness and vision disabilities to access information and services from the community;</p>		
<p>(e) In the area of learning environments and social interactions, the ability to:</p>		
<p>(1) Observe the roles of paraeducators who work directly with individuals with blindness and vision disabilities;</p>		
<p>(2) Identify the role of classroom teacher; and</p>		

(3) Enhance instruction for individuals with blindness and vision disabilities through modification of the environment;		
(f) In the area of language, the ability to:		
(1) Understand the unique nature of communication by students who use augmentative and alternative communication and use advanced assessment and problem-solving skills to enhance their interaction with others;		
(2) Promote the use of a variety of augmentative communication symbols, modes, aids, and techniques, including, but not limited to, objects, letters, words, graphic language symbols, sign or gesture symbols, posture and gaze, communication boards and books, electronic and non-electronic communication devices, that support students' active participation, learning, and communication in the general curriculum, during typical school routines, and in the community; and		
(3) Develop strategies for teaching alternatives to nonverbal communication;		
(g) In the area of instructional planning, the ability to:		
(1) Identify and develop relationships among assessment, Individualized Education Program (IEP) development, and placement as they affect vision-related services;		
(2) Understand programs for individuals with blindness and vision disabilities and principles of orientation and mobility;		
(3) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with blindness and vision disabilities; and		

(4) Obtain and organize special materials to implement instructional goals for individuals with blindness and vision disabilities;		
(h) In the area of assessment, the ability to:		
(1) Use specialized terminology used in assessing individuals with blindness and vision disabilities;		
(2) Apply ethical considerations, laws, and policies for assessment of individuals with blindness and vision disabilities;		
(3) Identify and contact state and local policies on referral, identification, and placement procedures;		
(4) Use alternative evaluation techniques for individuals with blindness and vision disabilities;		
(5) Understand the interpretation and application of scores of assessments of individuals with blindness and vision disabilities;		
(6) Interpret eye reports and other vision-related diagnostic information;		
(7) Use disability-specific assessment instruments;		
(8) Adapt and use assessment procedures when evaluating individuals with blindness and vision disabilities;		
(9) Maintain disability-related records for individuals with blindness and vision disabilities; and		
(10) Interpret and use assessment data for instructional planning with individuals with blindness and vision disabilities;		
(i) In the area of professional and ethical practice, the ability to identify organizations and publications relevant to the field of blindness and vision disabilities;		

(j) In the area of collaboration, the ability to:		
<p>(1) Demonstrate leadership skills to promote:</p> <p style="padding-left: 20px;">a. An individual's:</p> <ol style="list-style-type: none"> 1. Access to and achievement within the general curriculum in the general education classroom; 2. Learning of functional life skills; 3. Development of social relationships; and 4. Access to and use of augmentative and alternative communication and assistive technology; and <p style="padding-left: 20px;">b. General school reform and systems change;</p>		
<p>(2) Provide intensive and sustained facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators as they plan, implement, and evaluate individuals' educational programs;</p>		
<p>(3) Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service; and</p>		
<p>(4) Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with blindness and vision disabilities.</p>		

Source. (See Revision Note at part heading for Ed 612) #9157, eff 7-1-08