

COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY
1020 O STREET
SACRAMENTO, CALIFORNIA 95814

(916) 445-0184



78-791001

~~PUBLIC HEARING~~

June 11, 1979

TO: All Individuals and Groups Interested in the
Public Hearings Scheduled by the Commission
for Teacher Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *PLP*

SUBJECT: Guidelines for Teachers of the Visually Handicapped

In accordance with Commission policy, the following proposed guidelines for teachers of the visually handicapped are being distributed prior to a public hearing. The public hearing has been scheduled as follows:

Friday, August 3, 1979
11:00 a.m.
Mansion Inn
16th & H Streets
Sacramento, CA 95814

Please feel free to duplicate and distribute these proposed guidelines to anyone you believe might be interested in responding.

If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commission and Staff. If you can prepare your statement and send the Commission office one copy 15 days before the Public Hearing, sufficient copies of the material will be duplicated for Commission and Staff use. We would also appreciate a call to the Commission office in order to schedule sufficient time on the Agenda for people who wish to make presentations.

GUIDELINE 1.0 INSTITUTIONAL REQUIREMENTS

To produce the highest quality services to blind and partially seeing pupils in the school setting in conformity with the goals of the State Board of Education and the legal requirements of the State of California, professional preparation programs submitted for Commission approval must be consistent with the following policies:

Program Quality: The quality of a program for the preparation of specialists to teach blind and partially seeing pupils is dependent upon total institutional commitment to and involvement in developing and coordinating that program. Total commitment includes:

- a. The coordination of all facets of personnel involved in the preparation of candidates.
- b. The provision of adequate resources, human, material and fiscal, for implementing the program.
- c. The provision of thorough training in subject matter areas (when appropriate).
- d. The development and effective application of a coordinated candidate selection, counseling and evaluation system.

1.1.0 THE INSTITUTION SHALL ENSURE COOPERATION AND COORDINATION AMONG ALL WHO PARTICIPATE IN THE PREPARATION OF CANDIDATES.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.1.1 Broad institutional involvement in and a commitment to program planning and development.

Documentary evidence for 1.1.1 may include but not be limited to a description of:

- a. The frequency, purposes and results of involvement of all participants including lay members of the target population communities.
- b. Steps groups go through in producing decisions related to program development.

- 1.1.2 Cooperation of representatives from school districts, teachers of blind and partially seeing pupils, classroom teachers, parents, graduates from the applicant program, school administrators of programs for blind and partially seeing pupils, consumer organizations, professional organizations, and candidates carefully selected to provide involvement in and commitment to program planning evaluation and development.

Between the institution, school system, and community:
The involvement of school district personnel, candidates, and appropriate community representatives in program development, implementation, and evaluation should be reflected in the program activities as stated. Evidence should be provided to show that contributions from all groups were included in developing the program.

Documentary evidence for 1.1.2 may include but not be limited to a description of:

- a. The frequency, purposes and results of involvement of all participants including lay members of the communities served.
- b. The basis on which all participants are selected.

1.2.0 THE INSTITUTION SHALL PROVIDE THE HUMAN AND MATERIAL RESOURCES NEEDED TO CONDUCT AND MAINTAIN PROGRAMS OF HIGH QUALITY.

- 1.2.1 Assessment and assignment of appropriate institutional resources to various aspects of the preparation program.

Material Resources: The effectiveness of any program ultimately depends upon the availability and proper use of appropriate resources. The preparation institution should make available all material resources necessary for the achievement of the stated objectives of the programs. These resources should be sufficient in quantity and quality to maintain the program as designed.

Documentary evidence for 1.2.1 shall include but not be limited to:

- a. Evidence of one or more full-time faculty with appropriate experience designated to implement and coordinate the program requirements.

- b. Verification of appropriate assignments of people, facilities and funds to maintain the program.
- c. A description of qualifications of staff and how it will be utilized in the program.
- d. Evidence that staff, material, and facility allocations are based upon an assessment of program requirements.

1.2.2 Provision for continual improvement of the institution's staff and the improvement of teachers of blind and partially seeing pupils in the cooperative school districts and counties based upon the results of regular, organized evaluation.

Documentary evidence for 1.2.2 may include but not be limited to:

- a. Statement of objectives for continual improvement of staff and of cooperating teachers which relate directly to program requirements, and a formal plan for achieving these objectives.

1.2.3 Assessment and utilization of appropriate community resources including cooperating school districts and counties in the preparation program.

Community Resources: Effective functioning by a teacher of blind and partially seeing pupils requires that the human and material resources be known and used. Appropriate education of this specialist requires that the candidate be provided an opportunity to obtain pertinent knowledge of community and governmental agencies which provide educational, social, and commercial resources, as well as an opportunity to obtain skills in using these resources to promote learning.

Documentary evidence for 1.2.3 may include but not be limited to a description of a formal plan

- for assessment and utilization of community resources, supportive of program requirements, giving methods and procedures used in identification, assessment and utilization.

1.2.4 Provision of sufficient staff (faculty) to insure the individualized evaluation and planning necessary to achieve candidate competence.

Documentary evidence for 1.2.4 may include but not be limited to

- a description of staff (faculty) and how it will be utilized in the evaluation of the candidate's competencies and revision of program activities as required.

1.3.0 THE INSTITUTION SHALL ESTABLISH A SYSTEM FOR CANDIDATE SELECTION AND EVALUATION AS A SIGNIFICANT PART OF THE TOTAL PROGRAM.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.3.1 Requirements for candidates' admission to the specialist program to teach blind and partially seeing pupils shall be based on a broad index, including but not limited to:

- Academic achievement
- Other professional preparation and/or credentials
- Absence of criminal record that would preclude issuance of a credential
- Evidence of prior experience and/or personal qualifications which indicate that the applicant may successfully achieve the program objectives.

Documentary evidence for 1.3.1 may include but not be limited to a description of:

- a. The factors that are used to decide admission.
- b. Methods for recruiting candidates, including minorities and the handicapped.
- c. The point(s) at which admission takes place.

1.3.2 Provisions for a systematic evaluation, counseling and advising program for candidates admitted to the specialist program.

The guidance of candidates through the program requires a systematic program of advising and counseling which is based on an evaluation of the program's objectives for the candidate. It is recommended that, when appropriate and feasible, the candidate be given opportunities to develop knowledge and skills in related disciplines.

Documentary evidence for 1.3.2 may include but not be limited to:

- a. A guidance system based on an evaluation of the candidate's program objectives.
- b. Cite the types of evaluative instruments that will be developed and used.

1.3.3 Definition of the specific criteria for continuance of candidates in the program.

Documentary evidence for 1.3.3 may include but not be limited to a description of:

- a. The specific criteria used for continuance.
- b. The process used in determining continuance, steps, by whom applied, types of action, and appeal.

1.3.4 Provision for final review and evaluation of candidate knowledge and skills upon completion of the program and prior to recommendation of candidate for a credential.

Evaluation: Upon the satisfactory (acceptable) demonstration of the major areas of knowledge and skills and the performance of that knowledge and those skills at the minimal levels acceptable, as stated in your professional knowledge and skills requirements, a candidate may be recommended for the Special Education Specialist Instruction Credential for Teaching Blind and Partially Seeing Pupils to the Commission without reliance on completion of a specific minimum number of units.

Documentary evidence for 1.3.4 may include but not be limited to a description of:

--The specific activities performed in final review and evaluation, including:

- (1) A description of, and criteria used for, the final review and evaluation process.
- (2) Evidence that the final review process evaluates the candidate knowledge and skills consistent with the Professional Knowledge and Skills Requirements stated in your program.
- (3) Who is responsible for the final review.

1.3.5 Provision of a system for evaluation of graduates after initial employment.

Evaluation after Initial Employment: The cooperative effort between public school systems and teacher education institutions makes possible continuing education and assessment. Institutions should seek to bring about arrangements with school systems that assures collection, analysis, and utilization of data from a valid representative sample of graduates from your program, after initial employment.

Documentary evidence for 1.3.5 may include but not be limited to a description of:

- a. Types of data collected.
- b. Sample instruments used.
- c. Sources of data.
- d. Number and proportion of graduates surveyed.
- e. Procedures used for collection, analysis, and utilization of data,

1.3.6 Provision for a system for on-going evaluation and improvement of the total specialist professional preparation program on the basis of candidates' and graduates' performance.

Evaluation for Program Improvement: The institution should develop a systematic program for collecting and evaluating data on the performance of its graduates. Data collected should be used in making changes in the specialist preparation program in order to improve the performance of services personnel trained in the program. Institutions may seek to work with school districts, concurrently, in developing assessment of this performance and a follow-up evaluation of its graduates.

Documentary evidence for 1.3.6 may include but not be limited to a description of:

- a. Types of data collected.
- b. Sample instruments used.
- c. Sources of data from representative sample(s).
- d. Procedures for collection, analysis, and utilization specified.
- e. How data will be used for program improvement.

GUIDELINE 2.0 PROFESSIONAL KNOWLEDGE AND SKILL REQUIREMENTS

- 2.1.0 THE INSTITUTION SHALL PROVIDE CLEARLY DEFINED GOALS AND OBJECTIVES FOR THE PREPARATION OF SPECIALISTS IN SPECIAL EDUCATION FOR BLIND AND PARTIALLY SEEING INDIVIDUALS AND AN ORGANIZED PROGRAM DESIGNED TO ACHIEVE THESE GOALS AND OBJECTIVES.
- 2.1.1 Program objectives shall define the necessary knowledge and skills to be developed.
- 2.1.2 Required knowledge and skills shall be stated in terms of performance.
- 2.2.0 THE INSTITUTION SHALL PROVIDE SPECIALIST CREDENTIAL PROGRAMS WHICH ARE FLEXIBLE AND RESPONSIVE TO THE REQUIREMENTS SPECIFIED IN STATUTES AND POLICIES ADOPTED BY THE COMMISSION FOR TEACHER PREPARATION AND LICENSING AND THE STATE BOARD OF EDUCATION.
- 2.2.1 Programs shall provide multiple entry opportunities for both graduates and undergraduates.
- Documentary evidence for 2.2.1 may include but not be limited to:
- Specifying the alternatives for entrance into the program.
- 2.3.0 THE INSTITUTION SHALL DEFINE A PROGRAM TO PREPARE TEACHERS OF BLIND AND PARTIALLY SEEING INDIVIDUALS.
- 2.3.1 Candidates shall demonstrate generic knowledge including but not limited to the following:
- 2.3.1.1 Principles of normal and atypical child growth and development from birth through adolescence;
- 2.3.1.2 Characteristics and needs of exceptional individuals and appropriate educational programs;
- 2.3.1.3 Regular school curriculum modified and applied to the educational needs of exceptional individuals;
- 2.3.1.4 Trends and issues, legislation and litigation, program development and models in the education of exceptional individuals;
- 2.3.1.5 State and federal laws and regulations relating to the provisions of an appropriate education for exceptional individuals;
- 2.3.1.6 Principles of counseling and guidance for individuals with exceptional needs and their parents including career education and vocational guidance.
- 2.3.2 Candidates demonstrate general knowledge and/or skills required in the total educational program for blind and partially seeing individuals including but not limited to the following:

- 2.3.2.1 Physical, emotional and cognitive developmental factors related to planning and implementing the learners educational program;
 - 2.3.2.2 Variations in growth, development and learning of blind and partially seeing pupils with additional handicapping conditions;
 - 2.3.2.3 Psychological, sociological and vocational implications resulting from attitudes of society toward blind and and partially seeing individuals;
 - 2.3.2.4 Anatomy and physiology of the eye including knowledge of visual development stages, visual impairment, and the implications of impaired visual functioning to learning (e.g., prognosis, lighting and illumination, reading modes and low vision requirements);
 - 2.3.2.5 Behavioral management techniques and strategies appropriate to developmental levels and assessed needs of the learner.
 - 2.3.2.6 Professional management techniques related to delivery service models (e.g., self-contained, resource, itinerant) needed to organize and maintain proper functioning of the learning environment;
 - 2.3.2.7 Developing or securing information appropriate to school and community groups requesting information regarding the education of blind and partially seeing individuals.
- 2.3.3 Candidates shall demonstrate advanced knowledge and skills in the team process of developing individualized education programs for blind and partially seeing individuals including:
- 2.3.3.1 Selection, procurement and use of appropriate assessment procedures to determine the strengths and exceptional needs of blind and partially seeing individuals which include but are not limited to:
 - Visual functioning including a knowledge of functional visual assessment procedures, including but not limited to visual acuity, visual fields, ocular motility, color vision and light sensitivity.
 - Academic performance including reading, mathematics, social sciences, physical sciences and study skills;
 - Communication performance including reading and writing of print and braille, and typing skills;
 - Cognitive performance including conceptual development, orientation to the physical environment, and attending behaviors;
 - Social-emotional performance including attitudes, motivation, goals and interpersonal relationships;
 - Sensorimotor performance including gross and fine motor skills, perceptual development, visual learning and use of remaining vision;

- Independent living performance including self-help, health and hygiene, prevocational and vocational, leisure and recreational skills.
- 2.3.3.2 Development of goals and objectives to meet the assessed needs and learning requirements;
- 2.3.3.3 Determination of the most appropriate placement including a practical knowledge of the range of program options and of related services (e.g., orientation and mobility, adaptive physical education, bilingual education).
- 2.3.3.4 Selection and ordering of specialized media, materials and equipment necessary to achieve stated goals and objectives;
- 2.3.4. The candidate shall demonstrate specialized knowledge and skills in techniques for teaching blind and partially seeing individuals, including but not limited to:
 - 2.3.4.1 Use, select and maintain devices and aids:
 - Optical aids: magnifiers, glasses with special prescriptions, monoculars, telescopic aids, etc.
 - Nonoptical aids:
 - Reading aids: books (braille and large print), book-stands, lights, markers, shields and visors;
 - Writing aids: braillewriters, typewriters, slate and stylus, raised line drawing kits, templates and writing guides, specialized paper, etc.
 - Listening aids: tape recorders, talking books, variable speed controls, speech compressors, speech synthesizers.
 - Adaptive living, orientation and mobility aids.
 - Electronic aids: calculators and other reading machines.
 - Photo enlargers and braille duplicators.
 - 2.3.4.2 Select, design, prepare and use instructional materials and media appropriate to the needs of the learner.
 - Read and write literary (i.e., Grade 2) and mathematic (i.e., Nemeth) braille plus knowledge of braille music, foreign language and scientific notations;
 - Transcription methods and procedures related to tactual, visual and aural reading of textbooks, tests, maps, graphics, and diagrams.
 - Apply knowledge of the sequences of learning to use various low-vision aids and devices.

- 2.3.4.3 Develop, select and/or modify specialized curricula when necessary:
- Reading, writing, mathematics, independent living skills, gross and fine motor control, perceptual and conceptual development for academic learners;
 - Motor development, perceptual training, concept formation, daily living skills, language development and other communication skills for younger functioning and multihandicapped learners;
 - Visual efficiency and low-vision training including formal and informal training procedures.
 - Development of orientation concepts (e.g., directionality, laterality, body-image, spatial concepts, etc.), basic mobility skills (e.g., sighted-guide, self-protective techniques, pre-cane skills), and be familiar with basic, long-cane techniques.
- 2.3.4.4 Provide regular school teachers and other school personnel aid, information, materials, and strategies necessary for the education of blind and partially seeing individuals.
- 2.3.4.5 Provide counseling and guidance, and/or referral services to blind and partially seeing individuals and their parents.
- 2.3.5 Candidates shall demonstrate knowledge and skills in evaluating the effectiveness of the educational program including but not limited to:
- 2.3.5.1 Evaluating and reporting outcomes of direct services to pupils, parents, and professionals in terms of stated educational objectives;
 - 2.3.5.2 Evaluating instructional methods, materials, and media in terms of efficiency in attaining stated objectives;
 - 2.3.5.3 Restructuring the learning environment and educational program through appropriate methods based upon evaluation results.
 - 2.3.5.4 Self-evaluating teacher performance leading to desired changes;
 - 2.3.5.5 Continuing professional development based upon self-evaluation.
- 2.3.6 The professional preparation program shall provide for the development of knowledge and skills in interpersonal relationships which may include the following:
- 2.3.6.1 Pupils, parents and family members;
 - 2.3.6.2 Administrators, teachers and other workers in public and private agencies and schools;

2.3.6.3 Transcribers, paraprofessionals, volunteers and others.

PROGRAM'S EVIDENCE FOR 2.0

Documentary evidence for 2.3.1 through 2.3.6 may include but not be limited to a description of:

- a. A list of all required program elements.
- b. A comparative program summary (matrix) relating professional knowledge and skills of both the generic and specialized program elements.
- c. The goals and objectives stated in performance terms accompanied by a statement showing how the knowledge and skills are intended to contribute to the effective performance of the candidate.
- d. The learning activities (e.g., lecture, simulation, blindfold experience, practicum) to be provided the candidates in order to attain the objective specified for each knowledge and skill.
- e. The criteria by which the candidate's performance shall be measured, as related to the specified objectives.
- f. Provision made for each candidate to know precisely what is expected of him/her in each program element and exactly how he/she is expected to demonstrate specified knowledge and skills.

PROPOSED ADDITIONS:

GUIDELINE 3.0 STUDENT FIELD EXPERIENCE REQUIREMENT

3.1.0 THE INSTITUTION SHALL PROVIDE A SUPERVISED FIELD EXPERIENCE WHICH SHALL PROVIDE FOR INTENSIVE, THOROUGH, REALISTIC EXPERIENCE WITH CONTINUOUS AND VARIED RESPONSIBILITIES IN THE SCHOOL'S VISUALLY HANDICAPPED PROGRAM.

Documentary evidence for 3.1.0 may include, but need not be limited to:

- a. The minimum experiences to be provided each candidate during the supervised field experience in order to attain the knowledge and skills (where appropriate) listed in 2.1.0 through 2.3.6.
- b. The length of each assignment.
- c. The level of each assignment.