

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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78-7936

TO: All Individuals and Groups Interested in the
Activities of the Commission for Teacher
Preparation and Licensing

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

SUBJECT: Credentials for Teachers of the Visually Handicapped

The Commission is considering the adoption of guidelines for institutions of higher education to use in developing professional preparation programs for the training of teachers to teach the blind and partially seeing pupils. The guidelines are being developed in response to AB 1660, Chapter 97, Statutes of 1978.

The enclosed proposed guidelines are being sent to the field to seek the widest possible response to determine their adequacy. I hope you will duplicate and distribute this statement to anyone you believe might be interested in responding. For your information, this document is being distributed to college and university presidents, academic deans, deans of education, directors of education programs, county and selected district superintendents of schools, appropriate associations and others.

To provide the Commission an opportunity for thorough review, and to allow time for correlation and assimilation of the information, we would appreciate your reactions and suggestions in writing by April 15, 1979. Both positive and negative responses are requested. Before any guidelines are officially adopted by the Commission, a public hearing will be scheduled in order to provide additional opportunity for submission of recommendations.

The Commission welcomes your continued participation in this important undertaking. If you have any questions, please feel free to contact Dr. Richard Mastain (916) 445-8097, Dr. Paul Finkbeiner (916) 322-5988, or me (916) 445-0184.

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 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 the causes of visual impairments and implications of visual functioning to learning (e.g., prognosis, lighting and illumination, reading modes and visual 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:
 - 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 delivery of services to blind and partially seeing individuals, including but not limited to:
- 2.3.4.1 Selection , maintenance, storage and use of 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.

- 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;
 - 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.