

VISUAL IMPAIRMENTS (VI)

Requirements for an Education Specialist Clear Credential Candidate who completed an Education Specialist Level I Preparation Program (1996-2008)

The Individualized Learning Plan (ILP) for a candidate who holds an **Education Specialist Level I teaching credential** and is completing an approved Teacher Induction program to earn the Education Specialist Clear Credential must address the content that was previously provided in the Level II program. **Factors to Consider** are provided for each of the topics identified below. Click on the title of the topic to see the scope of what the candidate must understand and be able to do.

Specialized Technology for Individuals with Visual Impairments: Each candidate demonstrates knowledge of specialized technology for individuals with visual impairments. Each candidate demonstrates the use of common specialized media devices such as closed circuit television, tape recorder, word processors with large print displays, Braille, or voice output capabilities, electronic note takers adaptive materials such as a talking calculator and tactile graphics.

Psychological, Sociological, and Vocational Implications of Visual Impairment: Each candidate demonstrates knowledge of local, state, and national legislation, historical foundations and their implications for the field of visual impairment and blindness. Each candidate understands the psychological, sociological and vocational implications of visual impairment.

Transitional Planning: Each candidate demonstrates knowledge of instructional methods and strategies for transition including career awareness and education, and vocational training and experiences from: home to school, school to school, program to program, and school to work. In addition, each candidate demonstrates knowledge of the vocational implications resulting from attitudes toward visual impairment.

The approved Teacher Induction program is responsible for ensuring that each candidate recommended for the Education Specialist Clear Teaching Credential has completed an ILP which addresses the content described above. The Commission's accreditation system monitors all approved educator preparation programs. In addition, Level I candidates must meet the statutory requirements related to health, CPR, and technology.

Specialized Technology for Individuals with Visual Impairments Rationale

Advances in technology have had a significant impact on the education and rehabilitation of individuals with visual impairments. A teacher of the visually impaired must be aware of the current array of specialized technology for individuals with visual impairments which enhance and provide access to educational, vocational, and community settings.

Factors to Consider

- The program provides the candidate with the knowledge of highly specialized technology, such as a reading machine, Optacon, and electronic Braille writers.
- Each candidate demonstrates the use of common specialized media devices, such as closed circuit television, tape recorder, electronic note takers, and adaptive materials such as talking calculator, and tactile graphics.

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- Each candidate demonstrates the ability to choose and use appropriate technology to accomplish instructional objectives and integrates the technology appropriately into the instructional process.
- Each candidate demonstrates knowledge of a variety of input and output enhancements to computer technology, such as word processors with large print displays, Braille, or voice output capabilities, and Braille embosser that address the specific access needs of students with visual impairments in a variety of environments.
- Each candidate demonstrates knowledge of resources to access information and obtain consultation from professionals in technology-related fields.
- The program provides the candidate information regarding the variety of funding and procurement sources for specialized technology and equipment.

Psychological, Sociological, and Vocational Implications of Visual Impairment Rationale

The development of positive social and emotional skills is essential for individuals to function independently at home, school, and in the community and to be effective in both employment and interpersonal relationships. Each candidate needs to be understanding and accepting of individuals with visual impairment so they create a climate where these individuals and their families can be knowledgeable, accepting, and comfortable with the visual impairment. The candidate must also be aware of the issues and trends of society and government that impacts the lives, education, and careers of individuals with visual impairments.

Factors to Consider

- Each candidate demonstrates knowledge of local, state, and national legislation, regulation, and policies; legislative process; litigation and their implications for the field of visual impairment and blindness.
- Each candidate demonstrates knowledge of the various federal, state, private, and public agencies *of* and *for* individuals with visual impairment and blindness.
- Each candidate identifies psychological, sociological and vocational implications resulting from attitudes of society toward blind and low vision individuals.
- Each candidate understands the adjustment process to vision loss for both the individual and their families.
- Each candidate identifies unique issues for individuals with visual impairment in the areas of self-esteem, socialization, assertiveness, and self-advocacy.
- Each candidate understands factors affecting adjustment to vision loss to individuals who are adventitiously blinded.
- Each candidate demonstrates knowledge of the historical foundations of the field of visual impairment and its importance.

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Transitional Planning

Rationale

Career and vocational education are essential components in a program for students with visual impairments. Even though new technology and legislation that prohibits discrimination have provided more opportunities for employment, visually impaired individuals continue to encounter many barriers in realizing their employment potential. Career and vocational education should therefore begin early and continue through four phases: awareness, exploration, preparation, and participation. Furthermore, transition services across the lifespan are essential since vision facilitates one's ability to organize and orient oneself in new environments both in access to visual information and mobility.

Factors to Consider

- Each candidate demonstrates the ability to choose and implement instructional techniques and strategies that promote successful transitions for individuals with visual impairments from: home to school, school to school, program to program, and school to work.
- Each candidate demonstrates knowledge of the importance of providing adult visually impaired role models for career awareness and education for their students with visual impairments and their families.
- Each candidate demonstrates knowledge of the vocational implications resulting from attitudes of society towards visual impairment.
- Each candidate demonstrates knowledge about the importance of individualized transitional planning and the use of a transition planning team in assisting students with visual impairments.
- Each candidate demonstrates knowledge of the impact of social, political, and economical issues which affect the life of an individual with visual impairments across the life span.
- Each candidate demonstrates knowledge and skills to provide instruction to students in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, emergency procedures.
- Each candidate demonstrates the knowledge of the importance of prevocational, vocational training and experience as well as postsecondary educational options.