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Curricular Standards: Teachers of the Visually Impaired

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| Curricular Standards: Teachers of the Visually Impaired | | | | |
| 1. **Learner Development and Individual Learning Differences** | | | | |
| Standards: Knowledge | |  |  | |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | **Documents Submitted** | **Met** | **Not Met** |
| **ICSI.1.K1** | Typical and atypical human growth and development |  |  |  |
| **ICSI.1.K2** | Similarities and differences among individuals with exceptionalities |  |  |  |
| **ICSI.1K3** | Educational implications of characteristics of various exceptionalities |  |  |  |
| **ICSI.1.K4** | Family systems and the role of families in supporting development |  |  |  |
| **ICSI.1.K5** | Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction |  |  |  |
| **ICSI.1.K6** | Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling |  |  |  |
| **ICSI.1.K7** | Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family |  |  |  |

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|  | 1. LEARNER DEVELOPMENT continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **ICSI.1.K8** | Similarities and differences of individuals with and without exceptionalities |  |  |  |
| **ICSI.1.K9** | Effects of various medications on individuals with exceptionalities |  |  |  |
| **ICSI.1.K10** | Effects an exceptional condition(s) can have on an individual’s life |  |  |  |
| **ICSI.1.K11** | Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development |  |  |  |
| **ICSI.1.K12** | Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences |  |  |  |
| **ICSI.1.K13** | Effects of cultural and linguistic differences on growth and development |  |  |  |
| **ICSI.1.K14** | Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages |  |  |  |
| **ICSI.1.K15** | Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding |  |  |  |
| BVI.1.K1 | Development of the human visual system and areas of the brain involved in processing visual images |  |  |  |
| BVI.1.K2 | Most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 22 |  |  |  |
| BVI.1.K3 | Terminology related to diseases and disorders of the human visual system, including cerebral/cortical visual impairment |  |  |  |
| BVI.1.K4 | Implications of prevalent visual conditions |  |  |  |

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|  | 1. LEARNER DEVELOPMENT continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| BVI.1.K5 | Sensory development and its impact on development and learning when vision is impaired |  |  |  |
| BVI.1.K6 | Reciprocal impact of visual impairment, cultural identity, family systems, and family values on academic and social independence across the life span |  |  |  |
| BVI.1.K7 | Impact and implications of sociocultural/psychosocial factors on social-emotional development |  |  |  |
|  |  | **Total Standards Met** | /22 | /22 |

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| **None in ICSI** | Standards: Skills |  |  |  |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| BVI.1.S1 | Accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the educational team to individualize services |  |  |  |
| BVI.1.S2 | Select and develop assessment and teaching strategies, accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics |  |  |  |
| BVI.1.S3 | Use nonvisual/alternate strategies to promote attachment, early communication/literacy, orientation and mobility, and independence to address the effects of visual impairment on families and the reciprocal impact on individuals’ self-esteem |  |  |  |
| BVI.1.S4 | Select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities and other individual characteristics |  |  |  |
|  |  | **Total Standards Met** | /4 | /4 |

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| 1. **Learning Environments** | | | | |
| Standards: Knowledge | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.2.K1** | Demands of learning environments |  |  |  |
| **ICSI.2.K2** | Basic classroom management theories and strategies for individuals with exceptionalities |  |  |  |
| **ICSI.2.K3** | Effective management of teaching and learning |  |  |  |
| **ICSI.2 K4** | Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities |  |  |  |
| **ICSI.2.K5** | Social skills needed for educational and other environments |  |  |  |
| **ICSI.2.K6** | Strategies for crisis prevention and intervention |  |  |  |
| **ICSI.2.K7** | Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world |  |  |  |
| **ICSI.2.K8** | Ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage |  |  |  |
| **ICSI.2.K9** | Ways cultures are negatively stereotyped |  |  |  |
| **ICSI.2.K10** | Strategies used by diverse populations to cope with a legacy of former and continuing racism |  |  |  |
| BVI.2.K1 | Physical and virtual environmental factors that impact the acquisition of spatial and positional concepts, access to and synthesis of data visualizations, and other concepts typically acquired through vision |  |  |  |
|  |  | **Total Standards Met** | /11 | /11 |

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| II. LEARNING ENVIRONMENTS continued | | | | |
| Standards: Skills | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.2.S1** | Create a safe, equitable, positive, and supportive learning environment in which diversities are valued |  |  |  |
| **ICSI.2.S2** | Identify realistic expectations for personal and social behavior in various settings |  |  |  |
| **ICSI.2.S3** | Identify supports needed for integration into various program placements |  |  |  |
| **ICSI.2.S4** | Design learning environments that encourage active participation in individual and group activities |  |  |  |
| **ICSI.2.S5** | Modify the learning environment to manage behaviors |  |  |  |
| **ICSI.2.S6** | Use performance data and information from all stakeholders to make or suggest modifications in learning environments |  |  |  |
| **ICSI.2.S7** | Establish and maintain rapport with individuals with and without exceptionalities |  |  |  |
| **ICSI.2.S8** | Teach self-advocacy |  |  |  |
| **ICSI.2.S9** | Create an environment that encourages self-advocacy and increased independence |  |  |  |
| **ICSI.2.S10** | Use effective and varied behavior management strategies |  |  |  |
| **ICSI.2.S11** | Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities |  |  |  |
| **ICSI.2.S12** | Design and manage daily routines |  |  |  |
| **ICSI.2.S13** | Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences |  |  |  |

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|  | II. LEARNING ENVIRONMENTS continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **ICSI.2.S14** | Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person |  |  |  |
| **ICSI.2.S15** | Structure, direct, and support the activities of paraeducators, volunteers, and tutors |  |  |  |
| **ICSI 2.S16** | Use universal precautions |  |  |  |
| BVI.2.S1 | Identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments |  |  |  |
| BVI.2.S2 | Collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials |  |  |  |
| BVI.2.S3 | Identify unique issues specific to visual impairment for accessing digital multimedia and virtually built environments |  |  |  |
| BVI.2.S4 | Use ergonomics and appropriate technology settings aligned with students’ preferred learning media and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum |  |  |  |
| BVI.2.S5 | Facilitate incidental learning experiences to address nonvisual access to physical and virtual environments |  |  |  |
| BVI.2.S6 | Evaluate social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments |  |  |  |
| BVI.2.S7 | Teach developmentally appropriate human guide, self-familiarization with new environments, protective, and alignment techniques for independent travel to promote safety across environments |  |  |  |
| BVI.2.S8 | Teach orientation skills using environmental features, self-advocacy for optimal environmental accommodations and modifications, including requesting and refusing assistance as needed |  |  |  |
| BVI.2.S9 | Teach nonvisual and alternate strategies for promoting digital citizenship and secure online practices |  |  |  |
|  |  | **Total Standards Met** | /25 | /25 |

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| 1. **III. Curricular Content Knowledge** | | | | | | |
| Standards: Knowledge | | | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | | Not Met | |
| **ICSI.3.K1** | Theories and research that form the basis of curriculum development and instructional practice |  | |  | |  |
| **ICSI.3.K2** | Scope and sequences of general and special curricula |  | |  | |  |
| **ICSI.3.K3** | National, state or provincial, and local curricula standards |  | |  | |  |
| **ICSI.3.K4** | Technology for planning and managing the teaching and learning environment |  | |  | |  |
| BVI.3.K1 | Relationship of individualized assessment, intervention planning/implementation, development of individualized education programs/individualized family service plans, progress monitoring, and placement specific to unique needs of visual impairment |  | |  | |  |
| BVI.3.K2 | Advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment |  | |  | |  |
| BVI.3.K3 | Use of mobility devices and dog guides |  | |  | |  |
|  |  | **Total Standards Met** | | **/7** | | **/7** |

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| Standards: Skills | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI 3 S1** | Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities |  |  |  |
| **ICSI 3 S2** | Integrate affective, social, and life skills with academic curricula |  |  |  |
| BVI.3.S1 | Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille |  |  |  |
| BVI.3.S2 | Demonstrate basic proficiency in reading and writing braille for mathematic and scientific notation and in using the abacus |  |  |  |
| BVI.3.S3 | Produce braille with brailler, slate and stylus, computer (including use of braille translation software), and braille production methods |  |  |  |
| BVI.3.S4 | Demonstrate basic proficiency in human guide, protective, alignment, and search techniques in orientation and mobility with developmentally appropriate modifications |  |  |  |
| BVI.3.S5 | Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, and language proficiency |  |  |  |
| BVI.3.S6 | Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and expanded core curriculum across settings |  |  |  |
| BVI.3.S7 | Identify and adapt general education and visual impairment specific curricula for instruction of literacy, other academic areas, and the expanded core curriculum |  |  |  |
|  |  | **Total Standards Met** | **/9** | **/9** |

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| 1. **Assessment** | | | | |
| Standards: Knowledge | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.4.K1** | Basic terminology used in assessment |  |  |  |
| **ICSI.4.K2** | Legal provisions and ethical principles regarding assessment of individuals |  |  |  |
| **ICSI.4.K3** | Screening, pre-referral, referral, and classification procedures |  |  |  |
| **ICSI.4.K4** | Use and limitations of assessment instruments |  |  |  |
| **ICSI.4.K5** | National, state or provincial, and local accommodations and modifications |  |  |  |
| BVI.4.K1 | Challenges of assessing students with visual impairments and co-occurring disabilities |  |  |  |
| BVI.4.K2 | Options for specialized assessment materials and equipment for unique sensory needs |  |  |  |
| BVI.4.K3 | Role of specialized, individualized assessment data unique to visual impairment for pre-referral, referral, annual, and tri-annual processes |  |  |  |
| BVI.4.K4 | Knowledge of federal and state requirements for eligibility and for timing of assessments |  |  |  |
| BVI.4.K5 | Implications of short and long term use of accommodations and modifications unique to students with visual impairments |  |  |  |
|  |  | **Total Standards Met** | **/10** | **/10** |

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| IV. ASSESSMENT continued | | | | | | | |
| Standards: Skills | | | | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | | Met | | Not Met | |
| **ICSI.4.S1** | Gather relevant background information | |  | |  |  |
| **ICSI.4.S2** | Administer nonbiased formal and informal assessments | |  | |  |  |
| **ICSI.4.S3** | Use technology to conduct assessments | |  | |  |  |
| **ICSI.4.S4** | Develop or modify individualized assessment strategies | |  | |  |  |
| **ICSI.4.S5** | Interpret information from formal and informal assessments | |  | |  |  |
| **ICSI.4.S6** | Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds | |  | |  |  |
| **ICSI.4.S7** | Report assessment results to all stakeholders using effective communication skills | |  | |  |  |
| **ICSI.4.S8** | Evaluate instruction and monitor progress of individuals with exceptionalities | |  | |  |  |
| **ICSI.4.S9** | Create and maintain records | |  | |  |  |
| BVI.4.S1 | Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments | |  | |  |  |
| BVI.4.S2 | Use multiple sources of valid information/data, including data from formal/informal assessments to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment | |  | |  |  |

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|  | IV. ASSESSMENT continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| BVI.4.S3 | Use valid assessment results and medical reports to determine eligibility for vision specific services, for students with and without specific visual diagnoses |  |  |  |
| BVI.4.S4 | Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for services is needed |  |  |  |
| BVI.4.S5 | Adapt assessments when tests are not validated on individuals with visual impairments to determine baseline performance |  |  |  |
| BVI.4.S6 | Identify assessment items and measures that are biased and make recommendations for non-visual or alternate accommodations and modifications |  |  |  |
| BVI.4.S7 | Collaborate with team members and families to plan and implement assessment and interpret assessment results on issues specific to visual impairment |  |  |  |
| BVI.4.S8 | Conduct individualized functional vision, learning media, assistive technology and other expanded core curriculum-related assessments |  |  |  |
| BVI.4.S9 | Interpret and/or assess cognitive, motor, social, and language concepts unique to individuals with visual impairments |  |  |  |
| BVI.4.S10 | Use multiple sources of data to determine appropriate learning and literacy media (braille, print, or dual) and assistive technology |  |  |  |
| BVI.4.S11 | Interpret assessment results to determine individual needs to support acquisition of skills in the general and expanded core curriculum |  |  |  |
| BVI.4.S12 | Advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments |  |  |  |
| BVI.4.S13 | Address limitations of standard scores and non-standard data when communicating visual impairment specific assessment data to educational teams and families. |  |  |  |
| BVI.4.S14 | Assess accessibility needs of individuals who are visually impaired who are English learners or from diverse backgrounds |  |  |  |
| BVI.4.S15 | Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology |  |  |  |
|  |  | **Total Standards Met** | **/24** | **/24** |

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| 1. **Instructional Planning and Strategies** |
| Standards: Knowledge |

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|  | **The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of:** | **Documents Submitted** | **Met** | **Not Met** |
| **ICSI.5.K1** | Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service |  |  |  |
| **ICSI.5.K2** | Evidence-based practices validated for specific characteristics of learners and settings |  |  |  |
| **ICSI.5.K3** | Augmentative and assistive communication strategies |  |  |  |
| BVI.5.K1 | Proper use and care of braille and braille production devices and technology equipment, including maintenance of devices and software updates |  |  |  |
| BVI.5.K2 | Importance of creating positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments |  |  |  |
| BVI.5.K3 | Knowledge of evidence-based practices for teaching students with visual impairments |  |  |  |
|  |  | **Total Standards Met** | **/6** | **/6** |
| Standards: Skills | | | | |

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|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.5.S1** | Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members |  |  |  |

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|  | V. INSTRUCTIONAL PLANNING continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **ICSI.5.S2** | Involve the individual and family in setting instructional goals and monitoring progress |  |  |  |
| **ICSI.5.S3** | Use functional assessments to develop intervention plans |  |  |  |
| **ICSI.5.S4** | Use task analysis |  |  |  |
| **ICSI.5.S5** | Sequence, implement, and evaluate individualized learning objectives |  |  |  |
| **ICSI.5.S6** | Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences |  |  |  |
| **ICSI.5.S7** | Incorporate and implement instructional and assistive technology into the educational program |  |  |  |
| **ICSI.5.S8** | Prepare lesson plans |  |  |  |
| **ICSI.5.S9** | Prepare and organize materials to implement daily lesson plans |  |  |  |
| **ICSI.5.S10** | Use instructional time effectively |  |  |  |
| **ICSI.5.S11** | Make responsive adjustments to instruction based on continual observations |  |  |  |

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| **ICSI.5.S12** | Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions |  |  |  |
| **ICSI.5.S13** | Use strategies to facilitate integration into various settings |  |  |  |
| **ICSI.5.S14** | Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs |  |  |  |
| **ICSI.5.S15** | Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities |  |  |  |
| **ICSI.5.S16** | Use strategies to facilitate maintenance and generalization of skills across learning environments |  |  |  |
| **ICSI.5.S17** | Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem |  |  |  |

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|  | V. INSTRUCTIONAL PLANNING continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **ICSI.5.S18** | Use strategies that promote successful transitions for individuals with exceptionalities |  |  |  |
| **ICSI.5.S19** | Use strategies to support and enhance communication skills of individuals with exceptionalities |  |  |  |
| **ICSI.5.S20** | Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language |  |  |  |
| **ICSI.5.S21** | Modify instructional practices in response to ongoing assessment data |  |  |  |
| BVI.5.S1 | Develop, coordinate, and implement appropriate programs for infants and young children with visual impairment, including those with co-occurring disabilities, and their families |  |  |  |

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| BVI.5.S2 | Obtain resources, including published curricula, for braille codes currently in use |  |  |  |
| BVI.5.S3 | Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats |  |  |  |
| BVI.5.S4 | Teach varied visual, nonvisual, and multi-sensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online |  |  |  |
| BVI.5.S5 | Select and use various visual, nonvisual, multisensory, and adaptive methods to teach technology skills by integrating students’ assessed needs into instructional methods for teaching sensory efficiency skills, use of learning media, individual keyboarding, reading, writing, editing, and listening skills |  |  |  |
| BVI.5.S6 | Plan and implement explicit instruction in assistive technology, including digital citizenship, that integrates students’ ability to meet, manage, and advocate for their own needs |  |  |  |

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|  | V. INSTRUCTIONAL PLANNING continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| BVI.5.S7 | Integrate basic principles of accessibility to select, create, adapt, and format text, images, and media to promote usability and accessibility to meet the individual needs of students with visual impairments |  |  |  |
| BVI.5.S8 | Provide systematic, explicit braille literacy instruction using embossed materials and digital technologies to meet individual needs |  |  |  |
| BVI.5.S9 | Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for mathematics and science instruction to meet individual needs |  |  |  |

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| BVI.5.S10 | Teach students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs |  |  |  |
| BVI.5.S11 | Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information |  |  |  |
| BVI.5.S12 | Promote and reinforce sensorimotor and physical skills, including gross and fine motor skills, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment |  |  |  |
| BVI.5.S13 | Teach basic orientation, body image, spatial, temporal, positional, directional, and environmental concepts based on individual needs to promote motor skill development, orientation and mobility, and academic and social inclusion |  |  |  |
| BVI.5.S14 | Teach and reinforce human guide techniques to students with visual impairment, their peers, and others who interact with them |  |  |  |
| BVI.5.S15 | Teach and reinforce protective and alignment techniques for independent travel |  |  |  |

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|  | V. INSTRUCTIONAL PLANNING continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| BVI.5.S16 | Orient students to unfamiliar environments |  |  |  |
| BVI.5.S17 | Reinforce skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility |  |  |  |
| BVI.5.S18 | Teach independent living and organization skills using alternate and nonvisual strategies |  |  |  |

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| BVI.5.S19 | Teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette |  |  |  |
| BVI.5.S20 | Teach development and monitoring of relationships and friendships, and knowledge of self, including human sexuality |  |  |  |
| BVI.5.S21 | Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings |  |  |  |
| BVI.5.S22 | Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well being |  |  |  |
| BVI.5.S23 | Teach students their legal rights and responsibilities related to being a citizen with a visual impairment |  |  |  |
| BVI.5.S24 | Prepare students with progressive visual conditions to transition to alternative skills |  |  |  |
| BVI.5.S25 | Collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities |  |  |  |
| BVI.5.S26 | Select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities |  |  |  |
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|  | V. INSTRUCTIONAL PLANNING continued | DOCUMENTS SUBMITTED | | MET | NOT MET |
| BVI.5.S27 | Knowledge of a range of cost effective technological devices from low to high tech for the instructional needs specific to visual impairment |  | |  |  |
|  | Total Standards Met |  |  | /49 | /49 |

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| 1. **Professional Learning and Ethical Practice** | | | | | |
| Standards: Knowledge | | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.6.K1** | Models, theories, philosophies, and research methods that form the basis for special education practice |  |  |  |
| **ICSI.6.K2** | Laws, policies, and ethical principles regarding behavior management planning and implementation |  |  |  |
| **ICSI.6.K3** | Relationship of special education to the organization and function of educational agencies |  |  |  |
| **ICSI.6.K4** | Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities |  |  |  |
| **ICSI.6.K5** | Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds |  |  |  |
| **ICSI.6.K6** | Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services |  |  |  |
| **ICSI.6.K7** | Family systems and the role of families in the educational process |  |  |  |
| **ICSI.6.K8** | Historical points of view and contribution of culturally diverse groups |  |  |  |

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|  | VI.PROFESSIONAL LEARNING continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **ICSI.6.K9** | Impact of the dominant culture on shaping schools and the individuals who study and work in them |  |  |  |
| **ICSI.6.K10** | Potential impact of differences in values, languages, and customs that can exist between the home and school |  |  |  |
| **ICSI.6.K11** | Personal cultural biases and differences that affect one’s teaching |  |  |  |
| **ICSI.6.K12** | Importance of the teacher serving as a model for individuals with exceptionalities |  |  |  |
| **ICSI.6.K13** | Continuum of lifelong professional development |  |  |  |
| **ICSI.6.K14** | Methods to remain current regarding research-validated practice |  |  |  |
| BVI.6.K1 | Roles and responsibilities of teachers and support personnel in providing services for students with visual impairments in a range of settings |  |  |  |
| BVI.6.K2 | Current knowledge of incidence and prevalence of severe, uncorrectable visual impairment in children and youth ages birth to 22 |  |  |  |
| BVI.6.K3 | Current knowledge of eligibility criteria for specialized services, funding, and materials sources specific to visual impairment |  |  |  |
| BVI.6.K4 | Historical, political, and sociocultural forces unique to the education of students with visual impairments |  |  |  |
| BVI.6.K5 | Awareness of the impact of nonverbal reactions and behaviors that are not accessible to students with visual impairments |  |  |  |
| BVI.6.K6 | Role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the expanded core curriculum |  |  |  |
| BVI.6.K7 | Current knowledge of laws that impact and protect individuals with visual impairments |  |  |  |
| BVI.6.K8 | Roles of all members of educational/vision care teams |  |  |  |
|  |  | **Total Standards Met** | /22 | /22 |

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| Standards: Skills | | | | | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of | | Documents Submitted | | Met | | Not Met | |
| **ICSI.6.S1** | Practice within the CEC Code of Ethics and other standards of the profession | |  | |  | |  | |
| **ICSI.6.S2** | Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession | |  | |  | |  | |
| **ICSI.6.S3** | Act ethically in advocating for appropriate services | |  | |  | |  | |
| **ICSI.6.S4** | Conduct professional activities in compliance with applicable laws and policies | |  | |  | |  | |
| **ICSI.6.S5** | Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities | |  | |  | |  | |
| **ICSI.6.S6** | Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals | |  | |  | |  | |
| **ICSI.6.S7** | | Practice within one’s skill limits and obtain assistance as needed | |  | |  | |  | |
| **ICSI.6.S8** | | Use verbal, nonverbal, and written language effectively | |  | |  | |  | |
| **ICSI.6.S9** | | Conduct self-evaluation of instruction | |  | |  | |  | |
| **ICSI.6.S10** | | Access information on exceptionalities | |  | |  | |  | |

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| **ICSI.6.S11** | Reflect on one’s practice to improve instruction and guide professional growth |  |  |  |
| **ICSI.6.S12** | Engage in professional activities that benefit individuals with exceptionalities, their families, and one’s colleagues |  |  |  |
| **ICSI.6.S13** | Demonstrate commitment to engage in evidence-based practices |  |  |  |
| **ICSI.6.S14** | Articulate personal philosophy of special education |  |  |  |
| **BVI.6.S1** | Develop and maintain professional learning and practice by actively participating in professional organizations |  |  |  |
| **BVI.6.S2** | Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings including the expanded core curriculum |  |  |  |
| **BVI.6.S3** | Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings |  |  |  |

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| **BVI.6.S4** | Advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments |  |  |  |
| **BVI.6.S5** | Advocate for evidence-based educational policy related to visual impairment and low incidence disabilities |  |  |  |
| **BVI.6.S6** | Articulate a plan for maintaining continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to assistive and instructional technology, most prevalent causes of and medical treatments for severe visual impairment, and co-occurring disabilities |  |  |  |
| **BVI.6.S7** | Use tools for online engagement in communities of practice specific to visual impairment |  |  |  |
| **BVI.6.S8** | Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques |  |  |  |
|  |  | **Total Standards Met** | **/22** | **/22** |

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| 1. **Collaboration** | | | | |
| **Standards: Knowledge** | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.7.K1** | Models and strategies of consultation and collaboration |  |  |  |
| **ICSI.7.K2** | Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program |  |  |  |
| **ICSI.7.K3** | Concerns of families of individuals with exceptionalities and strategies to help address these concerns |  |  |  |
| **ICSI.7.K4** | Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members |  |  |  |
| **BVI.7. K1** | Role in conveying, to families and teams, information about the impact and implications of visual impairment on development and learning and access to the general and expanded core curriculum |  |  |  |
| **BVI.7. K2** | Role in working collaboratively with families and teams for referral for counseling, therapy, or other services to address the unique needs of visual impairment |  |  |  |
| **BVI.7. K3** | Role in increasing awareness of accessibility in physical and virtual environments and improving equitable access to information for families and the educational team |  |  |  |
| **BVI.7. K4** | Importance of role models with visual impairment for a full range of individual learners across settings |  |  |  |
|  |  | **Total Standards Met** | **/8** | **/8** |

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| **Standards: Skills** | | | | |
|  | The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | Documents Submitted | Met | Not Met |
| **ICSI.7.S1** | Maintain confidential communication about individuals with exceptionalities |  |  |  |
| **ICSI.7.S2** | Collaborate with families and others in assessment of individuals with exceptionalities |  |  |  |

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|  | VII.COLLABORATION continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **ICSI.7.S3** | Foster respectful and beneficial relationships between families and professionals |  |  |  |
| **ICSI.7.S4** | Assist individuals with exceptionalities and their families in becoming active participants in the educational team |  |  |  |
| **ICSI.7.S5** | Plan and conduct collaborative conferences with individuals with exceptionalities and their families |  |  |  |
| **ICSI.7.S6** | Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings |  |  |  |
| **ICSI.7.S7** | Use group problem-solving skills to develop, implement, and evaluate collaborative activities |  |  |  |
| **ICSI.7.S8** | Model techniques and coach others in the use of instructional methods and accommodations |  |  |  |
| **ICSI.7.S9** | Communicate with school personnel about the characteristics and needs of individuals with exceptionalities |  |  |  |
| **ICSI.7.S10** | Communicate effectively with families of individuals with exceptionalities from diverse backgrounds |  |  |  |
| **ICSI.7.S11** | Observe, evaluate, and provide feedback to paraeducators |  |  |  |
| **BVI.7. S1** | Collaborate with educational team and families on service delivery issues unique to visual impairment |  |  |  |
| **BVI.7. S2** | Collaborate with technology and curriculum development staff on accessibility needs |  |  |  |

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|  | VII.COLLABORATION continued | DOCUMENTS SUBMITTED | MET | NOT MET |
| **BVI.7. S3** | Serve as liaison between medical care providers, families, and other members of the educational team |  |  |  |
| **BVI.7. S4** | Collaborate with vision care professionals to facilitate access to the general and expanded core curriculum |  |  |  |
| **BVI.7. S5** | Collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other expanded core curriculum skills |  |  |  |
| **BVI.7. S6** | Collaborate with families and other team members to plan and implement transitions |  |  |  |
| **BVI.7. S7** | Instruct and supervise paraeducators, and provide information to families and the educational team in nonvisual strategies that promote independence and autonomy |  |  |  |
| **BVI.7. S8** | Instruct and supervise paraeducators and braille transcribers, and provide information to families and the educational team  on the production of accessible media |  |  |  |
| **BVI.7. S9** | Collaborate with families and the educational team to promote literacy development |  |  |  |
| **BVI.7. S10** | Collaborate with assistive technology professionals to identify and support customized tools to meet the accessibility needs of individuals with visual impairment |  |  |  |
|  |  | **Total Standards Met** | /21 | /21 |

List of Members of Institution’s Self-Study Committee:

Date Self-Study Completed: