

5440-67 Teacher of the Visually Impaired
(Revised June 2021)

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals from birth through age 21 who are visually impaired as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with visual impairments.

1. Learner Development and Individual Learning Differences: Teachers of the Visually Impaired (TVI) understand how disabilities may interact with development and learning and use this knowledge to support learning experiences for individuals with disabilities.
 - 1.1. Knowledge Standards
 - 1.1.1. TVIs understand development of the human visual system and areas of the brain involved in processing visual images
 - 1.1.2. TVIs understand development of secondary senses when vision is impaired
 - 1.1.3. TVIs understand effects of visual impairment on development
 - 1.1.4. TVIs understand the impact of visual impairment on learning and experience
 - 1.1.5. TVIs understand the psychosocial aspects of visual impairment and cultural identity
 - 1.1.6. TVIs understand the effects of visual impairment on receptive and expressive literacy and communication
 - 1.1.7. TVIs understand the Expanded Core Curriculum (ECC) and the application of it.
 - 1.2. Performance Standards
 - 1.2.1. TVIs select and develop teaching strategies addressing age, visual impairment and visual prognosis
 - 1.2.2. TVIs use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem
 - 1.2.3. TVIs select, adapt and use instructional strategies to address the impact of additional disabilities
2. Learning Environments: TVIs create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and promote emotional health, positive social interactions, and self-determination.
 - 2.1. Knowledge Standards
 - 2.1.1. TVIs understand classroom organization to accommodate materials, equipment, & technology
 - 2.1.2. TVIs understand the importance of peers and role models with visual impairments
 - 2.2. Performance Standards
 - 2.2.1. TVIs design multi-sensory learning environments that encourage active participation in group and individual activities

- 2.2.2.TVIs provide access to incidental learning experience
 - 2.2.3.TVIs demonstrate understanding of the full continuum of placements available, including instruction in regular classes, special classes, special schools, home, hospital, and residential settings
 - 2.2.4.TVIs identify unique issues specific to visual impairment for accessing digital multimedia and virtually built environments
3. Curricular Content Knowledge: TVIs use knowledge of general and specialized curricula to support individualized learning and access for individuals a visual impairment.
- 3.1. Knowledge Standards
 - 3.1.1.TVIs understand the relationship between individualized assessment, intervention planning/implementation, Individualized Education Plans (IEPs), 504 plans/ individualized family service plans/One Plan, progress monitoring, and placement specific to unique needs of visual impairment.
 - 3.2. Performance Standards
 - 3.2.1.TVIs sequence, implement, and evaluate learning objectives based on the ECC for individuals with visual impairments
 - 3.2.2.TVIs obtain and organize specialized materials to implement instructional goals
 - 3.2.3.TVIs demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille
 - 3.2.4.TVIs demonstrate basic proficiency in reading and writing braille for mathematic and scientific notation and in using the abacus
4. Assessment: TVIs use multiple methods of assessment and data-sources in making educational decisions.
- 4.1. Knowledge Standards
 - 4.1.1.TVIs understand specialized terminology used in assessing individuals with visual impairments
 - 4.1.2.Alternative assessment techniques for individuals with visual impairments
 - 4.2. Performance Standards
 - 4.2.1.TVIs administer and interpret assessments specific to people with visual impairments, including, but not limited to, learning media, functional vision, and Braille literacy assessments and provide recommendations based on results
 - 4.2.2.TVIs use functional evaluations related to the ECC
 - 4.2.3.TVIs select, adapt, and use assessment information when tests are not normed on individuals with visual impairments
 - 4.2.4.TVIs participate in the standardization process for local and state assessments
 - 4.2.5.TVIs accurately read, interpret, and summarize eye reports to inform the assessment process

5. Instructional Planning & Strategies: TVIs select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with visual impairments.

5.1. Knowledge Standards

5.1.1. TVIs have knowledge of local, state, and national discussions surrounding best practices for teaching students with visual impairments and seek appropriate professional development in order to help students learn new concepts

5.1.2. TVIs understand strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices

5.1.3. TVIs understand strategies for teaching organization and study skills

5.1.4. TVIs understand strategies for teaching tactual perceptual skills including, but not limited to, Braille and tactile graphics

5.1.5. TVIs understand strategies for teaching adapted physical recreational and leisure skills

5.1.6. TVIs understand strategies for teaching social skills, self-determination, activities of, daily living, and functional life skills

5.1.7. TVIs understand strategies for teaching career-vocational skills and providing vocational counseling maximizing Vermont's initiatives in personalized learning and flexible pathways

5.1.8. TVIs strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills

5.1.9. TVIs understand strategies for responding to and understanding the implications of non-verbal communication

5.1.10. TVIs understand strategies for teaching listening and compensatory auditory skills

5.1.11. TVIs understand strategies for teaching concept development

5.1.12. TVIs Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well being

5.2. Performance Standards

5.2.1. TVIs select and use assistive technologies and other resources to accomplish instructional objectives

5.2.2. TVIs teach communication including but not limited to tactile schedules, tactile symbols, and calendar boxes through technology and adaptations

5.2.3. TVIs possess awareness of the individualized health care plan in relation to daily programming

5.2.4. TVIs select and adapt materials in Braille, accessible print, and other formats across the curriculum including extracurricular and other school activities

5.2.5. TVIs teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials

- 5.2.6. TVI teach the use of adaptive math, science, and social studies equipment (for example, abacus, talking calculator, tactile graphics, and adapted science equipment)
 - 5.2.7. TVIs teach and reinforce human guide techniques to students with visual impairment, their peers, and others who interact with them
 - 5.2.8. TVIs teach literacy skills to individuals who have vision loss as well as other disabilities
 - 5.2.9. TVIs teach development and monitoring of relationships and friendships, and knowledge of self, including human sexuality
 - 5.2.10. TVIs 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
 - 5.2.11. TVIs reinforce skills taught by orientation and mobility specialists to support the use of mobility devices for orientation and mobility
6. Professional Learning & Ethical Practice: TVIs use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1. Knowledge Standards
 - 6.1.1. TVIs have the knowledge of access rights to specialized equipment and materials for individuals with visual impairments
 - 6.1.2. TVIs understand historical foundations of education of individuals with visual impairments
 - 6.1.3. TVIs have knowledge of the incidence and prevalence for individuals with visual impairments
 - 6.1.4. TVIs have knowledge of basic terminology related to the function of the human visual system
 - 6.2. Performance Standards
 - 6.2.1. TVIs use strategies to address the effects of visual impairment on the family while remaining aware of culturally specific responses to the impairment and the reciprocal impact on the individuals' self-esteem and level of self-determination
 - 6.2.2. TVIs select, adapt and use instructional strategies to address the impact of additional disabilities
 - 6.2.3. TVIs articulate an instructional and professional philosophy that responds to the specific implications of visual impairment within the general curriculum drawing on specialized knowledge within the continuum of instructional options
 - 6.2.4. TVIs participate in the activities of professional organizations in the field of visual impairment
 - 6.2.5. Advocate for educational policy related to visual impairment

6.2.6.TVIs educate the wider school community on opportunities and challenges facing students with visual impairments

7. Collaboration: TVIs collaborate with families, all school personnel, including but not limited to other educators, related service providers, individuals with visual impairments, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

7.1. Knowledge Standards

7.1.1.TVIs understand strategies for assisting families and other team members in transition planning

7.1.2.TVIs have knowledge of services, networks, publications, and organizations for individuals with visual impairments

7.2. Performance Standards

7.2.1.TVIs structure and supervise the activities of Para educators and others who work and interact with individuals with visual impairments

7.2.2.TVIs collaborate with all appropriate school staff, including regular education, special education teachers, and families to provide consultative support with the general and ECC

8. Completion of a bachelor's level teacher preparation program in the education of the visually impaired, or a minimum of 30 credits in the education of the visually impaired

9. A minimum of a practicum, or the equivalent, in the teaching of students who are visually impaired.