

# COMPETENCIES FOR TEACHERS: SPECIAL EDUCATION- VISUAL SPECIALIST, GRADES K-12



In addition to the Arkansas Teaching Standards, the teacher of Special Education – Visual Specialist, grades K-12, shall demonstrate knowledge and competencies in the following areas



## 1. FOUNDATIONS

CECDVI: B&VI1K1, B&VI1K2,  
B&VI1K3, B&VI1K4, B&VI1S1,  
B&VI1S2

- 1.1 Ability to understand individuals with visual impairments have the right to access specialized equipment and materials specific to their needs
- 1.2 Knowledge of historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world
- 1.3 Knowledge of incidence and prevalence for individuals with visual impairments
- 1.4 Knowledge of basic terminology related to the function of the human visual system
- 1.5 Ability to articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum
- 1.6 Ability to articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options



## 2. DEVELOPMENT OF CHARACTERISTICS OF LEARNERS

CECDVI: B&VI2K1, B&VI2K2,  
B&VI2K3, B&VI2K4,  
B&VI2K5, B&VI2S1

- 2.1 Knowledge of the development of the human visual system
- 2.2 Knowledge of the development of secondary senses when vision is impaired
- 2.3 Knowledge of the effects of visual impairment on development
- 2.4 Knowledge of impact of visual impairment on learning and experience
- 2.5 Knowledge of psychosocial aspects of visual impairment and cultural identity
- 2.6 Ability to select and develop teaching strategies addressing age, visual impairment and visual prognosis



## 3. INDIVIDUAL LEARNING DIFFERENCES

CECDVI: B&VI3K1, B&VI3S1,  
B&VI3S2

- 3.1 Knowledge of the effects of visual impairment on receptive and expressive literacy and communication
- 3.2 Ability to use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem
- 3.3 Ability to select, adapt, and use instructional strategies to address the impact of additional exceptionalities

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## 4. INSTRUCTIONAL STRATEGIES

CECDVI: B&VI4K1, B&VI4K2, B&VI4K3, B&VI4K4, B&VI4K5, B&VI4K6, B&VI4K7, B&VI4K8, B&VI4K9, B&VI4S1, B&VI4S2, B&VI4S3, B&VI4S4, B&VI4S5

- 4.1 Knowledge of strategies for teaching new concepts
- 4.2 Knowledge of strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices
- 4.3 Knowledge of strategies for teaching organization and study skills
- 4.4 Knowledge of strategies for teaching tactual perceptual skills
- 4.5 Knowledge of strategies for teaching adapted physical and recreational skills
- 4.6 Knowledge of strategies for teaching social, daily living, and functional life skills
- 4.7 Knowledge of strategies for teaching career-vocational skills and providing vocational counseling
- 4.8 Knowledge of strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills
- 4.9 Knowledge of techniques for teaching human sexuality
- 4.10 Ability to select and adapt materials in Braille, accessible print, and other formats
- 4.11 Ability to teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials
- 4.12 Ability to teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment
- 4.13 Ability to prepare individuals for sighted guide and pre-cane orientation and mobility instruction
- 4.14 Ability to teach literacy skills to individuals who have vision loss as well as other disabilities

## 5. LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS

CECDVI: B&VI5K1, B&VI5K2, B&VI5S1, B&VI5S2

- 5.1 Knowledge of classroom organization to accommodate materials, equipment, & technology for vision loss and other disabilities
- 5.2 Knowledge of the importance of role models with visual impairments
- 5.3 Ability to design multi-sensory learning environments that encourage active participation in group and individual activities
- 5.4 Ability to provide access to incidental learning experiences

## 6. LANGUAGE

CECDVI: B&VI6K1, B&VI6K2, B&VI6S1

- 6.1 Knowledge of the strategies for responding and understanding the implications of non-verbal communication as a substructure of language
- 6.2 Knowledge of the strategies for teaching listening and compensatory auditory skills
- 6.3 Ability to teach communication through technology and adaptations specific to visual impairments

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## 7. INSTRUCTIONAL PLANNING

CECDVI: B&VI7K1, ICC7S6, B&VI7S1, B&VI7S3, B&VI7S4

- 7.1 Knowledge of the relationship among assessment, development of individualized education program (IEP), and placement as they affect vision-related services
- 7.2 Ability to select and use technologies to accomplish instructional objectives
- 7.3 Ability to sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments
- 7.4 Ability to obtain and organize specialized materials to implement instructional goals
- 7.5 Ability to integrate the individualized health care plan into daily programming

## 8. ASSESSMENT

CECDVI: B&VI8K1, B&VI8K2, B&VI8S1, B&VI8S2, B&VI8S3, B&VI8S4, B&VI8S5

- 8.1 Knowledge of specialized terminology used in assessing individuals with visual impairments
- 8.2 Knowledge of alternative assessment techniques for individuals with visual impairments
- 8.3 Ability to administer and interpret vision-related assessments
- 8.4 Ability to use functional evaluations related to the expanded core curriculum
- 8.5 Ability to select, adapt, and use assessment information when tests are not validated on individuals with visual impairments
- 8.6 Ability to participate in the standardization process for local and state assessments
- 8.7 Ability to interpret and apply background information and family history related to the individual's visual status

## 9. PROFESSIONAL AND ETHICAL PRACTICE

CECDVI: B&VI9S1, B&VI9S2

- 9.1 Ability to participate in the activities of professional organizations in the field of visual impairment
- 9.2 Ability to advocate for educational policy related to visual impairment

## 10. COLLABORATION

CECDVI: B&VI10K1, B&VI10K2, B&VI10S1, B&VI10S2

- 10.1 Knowledge of strategies for assisting families and other team members in transition planning
- 10.2 Knowledge of services, networks, publications for and organizations of individuals with visual impairments
- 10.3 Ability to structure and supervise the activities of Para educators and others who work with individuals with visual impairments
- 10.4 Ability to plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum