

Visually Impaired and Braille Standards

FINAL

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VISUALLY IMPAIRED AND BRAILLE STANDARDS

- Standard I.*** The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities.
- Standard II.*** The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of formal and informal assessments and evaluations and knows how to use resulting data and other information to make service and programming recommendations and to participate in the development of students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs).
- Standard III.*** The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.
- Standard IV.*** The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction, and independent living.
- Standard V.*** The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings.
- Standard VI.*** The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students' education, and actively seeks to expand professional knowledge and skills.
- Standard VII.*** The teacher of students with visual impairments, including those with additional disabilities, knows how to read contracted and uncontracted literary braille and Nemeth Code.
- Standard VIII.*** The teacher of students with visual impairments, including those with additional disabilities, knows how to produce contracted and uncontracted literary braille and Nemeth Code.

Standard I. The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <i>Teachers of Students in Grades EC–12</i> | <i>Teachers of Students in Grades EC–12</i> |
| The beginning teacher knows and understands: | The beginning teacher is able to: |
| 1.1k the development, structure, and function of the human visual system, including relevant terminology and diseases and disorders that affect vision; | 1.1s analyze relationships involving visual conditions, visual functioning, and development across domains (e.g., cognitive, communicative, motoric, behavioral, social-emotional); |
| 1.2k the impact of visual impairment on the development of secondary senses (i.e., hearing, touch, taste, smell); | 1.2s analyze how the presence of visual impairment affects development and learning at each developmental level, including birth through two years; |
| 1.3k the role of vision in typical development and learning across domains (e.g., cognitive, communicative, motoric, behavioral, social-emotional); | 1.3s analyze how the presence of additional disabilities affects the development and learning of individuals who have visual impairments; |
| 1.4k the implications of visual impairment for development from birth to six years; | 1.4s analyze ways in which a visual impairment affects an individual's family, self-esteem, and relationships; |
| 1.5k medical aspects of blindness and visual impairments; | 1.5s access information related to the characteristics and needs of students with visual impairments, including those with additional disabilities; |
| 1.6k the impact of etiology, degree of impairment, progressivity, and age at onset of a visual impairment on developmental processes; | 1.6s relate characteristics of students with visual impairments to types and levels of support needed; and |
| 1.7k cognitive, environmental, physical, and social-emotional needs of individuals with visual impairments; | 1.7s help students with visual impairments understand societal attitudes toward visual impairment and promote students' development of positive and productive response strategies to become an effective self-advocate. |
| 1.8k the impact of deafblindness on development and learning, and characteristics of individuals with deafblindness; | |
| 1.9k the impact of additional disabilities on the development and learning of individuals with visual impairments; | |

Standard I. The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

- 1.10k the impact of factors in the home (e.g., level of parental understanding and support), cultural factors (e.g., value systems, social systems), factors at school (e.g., teacher expectations), social factors (e.g., peer interactions), physical factors (e.g., orthopedic impairments), and other factors (e.g., giftedness, motivation) on the development and learning of students with visual impairments, including those with additional disabilities;
- 1.11k the educational implications of visual impairments;
- 1.12k the importance of early intervention for individuals with visual impairments, including deafblindness; and
- 1.13k the effects of various medications on the visual system and their impact on the educational, cognitive, physical, social, and emotional characteristics of students with visual impairments, including those with additional disabilities.

Standard II. The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of formal and informal assessments and evaluations and knows how to use resulting data and other information to make service and programming recommendations and to participate in the development of students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs).

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k state and federal laws relating to the evaluation of students with visual impairments, including those with additional disabilities;</p> <p>2.2k legal guidelines and other key issues related to the evaluation of students with visual impairments (e.g., nondiscriminatory evaluation; early childhood evaluation; eligibility requirements for receiving vision services and orientation and mobility training; legal definitions of terms such as <i>functionally blind</i> and <i>visual impairment</i>; the significance of gender, home language, socioeconomic diversity, and cultural diversity);</p> <p>2.3k appropriate evaluation tools and procedures for infants, toddlers, and preschoolers with visual impairments;</p> <p>2.4k appropriate evaluation tools and procedures for school-age students with visual impairments, including those with additional disabilities;</p> <p>2.5k appropriate evaluation tools and procedures in the areas of the expanded core curriculum;</p> <p>2.6k specialized terminology used in evaluating individuals with visual impairments (e.g., FVE, LMA, LVE, primary learning media);</p> <p>2.7k procedures used for screening, prereferral, referral, and determining eligibility for students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment;</p> <p>2.8k the role of referral procedures and the full and individualized evaluation process in determining eligibility for special education services as a student with a visual impairment;</p> | <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>2.1s apply procedures for performing structured observations, functional vision evaluations, learning media assessments, and evaluations of compensatory skills specific to students with visual impairments (e.g., orientation and mobility screening, independent living, braille);</p> <p>2.2s apply procedures for the appropriate use of expanded core curriculum evaluation instruments;</p> <p>2.3s apply procedures for the evaluation of infants, toddlers, preschoolers, and school-age students with visual impairments;</p> <p>2.4s use information from informal evaluations (e.g., Oregon, Hawaii Early Learning Profile, VIISA) for children ages birth–6 with visual impairments to design intervention strategies in areas such as concept development, communication, gross/fine motor coordination, and early literacy;</p> <p>2.5s adapt and use a variety of non-disability-specific evaluation instruments and procedures for students with visual impairments, including those with additional disabilities;</p> <p>2.6s participate in determining appropriate state- and/or district-wide assessments for students with visual impairments, including those with additional disabilities;</p> <p>2.7s apply procedures for gathering background information about medical, family, and educational history as they relate to a student's visual impairment;</p> <p>2.8s apply procedures for creating and maintaining disability-related records and documenting ongoing progress for students with visual impairments;</p> |

Standard II. The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of formal and informal assessments and evaluations and knows how to use resulting data and other information to make service and programming recommendations and to participate in the development of students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs).

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <p><i>Teachers of Students in Grades EC–12</i></p> <p>2.9k assessment techniques for students with visual impairments, including state-wide assessments (e.g., TAKS, SDAA, TPRI), locally determined alternative assessments (LDAAs), and district-wide assessments;</p> <p>2.10k legal versus functional definitions of blindness and low vision;</p> <p>2.11k relationships among evaluation, IEP development, and placement as they affect vision-related services; and</p> <p>2.12k legal requirements and the role of the teacher of students with visual impairments in the development of IEPs and IFSPs.</p> | <p><i>Teachers of Students in Grades EC–12</i></p> <p>2.9s interpret and use information from formal and informal evaluations, including eye reports and vision-related and other diagnostic information;</p> <p>2.10s take individual factors into account (e.g., cultural background, age at onset of visual impairment, degree of visual functioning, home language) to ensure that evaluations and interpretations of test results are valid and nondiscriminatory;</p> <p>2.11s synthesize information from a variety of sources (e.g., formal and informal evaluations, parents' and teachers' observations, doctors' reports) to develop a comprehensive profile of students' strengths and needs, make educational recommendations, and prepare oral and written reports;</p> <p>2.12s collaborate with parents/guardians and with other school and community personnel involved in the evaluation of students with visual impairments, including those with additional disabilities;</p> <p>2.13s use appropriate communication skills to report evaluation results to students' parents/guardians, administrators, and other school and community personnel;</p> <p>2.14s apply knowledge of visual impairments, evaluation findings, and the continuum of educational placements to recommend appropriate services and educational settings for individual students;</p> <p>2.15s apply knowledge of human development and visual impairment to plan and implement appropriate curricula;</p> <p>2.16s develop measurable goals and learning objectives to meet assessed needs and evaluate students' progress in achieving objectives; and</p> |

Standard II. The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of formal and informal assessments and evaluations and knows how to use resulting data and other information to make service and programming recommendations and to participate in the development of students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs).

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

2.17s use evaluation results to identify individualized instructional strategies that enhance learning for students with visual impairments through modification of the environment, adaptation of materials, and the use of disability-specific methodologies and technologies.

Standard III. The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>3.1k factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments;</p> <p>3.2k strategies for creating a positive, productive learning environment that fosters student achievement;</p> <p>3.3k instructional planning and management issues (e.g., time management, case load management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary teaming);</p> <p>3.4k techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments;</p> <p>3.5k the roles of paraprofessionals in providing educational support to students;</p> <p>3.6k resources available for individuals with visual impairments, including deafblindness and those with additional disabilities (e.g., APH materials, textbooks, agencies); and</p> <p>3.7k ways to adapt instruction to meet the learning needs of students with visual impairments, including those with additional disabilities.</p> | <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>3.1s develop management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems;</p> <p>3.2s organize learning environments to facilitate students' acquisition of concepts and skills in both the general education and expanded core curriculum;</p> <p>3.3s apply organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers);</p> <p>3.4s collaborate with members of the educational team to implement organizational strategies to meet students' needs;</p> <p>3.5s use visual, tactual, auditory, and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts;</p> <p>3.6s modify or adapt instructional materials for students with visual impairments, and help teachers and students use these materials productively;</p> <p>3.7s create, obtain, organize, and use special materials to meet students' individual learning needs;</p> <p>3.8s select and use appropriate adaptive equipment and assistive technologies to enhance instruction and facilitate student learning;</p> <p>3.9s work collaboratively with the educational team to implement adaptations designed to compensate for visual impairments;</p> <p>3.10s help students learn how to organize their own work space, manage materials, and gain access to needed resources; and</p> |

Standard III. The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

3.11s create and structure learning environments that encourage the development of self-advocacy and independence in students with visual impairments, including those with additional disabilities.

Standard IV. The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction, and independent living.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k the general education curriculum (i.e., the Texas Essential Knowledge and Skills [TEKS]);</p> <p>4.2k the expanded core curriculum (i.e., the disability-specific curriculum for students with visual impairments and the compensatory skills needed for students with visual impairments to access the general education curriculum);</p> <p>4.3k a variety of instructional approaches (e.g., cooperative learning, direct instruction, theme-based instruction, discovery learning) and ways to use these effectively with students who have visual impairments;</p> <p>4.4k techniques for modifying instructional methods and materials (e.g., braille translation programs, tactile graphics) to promote achievement across the academic curriculum for students with visual impairments, including those with additional disabilities;</p> <p>4.5k strategies for helping classroom teachers implement instructional modifications for students with visual impairments;</p> <p>4.6k a variety of effective methods of reading and mathematics instruction;</p> <p>4.7k resources for accessing information on and providing instruction in specialty braille codes (e.g., music, foreign language, computer) and formats;</p> <p>4.8k strategies for promoting communication and literacy development in students with visual impairments, including those with additional disabilities;</p> <p>4.9k adaptive, augmentative, and assistive technologies for fostering students' development of expressive and receptive communication skills;</p> | <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>4.1s apply strategies for ensuring that necessary modifications and adaptations are made so that the general education curriculum (i.e., the TEKS) becomes accessible to students with visual impairments;</p> <p>4.2s apply strategies for promoting students' development of concepts and skills in the expanded core curriculum for students with visual impairments;</p> <p>4.3s sequence skills, implement instruction, and evaluate progress toward disability-related learning objectives in students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs);</p> <p>4.4s interpret and use assessment data for instructional planning for students with visual impairments;</p> <p>4.5s use a variety of instructional methods, materials, and resources to promote students' expressive and receptive communication skills (e.g., low vision devices, brailled materials, slate and stylus, handwriting and signature writing, listening and compensatory auditory skills, keyboarding skills, alternatives to nonverbal communication, electronic notetakers);</p> <p>4.6s teach braille literacy skills;</p> <p>4.7s perform basic computation on the Cranmer abacus;</p> <p>4.8s apply knowledge of various methods of reading and mathematics instruction to ensure alignment between direct instruction provided by the teacher of students with visual impairments and instruction in other educational settings;</p> <p>4.9s use a variety of instructional materials and strategies to make subject matter concepts accessible to students with visual impairments;</p> |

Standard IV. The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction, and independent living.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <i>Teachers of Students in Grades EC–12</i> | |
| 4.10k a variety of methods for computation on the Cranmer abacus; | 4.10s select and use appropriate technologies to achieve instructional objectives for students with visual impairments, and integrate technologies appropriately into the instructional process; |
| 4.11k instructional materials that facilitate academic achievement in the content areas for students with visual impairments (e.g., tactile graphics, abacus, talking calculator, adapted science equipment); | 4.11s teach students to use a variety of adaptive, augmentative, and assistive technologies to facilitate their own learning in the content areas; |
| 4.12k sources of specialized materials for providing instruction for students with visual impairments; | 4.12s teach students with visual impairments to use organization and study skills; |
| 4.13k alternative methods for students who are blind or who have low vision to achieve conceptual understanding; | 4.13s promote students' ability to use a variety of cognitive strategies (e.g., logical reasoning, problem solving, critical thinking) to meet their own learning needs; |
| 4.14k strategies for promoting students' ability to use their vision effectively in functional contexts, including the development of basic visual skills (e.g., tracking, scanning), the use of environmental adaptations (e.g., adjustments in contrast, size, distance), and the use of low vision devices (e.g., monocular, magnifier); | 4.14s apply strategies for helping students with visual impairments develop ways to express themselves creatively (e.g., through writing, music); |
| 4.15k strategies for developing students' listening skills, including basic skills (e.g., sound recognition and localization), the use of sound in functional contexts (e.g., to orient themselves in space), and listening comprehension; | 4.15s develop students' ability to make efficient and effective use of all their senses to interpret information about the environment and to guide their actions; |
| 4.16k strategies for promoting students' development of tactual and kinesthetic skills (e.g., tactual discrimination, systematic searching and exploration) and their use of smell and taste, as appropriate, to supplement information gained from other senses; | 4.16s promote students' awareness of social skills typically learned through visual observation (e.g., facial expressions, body language) and their understanding and use of appropriate behaviors in varied social and interpersonal contexts; |
| 4.17k skills and behaviors that students with visual impairments, including those with additional disabilities, need for positive social interaction in a range of cultural contexts and for lifelong participation in personal recreation and leisure activities; | 4.17s promote students' understanding of various communicative functions (e.g., requesting, refusing) and contexts (e.g., casual versus formal), and help students make appropriate use of nonverbal behaviors (e.g., maintaining social distance, interpreting and using facial expressions) in daily interactions; |
| | 4.18s provide students with learning experiences to develop their understanding of body image and to teach them about human sexuality; |

Standard IV. The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction, and independent living.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <p><i>Teachers of Students in Grades EC–12</i></p> <p>4.18k skills and behaviors that students with visual impairments, including those with additional disabilities, need for independent living and employment (e.g., methods for accessing printed public information, public transportation, entertainment, and community resources; methods for keeping personal records, managing time, and conducting personal banking activities);</p> <p>4.19k the role and function of, and the skills taught by, the certified orientation and mobility specialist, and the criteria for referral;</p> <p>4.20k methods for teaching and supporting the basic orientation and mobility skills of students with visual impairments (birth through 21), including those with additional disabilities;</p> <p>4.21k strategies for familiarizing students with career and vocational options; promoting awareness of their own interests and abilities; providing them with access to visually impaired role models; and helping them understand the education, training, and adaptations required for various jobs and how to obtain relevant services and equipment;</p> <p>4.22k strategies for promoting students' ability to set and work toward realistic personal goals and to manage transitions in their lives;</p> <p>4.23k research-based best practices and model educational programs, including career-vocational and transition programs, that are effective for students with visual impairments, including those with additional disabilities;</p> <p>4.24k ways to use technology to meet specific student needs and to help students achieve educationally; and</p> <p>4.25k the importance of role models with visual impairments in promoting learning and personal growth in students with visual impairments.</p> | <p><i>Teachers of Students in Grades EC–12</i></p> <p>4.19s promote students' competence in performing tasks and functions required for independent daily living, including concept and skill development related to personal hygiene, eating, shopping, housekeeping, and time and money management;</p> <p>4.20s work with students on basic orientation and mobility skills (e.g., sighted guide, protective techniques, trailing) and use effective procedures for consulting with the orientation and mobility specialist and reinforcing orientation and mobility skills;</p> <p>4.21s promote students' development of self-confidence, assertiveness, self-advocacy skills, and knowledge of their legal rights;</p> <p>4.22s help students develop basic employment skills (e.g., punctuality), and work with others to provide opportunities for students to apply these skills in practical work experiences;</p> <p>4.23s use strategies for facilitating students' maintenance and generalization of skills across environments and for facilitating transitions (e.g., home to school, between classrooms, across grade levels);</p> <p>4.24s apply skills for working effectively as a member of an educational team to help students learn to manage life changes and make successful transitions; and</p> <p>4.25s apply strategies for conducting structured observations in a variety of settings for the purpose of recommending modifications and promoting student independence.</p> |

Standard V. The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <i>Teachers of Students in Grades EC–12</i> | <i>Teachers of Students in Grades EC–12</i> |
| The beginning teacher knows and understands: | The beginning teacher is able to: |
| 5.1k factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel; | 5.1s apply skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments and ensure that students receive the services they need; |
| 5.2k the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs and IFSPs; | 5.2s use effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training in the use of equipment, brailled materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources; |
| 5.3k strategies for working in teams to deliver child-centered services to meet the needs of young children with visual impairments; | 5.3s work collaboratively with professionals, family members, and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers, and school-age students with visual impairments; |
| 5.4k strategies for working with collaborative teams to meet the needs of students with severe multiple and visual impairments (e.g., writing integrated IEPs, developing joint action routines, role releasing); | 5.4s collaborate with teams to create coordinated teaching activities and environments (e.g., develop joint action routines, train all team members to carry out one another's roles) to promote learning and skills development in students with severe multiple and visual impairments; |
| 5.5k the collaborative roles of local education agencies (LEAs) and the Interagency Council on Early Childhood Intervention (ECI) in child find activities; | 5.5s collaborate with teachers and other school and community personnel to integrate students with visual impairments, including those with additional disabilities, into various learning environments; |
| 5.6k the collaborative and/or consultative roles of teachers of students with visual impairments in relation to administrators, classroom teachers, paraprofessionals, related service personnel, and other professionals; | 5.6s manage and direct the activities of paraprofessionals and peer tutors who work with students who have visual impairments; |
| 5.7k the roles and responsibilities of teachers of students with visual impairments in various service delivery models (e.g., itinerant, resource room, residential); | 5.7s demonstrate understanding and appreciation of human diversity in relation to students with visual impairments and their families; |

Standard V. The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings.

| Teacher Knowledge: What Teachers Know | Application: What Teachers Can Do |
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| <p><i>Teachers of Students in Grades EC–12</i></p> <p>5.8k the roles of regional educational service center personnel and other related service personnel (e.g., certified orientation and mobility specialists, physical therapists, assistive technology specialists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., sighted readers, transcribers) in the education of students with visual impairments, including those with additional disabilities;</p> <p>5.9k ways in which a child's visual impairment and other disabilities may affect the family (e.g., prompting feelings of grief, anger, protectiveness), and reciprocal effects on the child (e.g., feelings of rejection or overdependence);</p> <p>5.10k strategies for working and communicating effectively with parents/guardians, including those from diverse cultural, socioeconomic, and language backgrounds, and for helping parents/guardians understand their child's visual impairment and its impact on learning and experience;</p> <p>5.11k strategies for working collaboratively with parents/guardians to help them participate actively in their child's education, including in the reinforcement of their child's learning goals;</p> <p>5.12k strategies for working collaboratively with parents/guardians and other professionals to plan and implement transitions for students with visual impairments; and</p> <p>5.13k unique services, networks, organizations, and publications for students with visual impairments, including those with additional disabilities, and methods for accessing these services, networks, organizations, and publications at the local, regional, state, and national levels.</p> | <p><i>Teachers of Students in Grades EC–12</i></p> <p>5.8s use strategies for establishing partnerships with the parents/guardians of students with visual impairments and for helping parents/guardians recognize their child's strengths and respond positively to their child's needs;</p> <p>5.9s encourage positive, constructive relationships between parents/guardians and school personnel that serve to promote and reinforce student development and learning;</p> <p>5.10s use effective strategies for consulting with parents/guardians, keeping them informed, and communicating with them about their child's progress and needs;</p> <p>5.11s use parents'/guardians' observations and knowledge of their child to help guide instructional planning and decision making; and</p> <p>5.12s serve as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.</p> |

Standard VI. The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students' education, and actively seeks to expand professional knowledge and skills.

| <p>Teacher Knowledge: What Teachers Know</p> | <p>Application: What Teachers Can Do</p> |
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| <p><i>Teachers of Students in Grades EC–12</i></p> | <p><i>Teachers of Students in Grades EC–12</i></p> |
| <p>The beginning teacher knows and understands:</p> | <p>The beginning teacher is able to:</p> |
| <p>6.1k historical foundations for the education of students with visual impairments;</p> | <p>6.1s apply knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with the educational programming, materials, and services they need to achieve to their full potential.</p> |
| <p>6.2k Texas laws and rules designed to ensure a free and appropriate public education for students with visual impairments, including those with additional disabilities;</p> | <p>6.2s apply knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality, and least restrictive environment;</p> |
| <p>6.3k federal laws and regulations related to the educational rights of all students with disabilities (e.g., the Americans with Disabilities Act, the Individuals with Disabilities Education Act [IDEA], Sections 504 and 508) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials such as the American Printing House for the Blind Quota Funds);</p> | <p>6.3s apply knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., case loads, funding, array of service options); and</p> |
| <p>6.4k ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development);</p> | <p>6.4s reflect on one's practice and develop a personal plan to enhance professional knowledge and skills related to education of students with visual impairments, including those with additional disabilities.</p> |
| <p>6.5k the process for accessing specialized instructional materials available through the American Printing House for the Blind Quota Funds and state-adopted textbooks available from the Texas Education Agency;</p> | |
| <p>6.6k the functions of agencies, consumer organizations, and initiatives that promote nationwide standards of excellence for the provision of services to students with visual impairments; and</p> | |
| <p>6.7k the functions of professional organizations, publications, and activities relevant to ongoing practice and professional development in the field of visual impairment.</p> | |

Standard VII. The teacher of students with visual impairments, including those with additional disabilities, knows how to read contracted and uncontracted literary braille and Nemeth Code.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC-12

The beginning teacher knows and understands:

- 7.1k skills for reading uncontracted and contracted literary braille; and
- 7.2k skills for reading Nemeth Code.

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

The beginning teacher is able to:

- 7.1s apply skills for reading uncontracted and contracted literary braille;
- 7.2s apply skills for reading basic Nemeth Code; and
- 7.3s use resources for reading advanced Nemeth Code.

Standard VIII. The teacher of students with visual impairments, including those with additional disabilities, knows how to produce contracted and uncontracted literary braille and Nemeth Code.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 8.1k skills for producing uncontracted and contracted literary braille; and
- 8.2k skills for producing Nemeth Code.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 8.1s produce uncontracted and contracted literary braille with a braillewriter;
- 8.2s produce uncontracted and contracted literary braille with a slate and stylus;
- 8.3s produce basic Nemeth Code with a braillewriter; and
- 8.4s refer to Nemeth Code rules to produce advanced Nemeth code with a braillewriter.