

Teachers of Visually-Impaired Students

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher knows the historical foundations for education of children with visual impairments, including the array of service options.

The teacher knows current educational definitions of students with visual disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The teacher knows the importance of students' understanding their individual eye conditions and its implications.

The teacher knows the importance of accurate concept development and the implications of inaccurate concept development for students with a visual impairments.

The teacher has knowledge of the historical, philosophical, and legal basis of services for young children both with and without special needs (especially for early childhood teachers).

The teacher has knowledge of current trends and issues in general education and special education.

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DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher is committed to continued involvement in professional organizations and networking in the field of visual impairment.

The teacher is willing to continually advocate and heighten public awareness of needs and concerns specific to visual impairment.

The teacher is open to and appreciates multiple perspectives and approaches to teaching students with visual impairment.

The teacher believes that subject matter is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The teacher represents and uses a variety of viewpoints, theories, "way of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

Evidences

The teacher articulates the pros and cons of current issues and trends in special education for the visually impaired student.

The teacher belongs to and participates in activities of professional organizations in the field of visual impairments.

The teacher displays effective communication through reading, writing, speaking, and listening, and assists students in doing the same.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including:

- Braille reading and writing, including use of the braille writer and the slate and stylus, handwriting for students with low vision and signature writing for students who are blind,
- listening skills and compensatory auditory skills,
- typing and keyboarding skills,
- the use of unique technology for individuals with visual impairments, and
- the use of alternatives to nonverbal communication.
- The use of residual vision

The teacher knows methods to teach vision specific academic skills, including:

- the use of abacus,
- the use of a talking calculator,
- tactile graphics (including maps, charts, tables, etc.), and
- adapted science equipment.

The teacher knows methods for the development of visual efficiency; including instruction in the use of print adaptations, optical devices, and non-optical devices.

The teacher knows methods to develop alternative organization and study skills for students with visual impairments.

The teachers knows methods to prepare students with visual impairments for structured precane orientation and mobility assessment and instruction.

The teacher knows methods to develop tactual perceptual skills for visually impaired students who are, or will be, primarily tactual learners.

The teacher knows methods to teach human sexuality to students who have visual impairments, using tactual models that are anatomically accurate.

The teacher knows methods to develop adapted physical education and recreation skills for individuals who have visual impairments.

The teacher knows methods to develop social and daily living skills that are normally learned and reinforced by visual means.

The teacher knows strategies for developing career awareness in, and providing vocational counseling for, students with visual impairments.

The teacher knows strategies for promoting self-advocacy in individuals with visual impairments.

The teacher knows strategies to teach functional life skills relevant for independent transition to personal living and employment for individuals with visual impairments including:

- methods for accessing printed public information,
- methods for accessing public transportation,
- methods for accessing community resources,
- methods for acquiring practical skills (e.g. keeping personal records, time management, personal banking, emergency procedures.)

The teacher knows sources of specialized materials for students with visual impairments.

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The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications.

The teacher knows age-appropriate specialized skills for students with visual impairment.

The teacher knows prerequisite learning skills for students with a visual impairment at all grade levels.

The teacher knows instructional strategies useful to teach student's the proper mechanics of braille reading and writing.

The teacher knows instructional strategies useful to teach students to read using a closed circuit television (CCTV) or other optical devices.

The teacher knows instructional strategies useful to teach legible handwriting to students who are blind or have low vision.

The teacher knows instructional strategies useful to teach students efficient use of listening skills including use of tape recorders, auditory indexing, locating specific information on tapes, and other speech synthesis technology.

The teacher knows instructional strategies useful to teach students expressive communication including use of body language and facial expressions.

The teacher understands the need for students to discuss issues related to blindness/visual impairment and its impact on their lives.

The teacher knows strategies for including students who are blind or visually impaired in group discussions.

The teacher knows ways to open discussion about disability-specific issues with students who are visually impaired.

The teacher knows how to assess whether a student who is visually impaired is able to benefit from the use of instructional technologies.

The teacher knows how to communicate appropriate modification of instructional technologies to classroom teachers.

The teacher knows specialized terminology used in assessing individuals with visual impairments, both as it relates to the visual system and in areas of importance.

The teacher knows procedures used for screening, prereferral, referral, and classifications of

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students with visual impairments, including vision screening methods, functional vision and learning media assessment.

The teacher knows alternative assessment techniques for students who are blind or who have low vision.

The teacher knows appropriate interpretation and application of scores obtained as a result of assessing individuals with visual impairments.

The teacher knows how to adapt academic, career, and social curricula for all types of learners with visual impairments.

The teacher knows how to adapt oral and written communication to the needs of the student.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction for visually impaired students.

The teacher knows how to use assessment information to establish goals and objectives that are appropriate for an individual pupil with a visual impairment.

The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher is willing to respond with a variety of multisensory approaches designed specifically for students with visual a impairment in order to ensure success.

The teacher is committed to using an appropriate organizational method for obtainment, storage, dissemination, use and retrieval of resources, materials and devices.

The teacher is dedicated to giving presentations and lessons in a modality which promotes participation and learning for students with a visual impairment.

The teacher is willing to adapt and use a variety of assessment procedures appropriately when evaluating individuals with visual impairments, such as vision screening methods, functional vision evaluation and learning media assessment.

The teacher is willing to use a variety of vision specific resources.

The teacher is open to and appreciates various perspectives and approaches of teaching students with a visual impairment.

The teacher is willing to use technology to produce appropriate learning materials for students with a visual impairment.

The teacher is committed to instructing students with visual impairments in the use of current

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adaptive technology for access and output of information.

The teacher is committed to lifelong learning, both personally and professionally.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher interprets and uses unique assessment data to establish goals and objectives for instructional planning with students who are visually impaired.

The teacher will sequence, implement and evaluate individual learning objectives for students with visual impairments.

The teacher will use strategies facilitating the maintenance and generalization of vision specific skills across learning environments for students with visual impairments (social skills, daily living skills, organizational skills.)

The teacher adapts curriculum for instruction in braille reading and writing, Nemeth code, and abacus, when deemed appropriate.

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The teacher will use the Braille writer, slate and stylus, and computer technology to produce Braille materials.

The teacher transcribes, proofreads, and interlines grade II Braille and Nemeth code materials.

The teacher prepares modified materials (e.g. in Braille, enlarged, outlined, highlighted) for students who have visual impairment.

The teacher obtains and organizes special materials to implement instructional goals for learners with a visual impairment .

The teacher creates a learning environment that encourages self-advocacy and independence for students with a visual impairment.

The teacher prepares students who have visual impairments to respond to societal attitudes, actions, and diverse perspectives with positive behavior, self-advocacy, and a sense of humor.

The teacher uses a multi-disciplinary team approach to infuse communication skills into academic areas for the student who is visually impaired and has additional disabilities.

The teacher chooses and uses appropriate technologies to accomplish instructional objectives for students with visual impairments and integrates the technologies appropriately into the instructional process.

The teacher develops individualized instructional strategies to enhance instruction for learners with visual impairments, including modifications of the environment, adaptations of materials, and vision impairment specific methodologies.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil, which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher develops methods to foster alternative reasoning, problem-solving and decision-making skills in students with visual impairments.

The teacher adapts and uses a variety of assessment procedures appropriately when evaluating individuals with visual impairments, such as learning media assessment, low vision assessment, Braille skills, and multi-handicapped.

The teacher prepares students with visual impairments for structured pre-cane orientation and mobility assessment and instruction.

The teacher prepares students with a visual impairment for a positive transition to productive adult life activities.

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The teacher modifies testing appropriately for visually impaired students.

The teacher uses methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.

The teacher uses methods for the development of basic concepts needed by students who do not learn visually.

The teacher uses vision impairment specific assessment instruments appropriately (e.g. Blind Learning Aptitude Test, Tactile Test of Basic Concepts, Diagnostic Assessment Procedure).

The teacher gathers background information about academic, medical, and family history as it relates to the student's visual status for students with visual impairments.

The teacher conducts a functional vision assessment in order to determine the student's efficient use of vision.

The teacher uses learning media assessment procedures in order to determine the appropriate reading medium for a student who is visually impaired.

The teacher modifies and creates appropriate physical education and recreational activities for students with visual impairments.

The teacher plans and implements individual developmentally appropriate curriculums and instructional practices based on knowledge of the individual student, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils [e.g., drugs, poverty, guns].

The teacher selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress by other means.

The teacher modifies the physical environment to ensure maximum performance on tests for

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students with visual impairments.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process (especially for early childhood teachers).

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and utilizes formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows the impact of a visual impairment on human growth and development (motor system, cognition, social/emotional interactions, self-help, language, etc.)

The teacher knows the educational consequences of the degree and severity of the visual impairment (total blindness vs. low vision) on human growth and development.

The teacher knows the educational consequences of age at onset of visual impairment on human growth and development.

The teacher knows the normal development of the human visual system.

The teacher knows the basic terminology related to the structure and function of the human

visual system.

The teacher knows the importance of developing other senses (hearing, touch, taste, smell, etc.) when vision is impaired.

The teacher knows common eye conditions and the consequences of those conditions which are genetically based.

The teacher knows the educational and psycho/social implications of degenerative eye conditions.

The teacher knows the impact of additional disabilities on the growth and development of students with visual impairments.

The teacher knows the impact of a visual impairment on the development of reading skills, language and communication.

The teacher knows the influence of visual impairment on learning theory.

The teacher knows how to apply learning theory to the unique needs of students who are visually impaired.

The teacher knows how to evaluate and use the following material to support instruction for students with visual impairments:

- braille writer,
- handwriting guides,
- tape recorders,
- electronic braille note takers,
- refreshable braille,
- abacus,
- talking calculators,
- optical devices,
- nonoptical devices,
- slate and stylus,
- tactile graphics, and
- adapted science equipment.

The teacher knows how visual impairments (including adventitious, congenital and degenerative visual impairments) influence students' physical, social, emotional and cognitive development and how these affect learning.

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The teacher considers the influence of visual impairment when making instructional decisions.

The teacher knows how blindness or a visual impairment affects readiness for learning.

The teacher knows how a delay in readiness caused by a visual impairment affects student performance.

The teacher knows how to prepare students who have visual impairments to access information and services from the community at large.

The teacher know how to use the following services to support instruction for students who are visually impaired:

- American Printing House for the Blind
- American Foundation for the Blind
- Division of Services For the Blind
- consumer groups,
- professional organizations,
- Library for the Blind,
- Recordings For the Blind and Dyslexic
- adaptive materials and technologies centers,
- rehabilitation facilities,
- vendors of adaptive equipment, and
- community access, such as public transportation.

The teacher knows the effects of a visual impairment on social behavior and independence.

The teacher knows the importance of developing inservice, programs and strategies designed to promote positive peer relations with students who have a visual impairment.

The teacher knows the relationship of psycho/social aspects of a visual impairment in peer relationships.

The teacher knows methods to teach human sexuality to students who have visual impairment using tactual models that are anatomically accurate.

The teacher knows methods to develop adaptive physical and recreation skills for individuals with a visual impairment to promote peer interaction.

The teacher knows resources needed to stay abreast of current service networks and organizations for students with a visual impairment and their families.

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The teacher has a knowledge of federal entitlement (e.g. American Printing House's Quota Funds) that relate to the provision of specialized equipment and materials for learners with a visual impairment.

The teacher has knowledge of historical foundations for education of children with a visual impairment.

The teacher has knowledge of consumer and professional organizations, publications, journals and vendors relevant to the field of visual impairment.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows of ethical considerations inherent in classroom behavior management.

The teacher knows techniques to deal with crisis preventions, students from various cultural backgrounds, and students with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to utilize resources, aids, and materials for teaching children with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be utilized by students and families, and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher embraces attitudes and behaviors that positively affect the behavior of students with visual impairment.

The teacher is willing to promote positive peer relations by using strategies such as reverse main streaming, circle of friends, the peer learning systems, etc.

The teacher is willing to create a multisensory environment in the classroom/school which encourages active participation by learners with a visual impairment.

The teacher is willing to create a learning environment that encourages self advocacy, independence and competency for student with a visual impairment.

The teacher is committed to staying abreast of current services, networks, and organizations for students with visual impairments and their families.

The teacher is willing to choose and use appropriate teaching materials and adaptive devices needed by students with a visual impairment.

The teacher is willing to use technology to produce appropriate learning materials.

The teacher is committed to instructing students with a visual impairment in the use of current adaptive technology for access and output of information.

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The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success, including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher applies concepts of human growth and development to instruction, including child development theories as they relate to visual impairment.

The teacher displays an understanding of the impact of visual impairments on learning, experience, and concept development.

The teacher can accurately interpret eye reports and other vision-related diagnostic information.

The teacher uses or adapts learning techniques/strategies as needed for students with varying degrees of visual impairments, providing opportunities for multi-sensory experiences and high success rates in each stage of learning.

The teacher demonstrates the ability to vary instructional techniques/strategies in order to present typical visual information using alternative sensory input.

The teacher locates appropriate sources of specialized materials for students with visual

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impairments (American Printing House for the Blind, Exceptional Teaching Aids, American Foundation for the Blind, etc.)

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with visual impairments (canes, large print, braille, technology, low vision aids, etc.)

The teacher evaluates prior student knowledge and provides the student with a variety of experiences (tactual, haptic, olfactory, auditory and visual) to build upon prior knowledge and make connections to student experiences.

The teacher can instruct students who have visual impairments to use thinking, problem-solving, and other cognitive strategies to meet their individual learning needs.

The teacher can assist the student with a visual impairment to develop alternative organization and study skills.

The teacher assists the students with visual impairments in appropriate interactions with peers through cooperative play and activities for social learning.

The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

The teacher designs learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of group and individual learning activities.

The teacher designs a learning environment that encourages self-advocacy and independence for students with visual impairments.

The teacher manages and directs the activities of paraprofessionals or peer tutors who work with students who have visual impairments.

The teacher chooses and uses appropriate technologies to accomplish instructional objectives.

The teacher designs learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of group and individual learning activities.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses and adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping

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students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher helps pupils work and cooperatively interact with their peers and to utilize play, environmental routines, and parent-mediated activities for learning.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The teacher knows how to facilitate the integration of students with exceptionalities into the regular classroom.

The teacher knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

The teacher knows myths and society's assumptions about blindness based on portrayal of blindness in the media and the impact that these misconceptions have on students who are visually impaired and their families.

The teacher understands and respects the impact of blindness on a student's life.

The teacher knows how to plan and conduct workshops on visual impairments for a variety of audiences including service clubs, regular classrooms, parent groups, and classroom teachers.

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DISPOSITIONS

The teacher respects, accepts, and support ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher fosters appropriate curriculum and instruction based on knowledge of individual students, the family and the community.

The teacher realizes the impact of visual impairment on language and communication.

The teacher recognizes the effects of visual impairment on the student's family and the reciprocal impact on the student's self-esteem.

The teacher embraces the expression of democratic values in the classroom and in the school.

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

Evidences

The teacher works collaboratively with regular classroom teachers, other professionals and parents to view blindness in a positive light and to develop appropriate expectations.

The teacher instructs the student in self-advocacy skills.

The teacher conducts inservices and workshops to provide information on visual impairments for service clubs, regular classrooms, parent groups, and classroom teachers.

The teacher advocates for the rights of individuals who are visually impaired within the community.

The teacher analyzes the student's academic, social, and community environment holistically and adapts activities for full participation to accommodate for blindness.

The teacher efficiently uses braille, enlarged print, and speech output to communicate with individuals who are visually impaired.

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

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The teacher creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

The teacher interprets education programs of all students to school personnel, school patrons, and community members.

The teacher models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher instructs the students to be their own advocates.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organization within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows strategies for assisting parents and other professionals in planning appropriate transitions for students who have a visual impairment.

The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g. sighted readers, transcribers, aides) or who provide special materials to them.

The teachers knows the effects of a visual impairment on the individual family and the reciprocal impact on the individual's self-esteem.

The teacher knows the requirements of legislation for assessment and provision of services for students who are visually impaired.

The teacher knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

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The teacher knows how to use stress management skills.

The teacher knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the instructional process.

The teacher knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher is dedicated to the continual growth process in all areas including research, assessment and learning as they pertain to students with a visual impairment

The teacher is willing to adapt to changes in a dynamic organization.

The teacher is confident that she/he can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

The teacher is willing to share strategies for assisting parents and other professionals who work with students with a visual impairment.

The teacher values the appropriate role of paraprofessionals who work directly with students with a visual impairment.

The teacher encourages the participation of students with a visual impairment in family, school and community activities.

The teacher fosters good citizenship on the part of students with a visual impairment, so that he/she sees his/herself as an active participant, accepting responsibility for him/herself and his/her community.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher helps parents and other professionals understand the impact of a visual impairment on learning and experience.

The teacher reports disability-related results of evaluations to students who have visual impairments, their parents and administrators and other professionals in clear, concise laymen's terms.

The teacher manages and directs the activities of paraprofessionals or peer tutors who work with students who have visual impairments.

The teacher participates in the activities of professional organizations in the field of visual impairment.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to the field of visual impairment.

The teacher prepares students who have a visual impairment to access information and services from the community at large.

The teacher conducts assessments and implements educational programs for students who are visually impaired required by law.