

505-3-.102 SPECIAL EDUCATION VISUAL IMPAIRMENT ENDORSEMENT PROGRAM

Nature of Amendment(s):

- Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.102 SPECIAL EDUCATION VISUAL IMPAIRMENT ENDORSEMENT PROGRAM, dated July 1, 2019, AMENDED to add the in-field statement, which specifies the grade levels and/or subjects the program prepares individuals to teach. Also included is an updated reference to a paragraph in Rule 505-3-.01.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) Purpose. This rule states field-specific content standards for approving an endorsement program that shall conform to all cross-specialty area knowledge and skills listed in the seven Council for Exceptional Children Initial Preparation Standards for the preparation of entry-level special education teachers. Such endorsement programs admitting candidates who are currently certified in an area of special education may accept this certification as a candidate meeting the required knowledge and skills. This rule supplements requirements in GaPSC Rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) In-Field Statement. Completers of the Special Education Visual Impairment Endorsement are qualified to work with visually impaired students in grades P-12 and special education pre-school students (ages 3-5) under the following conditions:

(a) The educator may work collaboratively with a content area teacher of record in all content subjects.

(b) To serve as a teacher of record, the educator may teach only the content subjects of the base certificate field(s) and the Special Education academic content concentration with designated cognitive levels identified on the certificate.

(23) Requirements.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program to candidates who hold Special Education P-12 certification or Special Education General Curriculum/Elementary Education (P-5) certification or as an endorsement program embedded in a GaPSC-approved initial preparation Special Education or Special Education/Elementary Education (P-5) program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. ~~(viii)~~ of GaPSC educator preparation rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(b) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the Council for Exceptional Children standards published in 2012.

1. Foundations.

(i) The program shall prepare candidates who are aware of access rights to specialized

equipment and materials for individuals with visual impairments;

- (ii) The program shall prepare candidates who know the historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world;
- (iii) The program shall prepare candidates who know educational definitions, identification criteria, labeling issues, and incidence and prevalence for individuals with visual impairments;
- (iv) The program shall prepare candidates who know basic terminology related to the function of the human visual system;
- (v) The program shall prepare candidates who know basic terminology related to diseases and disorders for the human visual system;
- (vi) The program shall prepare candidates who can articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum; and
- (vii) The program shall prepare candidates who can articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum instructional options.

2. Development and Characteristics of Learners.

- (i) The program shall prepare candidates who understand the development of the human visual system;
- (ii) The program shall prepare candidates who understand the development of secondary senses when vision is impaired;
- (iii) The program shall prepare candidates who understand the effects of visual impairment on human development;
- (iv) The program shall prepare candidates who help families and other team members understand the impact of visual impairment on learning and experience;
- (v) The program shall prepare candidates who understand the impact of visual impairment on learning and experience;
- (vi) The program shall prepare candidates who understand psychosocial aspects of visual impairment; and
- (vii) The program shall prepare candidates who select and develop teaching strategies addressing age, visual impairment and visual prognosis.

3. Individual Learning Differences.

- (i) The program shall prepare candidates who understand the effects of visual impairment on receptive and expressive literacy and communication;
- (ii) The program shall prepare candidates who use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem;

- (iii) The program shall prepare candidates to address the loss of incidental learning and the development of concepts and lexicon as related to incidental learning; and
- (iv) The program shall prepare candidates who select, adapt and use instructional strategies to address the impact of additional exceptionalities.

4. Instructional Strategies.

- (i) The program shall prepare candidates who know effective strategies for teaching new concepts;
- (ii) The program shall prepare candidates who know effective strategies for teaching sensory efficiency skills and use of print adaptations, optical devices, and non-optical devices;
- (iii) The program shall prepare candidates who know effective strategies for teaching organization and study skills;
- (iv) The program shall prepare candidates who know effective strategies for teaching tactual perceptual skills;
- (v) The program shall prepare candidates who know effective strategies for teaching adapted physical and recreational skills;
- (vi) The program shall prepare candidates who know effective strategies for teaching social, independent living, and functional life skills;
- (vii) The program shall prepare candidates who know effective strategies for teaching career-vocational skills and providing vocational counseling;
- (viii) The program shall prepare candidates who know effective strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills;
- (ix) The program shall prepare candidates who know effective techniques for teaching human sexuality;
- (x) The program shall prepare candidates who select and adapt materials in appropriate Braille code, accessible print, and other formats;
- (xi) The program shall prepare candidates who use brailewriter, slate and stylus, and computer technology to produce Braille materials and other related adapted and assistive technologies;
- (xii) The program shall prepare candidates who can teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment and other related adapted and assistive technologies;
- (xiii) The program shall prepare candidates who know strategies to prepare individuals for human guide and pre-cane orientation and mobility screening and instruction; and
- (xiv) The program shall prepare candidates who can teach literacy skills to individuals who have vision loss as well as other disabilities.

5. Learning Environments/Socials Interactions.

- (i) The program shall prepare candidates who know techniques of classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities;
- (ii) The program shall prepare candidates who know the importance of role models with visual impairments;
- (iii) The program shall prepare candidates who design multisensory learning environments that encourage active participation in group and individual activities; and
- (iv) The program shall prepare candidates who provide access to incidental learning experiences.

6. Language.

- (i) The program shall prepare candidates who know strategies for responding and understanding the implications of nonverbal communication as a substructure of language;
- (ii) The program shall prepare candidates who know strategies for teaching listening and compensatory auditory skills; and
- (iii) The program shall prepare candidates who know strategies for teaching communication through technology and adaptations specific to visual impairments.

7. Instructional Planning.

- (i) The program shall prepare candidates who understand the relationship among assessment, development of individualized education program, and placement as they affect vision-related services;
- (ii) The program shall prepare candidates who select and use technologies to accomplish instructional objectives;
- (iii) The program shall prepare candidates who sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments;
- (iv) The program shall prepare candidates who obtain and organize specialized materials to implement instructional goals; and
- (v) The program shall prepare candidates who integrate the individualized health care plan into daily programming.

8. Assessment.

- (i) The program shall prepare candidates who know specialized terminology used in assessing individuals with visual impairments;
- (ii) The program shall prepare candidates who know alternative assessment techniques for individuals with visual impairments;
- (iii) The program shall prepare candidates who administer and interpret vision-related assessments;

- (iv) The program shall prepare candidates who use functional evaluations related to the expanded core curriculum;
 - (v) The program shall prepare candidates who select, adapt, and use assessment information when tests are not validated on individuals with visual impairments;
 - (vi) The program shall prepare candidates who participate in the standardization process for local and state assessments; and
 - (vii) The program shall prepare candidates who interpret and apply background information and family history related to the individual's visual status.
9. Professional and Ethical Practice.
- (i) The program shall prepare candidates who are familiar with ethical considerations, laws, and policies for assessment of individuals with visual impairments.
10. Collaboration.
- (i) The program shall prepare candidates who know strategies for assisting families and other team members in transition planning;
 - (ii) The program shall prepare candidates who are familiar with services, networks, publications for and organization of individuals with visual impairments;
 - (iii) The program shall prepare candidates who structure and supervise the activities of para-educators and others who work with individuals with visual impairments; and
 - (iv) The program shall prepare candidates who plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

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