

**8710.5100 TEACHERS OF SPECIAL EDUCATION: BLIND OR VISUALLY IMPAIRED.**

Subpart 1. **Scope of practice.** A teacher of special education: blind or visually impaired is authorized to provide evaluation and specially designed instruction to eligible infants, children, and youth from birth through age 21 who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include vision loss. Teachers collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans.

Subp. 2. **License requirements.** A candidate for licensure to teach infants, children, and youth from birth through age 21 who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include vision loss shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards of effective practice for licensing of beginning teachers in part 8710.2000;

C. demonstrate core skill requirements in part 8710.5000; and

D. show verification of completing a Board of Teaching preparation program approved under chapter 8705 leading to licensure of teachers of special education: blind or visually impaired in subpart 3.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special education: blind or visually impaired must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. Foundational knowledge. A teacher of special education: blind or visually impaired understands the foundations of special education services for students with vision loss on which to base practice. The teacher must demonstrate knowledge of the:

(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of infants, children, and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include vision loss;

(2) educational definitions, issues relating to identification, and eligibility criteria for services pertaining to individuals who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include vision loss;

(3) development and use of the human visual system and basic terminology related to the structure, function, diseases, and disorders of the visual system;

(4) the impact of blindness and low vision on the early development of the motor system, cognition, social and emotional interactions, independence, environmental awareness, and language and communication;

(5) effects of blindness or visual impairment on the psychosocial development, self-esteem, and behavior of the student within the family system;

(6) effect that perceptions about blindness, visual impairments, and deaf-blindness can have on individuals with disabilities;

(7) effects of different social, cultural, and linguistic backgrounds on the student's and family's attitudes toward independence, self-evaluation results and interpretation, curriculum and instruction, advocacy, daily living, social interactions, and transition planning for students who are blind, visually impaired, or deaf-blind and those with additional disabilities that include vision loss;

(8) impact of coexisting conditions or multiple disabilities on students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss; and

(9) writing instruments and devices for students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss.

B. Referral, evaluation, planning, and programming. A teacher of special education: blind or visually impaired understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with vision loss. The teacher must be able to:

(1) understand the ethical considerations, laws, policies, and specialized procedures regarding screening, prereferral, referral, evaluation, identification, and educational planning and service delivery models for students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(2) administer and interpret specialized vision evaluation measures, including a functional vision assessment and an assistive technology evaluation, for students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(3) integrate evaluation results from multiple professions and communicate the educational implications to students, families, educators, and others;

(4) adapt existing non-disability-specific assessment tools and methods to accommodate the abilities and needs of students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(5) collect, integrate, and interpret data from children and youth, parents, families, educators, and others to evaluate, plan, and develop individualized education program plans;

(6) apply evaluation results in the selection of writing instruments and appropriate learning media, including devices and methodologies for students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(7) assess, in collaboration with certified specialists, the need for orientation and mobility services for students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(8) apply the results of assessments for students with low vision to utilize optical and nonoptical devices and strategies to optimize the use of vision;

(9) assess how students who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss, can enhance the use of senses other than vision;

(10) consider various educational placement options based on the needs of the individual; and

(11) apply evaluation results to design an individualized education program that integrates student and family priorities and concerns to address academic and nonacademic goals.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: blind or visually impaired understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for infants, children, and youth with hearing loss. The teacher must be able to:

(1) integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and math with characteristics of vision loss in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;

(2) transcribe, proofread, interline, and produce Braille materials and tactile graphics using a variety of devices and assistive technologies;

(3) design, implement, monitor, and adjust strategies to teach basic concepts through the use of auditory, tactual, and modified visual skills to children and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(4) select and use instructional methods, specialized materials, and assistive technologies and strategies that are appropriate for the individual to accomplish

instructional objectives for children and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(5) participate in the designing, implementing, monitoring, and adjusting of instructional methods and materials based on grade-level content standards for teaching children and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(6) access and use materials, equipment, and assistive technologies and strategies from a variety of sources to meet the needs of children and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(7) teach the reading and writing of Braille using accepted codes in the Codes of American Usage of English Braille, the Nemeth Code, and computer, music, and foreign language codes for Braille, and tactile graphics;

(8) use assistive technology and technical aids in the production and use of accessible instructional materials;

(9) develop, sequence, implement, and evaluate learning objectives based on grade-level core curriculum and expanded core curriculum;

(10) apply strategies for teaching expanded core curriculum in self-advocacy and functional life skills relevant to independence, social interactions, community and personal living, recreation, and employment;

(11) design secondary transition plans and teach transition skills for postsecondary education, employment, recreation and leisure, daily living, and community participation;

(12) monitor, evaluate, and summarize the acquisition of instructional goals and objectives stated in the individualized education program plans; and

(13) reinforce and support instruction in orientation and mobility provided by certified specialists.

D. Collaboration and communication. A teacher of special education: blind or visually impaired cultivates and maintains positive, collaborative relationships with infants, children, and youth, families, other professionals, and the community to support student development and educational progress. The teacher must be able to:

(1) provide and receive consultation and collaborate with children and youth who are blind, visually impaired, deaf-blind, and those with additional disabilities that include a vision loss, their families, educators, related services personnel, and other service providers in evaluating, planning, and making choices related to academic, postsecondary, and occupational decisions;

(2) identify sources of unique services, networks, agencies, consumer advocacy groups, vendors, and organizations for infants, children, and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss, including rehabilitation agencies, volunteer organizations, private nonprofit organizations, and federal entitlements that relate to the provision of specialized equipment and materials;

(3) understand the roles and responsibilities of educators, related services personnel, orientation and mobility specialists, paraprofessionals, and role models;

(4) make use of structures supporting interagency collaboration and coordinate interagency agreements and transition plans;

(5) identify and access school, community, and social services appropriate to infants, children, and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

(6) promote collaborative practices that respect the individual and family culture and values relative to the impact that vision loss may have on the individual and family across the life span;

(7) access and evaluate information, research, and emerging practices relevant to the field of blindness, visual impairments, and deaf-blindness through consumer and professional organizations, peer-reviewed journals, and other publications; and

(8) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and the family.

E. Clinical experiences. A teacher of special education: blind or visually impaired applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching infants, children, and youth with vision loss in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models.

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of special education: blind or visually impaired are effective on January 1, 2013, and thereafter.

**Statutory Authority:** *MS s 122A.09; 122A.18*

**History:** *23 SR 1928; 36 SR 1243*

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