

CIEP Submission Form

Visual Impairment (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:

Date Submitted:

Program Level: *Select one of the options below.*

Class B

Alternative Class A

Submitting for: *Choose one of the options below.*

Initial review of a proposed program

Continuing review of a currently approved program

Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

- I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

- 1. Include the proposed checklist as a separate document.

- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers¹	Number Recommended for Alabama Certification

¹ Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment ²	Type of Key Assessment ³	When Required by Program ⁴
1 a	State Certification Tests: ⁵		State Certification Tests	
	Praxis Special Education			
1 b	edTPA			
2	Content Knowledge ⁶			
3	Planning Instruction ⁷			
4	Internship			
5	Effect on Student Learning ⁸			
6 ⁹				
7				
8				

² Identify assessment by title used in the program.

³ Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

⁴ Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

⁵ Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

⁶ Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

⁷ Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

⁸ Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.

⁹ Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Learner Development and Individual Learning Differences.		
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 All candidates will:		
1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities.		
1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		
1.4 Candidates in visual impairment (Grades P-12) will also:		
1.4.1 Have and apply knowledge of:		
1.4.1.1 The human visual system.		
1.4.1.2 Development of secondary senses when vision is impaired.		
1.4.1.3 Effects of visual impairment on development.		

1.4.1.4 Impact of visual impairment on learning and experience.		
1.4.1.5 Psychosocial aspects of visual impairment and learning methods.		
1.4.1.6 Effects of visual impairment on receptive and expressive literacy and communication.		
1.4.2 Select and develop teaching strategies addressing age, visual impairment and visual prognosis.		
1.4.3 Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem.		
1.4.4 Select, adapt, and use instructional strategies to address the impact of additional exceptionalities.		

Standard 2 Learning Environments.

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 All candidates will:		
2.1.1 Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.		
2.1.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.		
2.1.3 Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.		
2.6 Candidates in visual impairment (Grades P-12) will also:		
2.6.1 Have and apply knowledge of:		
2.6.1.1 Braille.		
2.6.1.2 Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities.		
2.6.1.3 The importance of role models with visual impairments.		

2.6.2 Design multi-sensory learning environments that encourage active participation in group and individual activities.		
2.6.3 Provide access to incidental learning experience.		
2.6.4 Facilitate orientation and mobility.		

Standard 3 Curricular Content Knowledge.

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 All candidates will:		
3.1.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]		
3.1.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.		
3.1.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.		
3.6 Candidates in visual impairment (Grades P-12) will also:		
3.6.1 Have and apply knowledge of the relationship among assessment; development of an individualized education program; and placement as they affect vision-related services.		

3.6.2 Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.		
3.6.3 Obtain and organize specialized materials to implement instructional goals.		

Standard 4 Assessment.		
Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
4.1 All candidates will:		
4.1.1 Select and use technically sound formal and informal assessments that minimize bias.		
4.1.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.		
4.1.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.		
4.1.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.		
4.4 Candidates in visual impairment Grades (P-12) will also:		
4.4.1 Have and apply knowledge of:		
4.4.1.1 Specialized terminology used in assessing individuals with visual impairments.		
4.4.1.2 Alternative assessment techniques for individuals with visual impairments.		
4.4.1.3 Basic terminology related to the function of the human visual system.		

<p>4.1.2 Administer and interpret vision-related assessments.</p>		
<p>4.1.3 Use functional evaluations related to the expanded core curriculum.</p>		
<p>4.11.4 Interpret and apply background information and family history related to the individual's visual status.</p>		

Standard 5 Instructional Planning and Strategies.

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 All candidates will:		
5.1.1 Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)		
5.1.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.		
5.1.3 Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.		
5.1.4 Use strategies to enhance language development and communications skills of individuals with exceptionalities.		
5.1.5 Develop and implement a variety of education programs, including individualized education programs (IEPs), individualized family service plans (IFSPs), and/or transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.		

5.1.6 Teach to mastery and promote generalization of learning.		
5.1.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.		
5.4 Candidates in visual impairment (Grades P-12) will also:		
5.4.1 Have and apply knowledge of:		
5.4.1.1 Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.		
5.4.1.2 Strategies for teaching tactual perceptual skills		
5.4.1.3 Strategies for teaching adapted physical and recreational skills.		
5.4.1.4 Strategies for teaching social, daily living, and functional life skills.		
5.4.1.5 Strategies for teaching career-vocational skills and providing vocational counseling.		
5.4.1.6 Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills.		
5.4.1.7 Strategies for responding and understanding the implications of non-verbal communication as a substructure of language.		
5.4.1.8 Strategies for teaching listening and compensatory auditory skills.		
5.4.2 Teach communication through technology and adaptations specific to visual impairments.		
5.4.3 Select and adapt materials in Braille, accessible print, and other formats.		

5.4.4 Teach the use of the braillewriter, slate and stylus, and computer technology to produce Braille materials.		
5.4.5 Teach the use of the abacus, talking calculator, tactile graphic, and adapted science equipment.		

Standard 6 Professional Learning and Ethical Practice.

Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
6.1 All candidates will:		
6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.		
6.1.2 Understand how foundational knowledge and current issues influence professional practice.		
6.1.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.		
6.1.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.		
6.1.5 Advance the profession by engaging in activities such as advocacy and mentoring.		
6.1.6 Provide guidance and direction to paraeducators, tutors, and volunteers.		

6.4 Candidates in visual impairment (Grades P-12) will also:		
6.4.1 Have and apply knowledge of:		
6.4.1.1 Access rights to specialized equipment and materials for individuals with visual impairments.		
6.4.1.2 Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools.		
6.4.1.3 Incidence and prevalence for individuals with visual impairments.		
6.4.2 Select, adapt, and use instructional strategies to address the impact on additional exceptionalities.		
6.4.3 Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options.		
6.4.4 Participate in the activities of professional organizations in the field of visual impairment.		

Standard 7 Collaboration.

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:

Indicators	Curriculum Components— Courses or Other Requirements¹¹ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
7.1 All candidates will:		
7.1.1 Use theory and elements of effective collaboration.		
7.1.2 Serve as a collaborative resource to colleagues.		
7.1.3 Use collaboration and effective communication to coordinate with families and other professionals to assess, plan, and implement effective programs, including individualized education programs (IEPs), individualized family service plans (IFSPs), and/or transition plans and services that promote progress toward measurable outcomes for individuals with exceptionalities and their families across a wide range of settings.		
7.4 Candidates in visual impairment (Grades P-12) will also:		
7.4.1 Have and apply knowledge of:		
7.4.1.1 Strategies for assisting families and other team members in transition planning.		
7.4.1.2 Services, networks, publications for and organizations of individuals with visual impairments.		

<p>7.4.2 Structure and supervise the activities of para-educators and others who work with individuals with visual impairments.</p>		
<p>7.4.3 Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.</p>		

SECTION IV Summary of Field Experiences Prior to Internship

1. List all courses (or other curriculum requirements) that have a required field experience, **in the order** that the courses are typically taken. *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order? Yes No
If no, provide a brief explanation.

3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.

4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.