

Alignment of OAE Special Education Specialist: Visually Impaired Assessment Framework with Ohio-specified Standards

This alignment study identifies the national and/or Ohio educational standards that are addressed in whole or in part by each competency of the assessment framework. An indication of alignment does not necessarily imply complete congruence of the content of an OAE test competency with the relevant standard. The information in this document is subject to change if revisions are made to the assessment framework. Any changes will fully supersede the information contained in this document.

Competencies		Ohio Educational Preparation Standards		Ohio Educator Standards
Visually Impaired (PK-12)		CEC Program Standards Initial Special Education Teachers of Individuals With Exceptional Learning Needs Who are Blind and/or Visually Impaired (2009)	Council for Exceptional Children (CEC): Initial Level Special Educator Preparation Standards (Updated 2012)	Ohio Standards for the Teaching Profession
<u>Knowledge of Human Development, Vision, and Visual Impairments</u>				
0001	Understand typical processes of human growth and development and the developmental significance of disabilities.	2-3; 6	1	1
0002	Understand learning processes and the significance of disabilities for learning.	2-3	1	1
0003	Understand the visual system and characteristics of all types and degrees of visual impairments.	1-2		1
0004	Understand the implications of visual impairments for cognitive and communicative functioning.	2-3; 6	1	1
0005	Understand the implications of visual impairments for social/emotional and physical/motor functioning and for the development of daily living and functional life skills.	2-3	1	1, 5

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0006	Understand principles of optics and the use of low vision aid.	2		
<u>Assessing Students with Visual Impairments</u>				
0007	Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.	7-8	4-5	3
0008	Apply procedures for assessing students' functional vision.	8	4	3
0009	Apply procedures for assessing the intellectual performance and academic achievement of students with visual impairments.	8	4	3
0010	Apply procedures for assessing the motor functioning, communicative competence, and functional living skills of students with visual impairments.	8	4	3

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<u>Fostering Student Growth and Development</u>				
0011	Apply procedures for developing and implementing an Individualized Education Program (IEP) for students with visual impairments.	7-8; 10	4-5	1
0012	Understand how to establish a positive and productive learning environment for all students.	5; 7	2	5
0013	Understand how to foster the orientation and mobility skills of students with visual impairments.	4	5	
0014	Understand sensory training techniques used with students with visual impairments.	4	5	
0015	Understand strategies for fostering communicative skills development in students with visual impairments.	4-6	5	
0016	Understand how to foster academic achievement in students with visual impairments.	4; 6-7	2; 5	4
0017	Understand how to address the social and emotional needs of students with visual impairments.	4-5	2	1

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0018	Understand how to foster daily living and functional life skills and vocational/career skills in students with visual impairments.	4-5	2; 5	
<u>Professional Knowledge</u>				
0019	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with visual impairments.	7; 9-10	6-7	6-7
0020	Understand how to foster strong school-home relationships.	3; 10	5; 7	6
0021	Understand how to encourage school-community interactions that enhance learning opportunities for students with visual impairments.	1; 10	7	2; 6
0022	Understand requirements, responsibilities, and constraints associated with teaching special needs populations.	9	6	2; 4; 7
0023	Understand the history and philosophy of special education and key issues, trends, and research relating to the education of students with visual impairments.	1;9	6	