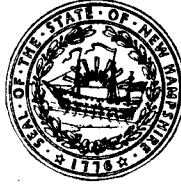


W 49



Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

September 30, 2014

Sole Source

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education to enter into a **Sole Source** Cooperative Agreement with the University of New Hampshire, Institute on Disability (IOD), (vendor code 177867), acting through Granite State College, (vendor code 177491), to address the critical shortage of teachers for students who are blind and visually impaired. This contract will be in effect from the date of Governor and Council approval through June 30, 2015 in an amount not to exceed \$48,500.00. These are 100% Federal funds.

Funding for this request is available from:

	<u>FY'15</u>
06-56-56-562510-41100000-072-509073	\$48,500.00
Contracts for Programs Services	

EXPLANATION

The New Hampshire Department of Education wishes to contract with University of New Hampshire, Institute on Disability (IOD), acting through Granite State College under **sole source** in lieu of the Request for Proposals (RFP) process as Granite State College fosters partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high quality academic experiences to the residents of New Hampshire in an effective and efficient manner. Granite State College is nationally recognized as a leader in meeting the academic needs of adult learners by offering programs and services of the highest quality that address the educational and workforce priorities of our state and region. The Post-Baccalaureate Teacher Certification (PBTC) program at Granite State College is designed for students who have completed a bachelor's degree and are seeking

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council

Page Two

September 30, 2014

New Hampshire Teaching Certification. The PBTC program offers teacher certification with concentrations in the critical shortage area for teachers in the State of New Hampshire. Based on the PBTC program, Granite State College has sufficient practices in place to develop the unique needs of a teacher certification program for the Teachers of the Blind and Visually Impaired.

The New Hampshire Department of Education (NHDOE), Bureau of Special Education has identified a critical shortage of teachers for students who are blind and visually impaired. Granite State College will coordinate with the NHDOE, Bureau of Special Education to develop a teacher certification program for the Teachers of the Blind and Visually Impaired; the goal is to launch the teacher certification program January 2015.

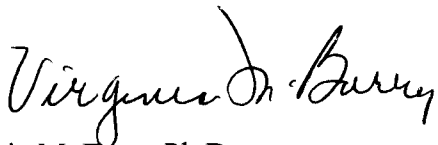
The Cooperative Agreement will include, but not limited to, the following:

- Develop a teacher preparation program for the Teachers of the Blind and Visually Impaired. Technical assistance to be utilized from recognized State and national entities; New England Deaf-Blind Center and the Perkins School for the Blind;
- Work with the NHDOE to identify Cohort #1 for January start date;
- Launch program January 2015

The University of New Hampshire, Institute on Disability (IOD)/Granite State College will be evaluated by the Department through the monitoring of the services provided. In addition, they will submit reports to the Department on the progress in meeting the objectives of the contract.

In the event that the Federal Funds become no longer available, General Funds will not be requested to support this program.

Respectfully submitted,



Virginia M. Barry Ph.D.
Commissioner of Education

COOPERATIVE PROJECT AGREEMENT

between the

STATE OF NEW HAMPSHIRE, **Department of Education**

and the

Granite State College of the UNIVERSITY SYSTEM OF NEW HAMPSHIRE

- A. This Cooperative Project Agreement (hereinafter "Project Agreement") is entered into by the State of New Hampshire, **Department of Education**, (hereinafter "State"), and the University System of New Hampshire, acting through **Granite State College**, (hereinafter "Campus"), for the purpose of undertaking a project of mutual interest. This Cooperative Project shall be carried out under the terms and conditions of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, except as may be modified herein.
- B. This Project Agreement and all obligations of the parties hereunder shall become effective on the date the Governor and Executive Council of the State of New Hampshire approve this Project Agreement ("Effective date") and shall end on **6/30/15**. If the provision of services by Campus precedes the Effective date, all services performed by Campus shall be performed at the sole risk of Campus and in the event that this Project Agreement does not become effective, State shall be under no obligation to pay Campus for costs incurred or services performed; however, if this Project Agreement becomes effective, all costs incurred prior to the Effective date that would otherwise be allowable shall be paid under the terms of this Project Agreement.
- C. The work to be performed under the terms of this Project Agreement is described in the proposal identified below and attached to this document as Exhibit A, the content of which is incorporated herein as a part of this Project Agreement.

Project Title: **Teacher of Blind & Visually Impaired Initiative**

- D. The Following Individuals are designated as Project Administrators. These Project Administrators shall be responsible for the business aspects of this Project Agreement and all invoices, payments, project amendments and related correspondence shall be directed to the individuals so designated.

State Project Administrator

Name: Santina Thibedeau
Address: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone: 271-6693

Campus Project Administrator

Name: Lisa Shawney
Address: Vice President of Finance, Technology
and Infrastructure
Granite State College
25 Hall Street
Concord, NH 03301

Phone: 603-513-1335

- E. The Following Individuals are designated as Project Directors. These Project Directors shall be responsible for the technical leadership and conduct of the project. All progress reports, completion reports and related correspondence shall be directed to the individuals so designated.

State Project Director

Name: Mary Lane
Address: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone: 271-3740

Campus Project Director

Name: Mary J. Ford, Ed.D.
Address: Dean, School of Education
Granite State College
35 E Industrial Way
Rochester, NH 03867

Phone: 603-822-5431

F. Total State funds in the amount of **\$48,500.00** have been allotted and are available for payment of allowable costs incurred under this Project Agreement. State will not reimburse Campus for costs exceeding the amount specified in this paragraph.

Check if applicable

Campus will cost-share _____ % of total costs during the term of this Project Agreement.

Federal funds paid to Campus under this Project Agreement are from Grant/Contract/Cooperative Agreement No. **H027A120103-12A** from **U.S. Department of Education, Office of Special Education Programs** under CFDA#**84.027A**. Federal regulations required to be passed through to Campus as part of this Project Agreement, and in accordance with the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, are attached to this document as Exhibit B, the content of which is incorporated herein as a part of this Project Agreement.

G. Check if applicable

Article(s) _____ of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002 is/are hereby amended to read:

H. State has chosen **not to take** possession of equipment purchased under this Project Agreement.
 State has chosen **to take** possession of equipment purchased under this Project Agreement and will issue instructions for the disposition of such equipment within 90 days of the Project Agreement's end-date. Any expenses incurred by Campus in carrying out State's requested disposition will be fully reimbursed by State.

This Project Agreement and the Master Agreement constitute the entire agreement between State and Campus regarding this Cooperative Project, and supersede and replace any previously existing arrangements, oral or written; all changes herein must be made by written amendment and executed for the parties by their authorized officials.


IN WITNESS WHEREOF, the University System of New Hampshire, acting through the **Granite State College** and the State of New Hampshire, **Department of Education** have executed this Project Agreement.

By An Authorized Official of:

Granite State College

Name: Lisa Shawney

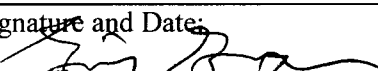
Title: Vice President of Finance, Technology and Infrastructure

Signature and Date:  9/22/14

By An Authorized Official of: the New Hampshire Office of the Attorney General

Name: Brian Buscuma

Title: AAG

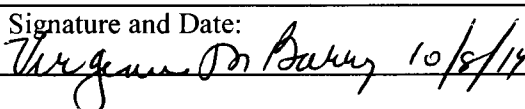
Signature and Date:  10/20/14

By An Authorized Official of:

Department of Education

Name: Virginia M. Barry, Ph.D.

Title: Commissioner

Signature and Date:  10/8/14

By An Authorized Official of: the New Hampshire Governor & Executive Council

Name:

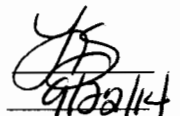
Title:

Signature and Date:

EXHIBIT A

- A. Project Title:** Teacher of the Blind and Visually Impaired Initiative
- B. Project Period:** Upon Governor and Council approval through 6/30/15; the total cost for all proposed products and services will not exceed \$48,500.00 for the length of the contract.
- C. Objectives:** Granite State College will coordinate with the New Hampshire Department of Education, Bureau of Special Education, to address the critical shortage of teachers for students who are blind and visually impaired, by doing the following: 1. To develop a teacher certification program for Teachers of the Blind and Visually Impaired. 2. To launch the teacher certification program January 2015.
- D. Scope of Work:** Granite State College will do the following:
1. Develop a Teacher Certification Program for Teachers of the Blind and Visually Impaired, to include curricula and assessment protocols.
 2. Work with New Hampshire Department of Education to identify Cohort #1 for January 2015 start date.
- D. Deliverables Schedule:** Granite State College will do the following:
1. Coordinate with the New Hampshire Department of Education to develop a teacher preparation program for Teachers of the Blind and Visually Impaired. Technical Assistance will be utilized from recognized state and national entities, such as the New England Deaf-Blind Center and the Perkins School for the Blind.
 2. Work with the New Hampshire Department of Education to identify Cohort #1 for January start date.
 3. Launch program January 2015.

Campus Authorized Official
Date


9/22/14

Campus will submit invoices to State on regular Campus invoice forms on a monthly basis, submitted by the 10th of the following month which are supported by a summary of activities that have taken place in accordance with the terms of the contract. Invoices will be based on actual project expenses incurred during the invoicing period, and shall show current and cumulative expenses by major cost categories. State will pay Campus within 30 days of receipt of each invoice. Campus will submit its final invoice not later than 75 days after the Project Period end date. If otherwise, correct and acceptable, payment will be made for 100% of the expenditures listed.

F. Budget and Invoicing Instructions:

Budget Items	State Funding	Cost Sharing (if required)	Total
Salaries and Wages	\$32,498		
Fringe	\$ 2,502		
Travel	\$3,000		
Supplies & Services	\$10,500		
Subtotal	\$48,500		
Total Project Costs:			\$48,500.00


Campus Authoized Official 
 Date 9/22/14

EXHIBIT B

This Project Agreement is funded under a Grant/Contract/Cooperative Agreement to State from the Federal sponsor specified in Project Agreement article F. All applicable requirements, regulations, provisions, terms and conditions of this Federal Grant/Contract/Cooperative Agreement are hereby adopted in full force and effect to the relationship between State and Campus, except that wherever such requirements, regulations, provisions and terms and conditions differ for INSTITUTIONS OF HIGHER EDUCATION, the appropriate requirements should be substituted (e.g., OMB Circulars A-21 and A-110, rather than OMB Circulars A-87 and A-102). References to Contractor or Recipient in the Federal language will be taken to mean Campus; references to the Government or Federal Awarding Agency will be taken to mean Government/Federal Awarding Agency or State or both, as appropriate.

Special Federal provisions are listed here: None or .

GRANITE STATE COLLEGE
Proposal
for
Teacher of Blind & Visually Impaired Certification (Ed 612.13)
A Technology-rich, Clinical and Competency-based Program

I. Rationale and Statement of Purpose

Granite State College is committed to addressing the educator certification needs of New Hampshire, especially the identified certifications on the NH Critical Shortage List. A high need endorsement is the Blind and Visually Impaired (B/VI) Certification. Granite State College is well positioned to meet this need. This program will prepare educators for certification and ensure educators have acquired the skills and competencies specifically needed to support the learning and development in children with visually disabilities (who are Blind or Visually Impaired). Additionally this program will prepare educators of the Blind and Visually Impaired to be:

- Teacher Leaders of those working with Blind and Visually Impaired students in NH public schools
- Innovators who are capable of providing an equitable education to Blind/VI students
- 21st Century teachers who understand the why, what and how of technology as a tool to enhance learning and teaching and to prepare the Blind/VI students with 21st Century skills
- Data focused, utilizing data to improve learning, identify appropriate learning opportunities, engage learners and evaluate educator effectiveness

II. Audience

This program will be ideally suited for:

- Special education teachers seeking an additional certification
- General education teachers with an interest in becoming a teacher of students who are blind or visually impaired.
- General education teachers with blind and/or visually impaired students in their classrooms
- Bachelor's level professionals or paraprofessionals who are seeking initial certification and certification as a teacher of students who are blind and/or visually impaired.
- Related service personnel (e.g. Speech/Language Pathologists, Occupational Therapists, Physical Therapists) who wish to become teachers of students who are blind and/or visually impaired.
- Alternative IV Candidates

III. Skills, Competencies and Knowledge

At the completion of this program, candidates will demonstrate the skills, competencies and knowledge as identified in the NH Ed 612.13 and Ed 610.02 program standards:

Ed 612.13 Program for Blind and Vision Disabilities	Ed 610.02 Professional Education
<ul style="list-style-type: none"> • Foundations of the education of the Blind/Visually Impaired student 	<ul style="list-style-type: none"> • Learner development
<ul style="list-style-type: none"> • Development and Characteristics of Blind/Visually Impaired students 	<ul style="list-style-type: none"> • Learning differences
<ul style="list-style-type: none"> • Individual learning differences of Blind/Visually Impaired student 	<ul style="list-style-type: none"> • Learning environment
<ul style="list-style-type: none"> • Instructional Strategies to meet the specific needs of the Blind/Visually Impaired student student 	<ul style="list-style-type: none"> • Content knowledge
<ul style="list-style-type: none"> • Appropriate learning environments and social interactions 	<ul style="list-style-type: none"> • Innovative applications of content knowledge
<ul style="list-style-type: none"> • Language approaches 	<ul style="list-style-type: none"> • Multiple methods of assessment
<ul style="list-style-type: none"> • Instructional planning 	<ul style="list-style-type: none"> • Planning for learning facilitation
<ul style="list-style-type: none"> • Assessment of the Blind/VI student, the curriculum, the pedagogy and the learning 	<ul style="list-style-type: none"> • Learning facilitation strategies
<ul style="list-style-type: none"> • Professional and ethical practice 	<ul style="list-style-type: none"> • Professional responsibility to include continuous growth and self - reflection
<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Collaboration

The Competency and Course Matrix is attached.

IV. Designated School and Administrative Contact Person

Mary J. Ford, Ed.D., Dean of the School of Education, oversees all educator certification programs at Granit State College, including the Blind and Visually Impaired Program.

V. Description of Program

- A. Initially, this program will provide a pathway for already certified General Special Education Teachers. Subsequent pathways will be provided for undergraduate students and individuals with a bachelor's degree without teacher preparation seeking this teacher certification.

Certified General Special Education Teachers will take the following courses: 42 Credits Start Date: January 2015	Proposed Course Schedule for Cohort #1
History/Foundations for Teaching Blind/VI Students (4 credits)	Winter 2015 January-March
Augmentative Communication and Assistive Technologies (4 credits)	Winter 2015 January-March
Orientation & Mobility (2 credits) Anatomy & Physiology of the Eye (2 credits)	Spring 2015 April-June
Braille Reading and Writing I (4 credits)	Spring 2015 April-June
Braille Reading and Writing II (4 credits)	Summer 2015 June-July
Assessment and IEP for Blind/VI (4 credits)	Fall 2015 September-December
Methods for Teaching Independent Living Skills (4 credits)	Fall 2015 September-December
Methods for Teaching Academics to the Blind/VI (4 credits)	Winter 2015 January-March
Language Arts and Literacy (6 credits)	Spring 2016 April-June
Culminating Experience/Itinerant Teaching(4 credits)	Spring 2016 April-June

- B. A Cohort Model will be utilized, offering courses in the following formats:
- Face-to-Face – Classes meet every week of the term for face-to-face instruction between students and instructors.
 - Hybrid – Classes meet on campus/on site during certain pre-selected weeks during the term. The rest of the instruction occurs online.

- Blended – Classes are a combination of face-to-face and online. Students meet every week on campus/on site and the remainder of the instructional time is online.
 - Intensives – Each class lasts longer than in a typical course and classes take place over a shorter time period.
 - Field-Based – Classes mix ‘on-the-job’ experience and student/instructor interactions via meetings at the job site or through appointments online. The student and instructor mutually determine three meeting times to fit the student’s goals. Students are expected to be working in their field-based setting for a minimum of 10 hours per week.
- C. The College will develop an advisory committee, to include representatives from the following:
- Itinerant teachers
 - Current self-contained teachers
 - Parent
 - Employers of Blind/VI Individuals
 - Individual knowledgeable in AT
- D. Individuals and/or agencies who could provide technical assistance may include:
- New England Deaf-Blind Center
 - Perkins School for the Blind
- E. All candidates will be required to purchase an Educator Technology Toolkit, to include:
- Mini-Projector
 - All-In-One Scanner, Copier and Printer
 - Router
 - SWIVL
 - Tablet
 - Ebsco and OER Resources
 - GoToMeeting/GoToWebinar
 - 400 Curated Apps for teaching and learning
 - TeachScape
- F. Clinical courses are co-taught by content faculty and field placement faculty.

VI. Budget

Granite State College is seeking the funding for the development of the program. The proposed development budget:

Item	Description	Budget
Project Faculty	Oversee entire project, development of courses, manage Advisory Board, prepare	\$ 16,000

	crosswalk of standards/competencies/courseswork matrix for program approval, set-up of TaskStream and roll-out	
Curriculum Collaborators Curriculum Collaborators/Developers (Perkins School for the Blind)	Assist Program Coordinator in development of program design and courses	\$12,000
Online Developers	Assist Program Coordinator in developing online courses and technology rich resources and materials	\$ 7,000
Mileage/Tolls for Advisory Board	Five meetings for 8 members/\$600 per meeting to cover mileage and tolls	\$ 3,000
Transcribing new courses Transcribing existing courses	Transcribing 15 courses w/12 videos=180 vignettes*	\$ 7,000
Curated Apps	Identification and embedding of proven applications for VI population that will work across all devices	\$ 2,000
Resources for Curriculum Developer	Resources needed for program development	\$ 1,500
Total		\$48,500

Upon completion of development, the on-going financial support is allocated directly to the School of Education. Resources include faculty allocations, faculty development, funds, teaching technologies and training from the Office of Integrated Technologies and Services. In addition, resources are available from the Granite State College Library & Research Commons, a nexus of virtual and innovative learning and research services which support the GSC community.

VII. Schedule for Development and Roll-out

September 2014	<ul style="list-style-type: none"> • Signed Special Agreement for Project Faculty to lead initiative • Identification of Advisory Committee and dates of Advisory Meetings • Development of 6 month plan for program development and roll-out • Identification of Curriculum Collaborators • Identification of Curriculum Development Sequence • Identification of resources, materials, etc. • Identification of Cohort #1 – NHDOE indicates there are 11 individuals ready to go for January 2015 start date • Advisory Board Meeting #1 • Begin development of courses
October 2014	<ul style="list-style-type: none"> • Advisory Board Meeting #2 • Continue development of courses
November 2014	<ul style="list-style-type: none"> • Advisory Board Meeting #3

	<ul style="list-style-type: none"> • Continue development of courses
December 2014	<ul style="list-style-type: none"> • Advisory Board Meeting #4 • Continue development of courses • Continued course development, program review and revisions • Advisory Board Meeting #4 • GSC will present DHH proposal to NH Council of Teacher Certification, request on-site for summer 2015
January –April 2015	<ul style="list-style-type: none"> • Start date for BVI program
May 2015	<ul style="list-style-type: none"> • • Advisory Board Meeting #5 • GSC marketing plan developed and prepared
June 2015	<ul style="list-style-type: none"> • Recruit for Cohort #2 for September 2015 start date

Ed 612.13 Program for Blind and Vision Disabilities. The teacher preparation program for blind and vision disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

Standard	Course/s
<p>(a) In the area of foundations, the ability to:</p> <p>(1) Identify federal entitlements that provide specialized equipment and materials for individuals with blindness and vision disabilities;</p> <p>(2) Understand educational definitions,</p>	<p>Courses and assignments will be listed here as the program is developed</p>

<p>identification criteria, labeling issues, and incidence and prevalence figures for individuals with blindness and vision disabilities;</p> <p>(3) Understand basic terminology related to the structure, function, and development of the human visual system; and</p> <p>(4) Understand terminology related to diseases and disorders to the human visual system;</p>	
<p>(b) In the area of development and characteristics of learners, the ability to:</p> <p>(1) Aid in the development of secondary senses when vision is impaired;</p> <p>(2) Observe effects of visual disability on development;</p> <p>(3) Understand the impact of visual disability on learning and experience;</p> <p>(4) Understand the psychosocial aspects of visual disability; and</p> <p>(5) Understand the medical implications related to eye conditions;</p>	
<p>(c) In the area of individual learning differences, the ability to understand the impact of other disabilities on individuals with blindness and vision disabilities;</p> <p>Is something missing from online rules here?</p>	
<p>(d) In the area of instructional strategies, the ability to:</p> <p>(1) Develop strategies for teaching:</p> <p>a. Braille and Nemeth reading and writing;</p> <p>b. Signature writing to</p>	

- individuals who are blind;
- c. Listening and compensatory auditory skills;
 - d. Keyboarding skills;
 - e. Technology skills to individuals with blindness and vision disabilities;
 - f. Use of the abacus, talking calculator, tactile graphics, and adapted science equipment;
 - g. Basic concepts to individuals with blindness and vision disabilities;
 - h. Organization and study skills to individuals with blindness and vision disabilities;
 - i. Visual efficiency skills and use of print adaptations, optical aides, and non-optical devices;
 - j. Spatial concepts, body awareness, and familiarization techniques, including preparation for orientation and mobility instruction;
 - k. Tactual perceptual skills to individuals with blindness and vision disabilities;
 - l. Human sexuality to individuals with blindness and vision disabilities;
 - m. Adapted physical and recreational skills to individuals with blindness and vision disabilities;
 - n. Social, daily living, and functional life skills to individuals with blindness and vision disabilities; and
 - o. Career and vocational skills, including provision of vocational counseling for individuals with

<p>blindness and vision disabilities;</p> <p>(2) Develop techniques for modifying instructional methods and materials for individuals with blindness and vision disabilities;</p> <p>(3) Develop strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills;</p> <p>(4) Prepare adapted or modified materials in Braille, accessible print, and other formats;</p> <p>(5) Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille materials;</p> <p>(6) Use Braillewriter, slate and stylus, and computer technology to produce Braille materials; and</p> <p>(7) Prepare individuals with blindness and vision disabilities to access information and services from the community;</p>	
<p>(e) In the area of learning environments and social interactions, the ability to:</p> <p>(1) Observe the roles of paraeducators who work directly with individuals with blindness and vision disabilities;</p> <p>(2) Identify the role of classroom teacher; and</p> <p>(3) Enhance instruction for individuals with blindness and vision disabilities through modification of the environment;</p>	
<p>(f) In the area of language, the ability to:</p> <p>(1) Understand the unique nature of communication by students who use augmentative and alternative communication and use advanced assessment and problem-solving skills</p>	

<p>to enhance their interaction with others;</p> <p>(2) Promote the use of a variety of augmentative communication symbols, modes, aids, and techniques, including, but not limited to, objects, letters, words, graphic language symbols, sign or gesture symbols, posture and gaze, communication boards and books, electronic and non-electronic communication devices, that support students' active participation, learning, and communication in the general curriculum, during typical school routines, and in the community; and</p> <p>(3) Develop strategies for teaching alternatives to nonverbal communication;</p>	
<p>(g) In the area of instructional planning, the ability to:</p> <p>(1) Identify and develop relationships among assessment, Individualized Education Program (IEP) development, and placement as they affect vision-related services;</p> <p>(2) Understand programs for individuals with blindness and vision disabilities and principles of orientation and mobility;</p> <p>(3) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with blindness and vision disabilities; and</p> <p>(4) Obtain and organize special materials to implement instructional goals for individuals with blindness and vision disabilities;</p>	
<p>(h) In the area of assessment, the ability to:</p> <p>(1) Use specialized terminology used in</p>	

<p>assessing individuals with blindness and vision disabilities;</p> <p>(2) Apply ethical considerations, laws, and policies for assessment of individuals with blindness and vision disabilities;</p> <p>(3) Identify and contact state and local policies on referral, identification, and placement procedures;</p> <p>(4) Use alternative evaluation techniques for individuals with blindness and vision disabilities;</p> <p>(5) Understand the interpretation and application of scores of assessments of individuals with blindness and vision disabilities;</p> <p>(6) Interpret eye reports and other vision-related diagnostic information;</p> <p>(7) Use disability-specific assessment instruments;</p> <p>(8) Adapt and use assessment procedures when evaluating individuals with blindness and vision disabilities;</p> <p>(9) Maintain disability-related records for individuals with blindness and vision disabilities; and</p> <p>(10) Interpret and use assessment data for instructional planning with individuals with blindness and vision disabilities;</p>	
<p>(i) In the area of professional and ethical practice, the ability to identify organizations and publications relevant to the field of blindness and vision disabilities;</p>	
<p>(j) In the area of collaboration, the ability to:</p> <p>Demonstrate leadership skills to promote:</p>	

a. An individual's:

1. Access to and achievement within the general curriculum in the general education classroom;
2. Learning of functional life skills;
3. Development of social relationships; and
4. Access to and use of augmentative and alternative communication and assistive technology; and

b. General school reform and systems change;

(2) Provide intensive and sustained facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators as they plan, implement, and evaluate individuals' educational programs;

(3) Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service; and

(4) Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with blindness and vision disabilities.

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:

Standard	Courses
<p>(a) In the area of the learner and learning:</p> <p style="padding-left: 40px;">(1) Learner development, as demonstrated by:</p> <p style="padding-left: 80px;">a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic</p>	

<p>dimensions; and</p> <p>b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;</p> <p>(2) Learning differences, as demonstrated by:</p> <p>a. An understanding of individual differences and diverse cultures and communities;</p> <p>b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and</p> <p>c. The ability to employ universal design principles and assistive technology; and</p> <p>(3) Learning environment, as demonstrated by:</p> <p>a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and</p> <p>b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;</p>	
<p>(b) In the area of content:</p> <p>(1) Content knowledge, as demonstrated by:</p> <p>a. An understanding of the central concepts, tools of inquiry,</p>	

<p>and structure of his or her discipline(s); and</p> <p>b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and</p> <p>(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;</p>	
<p>(c) In the area of learning facilitation practice:</p> <p>(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:</p> <ul style="list-style-type: none"> a. Engage learners in their own growth; b. Document learner progress; c. Provide learner feedback; and d. Inform the educator’s ongoing planning and instructional practices; <p>(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and</p> <p>(3) Learning facilitation strategies, as</p>	

<p>demonstrated by:</p> <ul style="list-style-type: none"> a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and b. An ability to build skills in accessing, applying, and communicating information; and 	
<p>(d) In the area of professional responsibility:</p> <ul style="list-style-type: none"> (1) Reflection and continuous growth, as demonstrated by: <ul style="list-style-type: none"> a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and b. Ability to adapt practice to meet the needs of each learner; and (2) Collaboration, as demonstrated by: <ul style="list-style-type: none"> a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being. 	