

# Alignment Between the Indiana REPA Educator Standards for Exceptional Needs— Blind or Low Vision and national student and teacher standards for Blind or Low Vision

The alignment notations below indicate the content included in national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for Exceptional Needs—Blind or Low Vision.

<b><u>Standard 1: Foundations of the Field of Visual Impairment</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of visual impairment and demonstrate the ability to apply this knowledge to effectively meet the needs of students with visual impairments.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1, K3 Preparation Standard 4—Assessment: ISCI4 K2, Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K1-K2, K4, K6, K8, BVI1K1-K3, ISCI6 S1-S4, ISCI6 S14, BVI6S3-S4
<b><u>Standard 2: Development and Characteristics of Students with Visual Impairments</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of the characteristics and needs of students with visual impairments as well as factors affecting the learning and development of students with visual impairments and demonstrate the ability to apply this knowledge to effectively meet the needs of students with visual impairments.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 1—Learner Development and Individual Learning Difference: ISCI1 K1-K6, K8-K13, BVI1K1-K6 Preparation Standard 6—Professional Learning and Ethical Practice: BVI6K4
<b><u>Standard 3: Assessment</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of visual impairment and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with visual impairments.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 4—Assessment: ISCI4 K1-K5, BVI4K1-K3, ISCI4 S1-S9, BVI4S1-S5 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S3-S4, S21 Preparation Standard 7—Collaboration: ISCI7 S2
<b><u>Standard 4: Individualized Program Planning and Implementation</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with visual impairments.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 2—Learning Environments: ISCI2 S3 Preparation Standard 3—Curricular Content Knowledge: BVI3K1, ISCI3 S1, BVI3S1 Preparation Standard 4—Assessment: BVI4K3, ISCI4 K5, ISCI4 S6 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S1-S2, S5, S7, BVI5S1-S2

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	Preparation Standard 7—Collaboration: ISCI7 K2, ISCI7 S4
<b><u>Standard 5: Learning Environments</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of a variety of learning environments for students with visual impairments and demonstrate the ability to plan, manage, and modify learning environments for students with visual impairments.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 2—Learning Environments: ISCI2 K1-K4, K6, K8, BVI2K1, ISCI2 S1, S3, S4-S6, S8--S14—S16, BVI2S1-S2 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K4 Preparation Standard 4—Assessment: ISCI4 S9 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K3, ISCI5 S7
<b><u>Standard 6: Instructional Planning and Delivery in the General Curriculum</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of effective, research-based instructional practices for students with visual impairments and demonstrate the ability to apply such practices to promote students' academic achievement.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 1—Learner Development and Individual Learner Differences: BVI1 K1-K6, BVI1S1—S3 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1-K4, ISCI3 S1, S2, BVI3S2 Preparation Standard 5—Instructional Planning and Strategies: BVI5K1, ISCI5 S6-S16, S20, BVI5S3-S6, S8
<b><u>Standard 7: Instructional Planning and Delivery in the Expanded Core Curriculum-</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of strategies for fostering students' skills in the expanded core curriculum and demonstrate the ability to apply such strategies to help students with visual impairments achieve their individualized goals related to the expanded core curriculum.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 2—Learning Environments: ISCI2 K5, ISCI2 S8-S9 Preparation Standard 3—Curricular Content Knowledge: ISCI3 S2, BVI3S1-S2 Preparation Standard 4—Assessment: BVI4 S2 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K3, BVI5K2-K8, K10-K11, ISCI5 S7, S13-S14, S17, BVI5 S1, S3, S7 Preparation Standard 6--Professional Learning and Ethical Practice: BVI6S1-S2
<b><u>Standard 8: Transitions</u></b> <b>Teachers of students with visual impairments have a broad and comprehensive understanding of strategies for promoting successful life transitions for students with visual impairments and demonstrate the ability to apply this knowledge to help students with visual impairments make successful transitions.</b>	
<b>CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)</b>	Preparation Standard 2—Learning Environments: ISCI2 K7, BVI2K2, ISCI2 S12 Preparation Standard 5—Instructional Planning and Strategies: BVI5K6-K8, ISCI5 S13, S16, S18 Preparation Standard 7—Collaboration: BVI7K1-K2, ISCI7 S6

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### **Standard 9: Professional Roles and Responsibilities**

**Teachers of students with visual impairments have a broad and comprehensive understanding of their professional roles and responsibilities and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with visual impairments.**

#### **CEC Initial Special Education Blind and Visually Impaired Specialty Set (2012)**

Preparation Standard 2—Learning Environments: ISCI2 K4, ISCI2 S15  
Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K2,  
K4, K6, K11-K14, ISCI6 S1-S6, S9-S13, BVI6S5-S6  
Preparation Standard 7—Collaboration: ISCI7 K1, K3, K4, BVI7K2, ISCI7 S1-  
S2, S4-S5, S8-S11, BVI7S1-S2