

Standards for the Preparation of Teachers of Students with Visual Impairment (SK)



Derived from Michigan Administrative Rules for Special Education (MARSE) With
Related IDEA Federal Regulations

MARSE promulgated May 27, 2020

IDEA Federal Regulations last modified July 2018

MARSE R 340.1781 Teachers of students with disabilities; endorsement requirements. Rule 81.

1. A teacher seeking an endorsement or full approval by the department shall meet all of the following requirements, in conjunction with those of R 340.1782, R 340.1786 to R 340.1788, R 340.1790, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:
 - a. The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
 - i. Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
 - ii. Assessing students with disabilities for identification and teaching.
 - iii. Implementing accommodations and modifications for classroom, district, and statewide assessments.
 - iv. Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
 - v. Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
 - vi. Developing, implementing, and evaluating individualized education programs.
 - vii. Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
 - viii. Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
 - ix. Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
 - x. Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.

- b. Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

MARSE R 340.1782 Endorsed teachers of students with disabilities; additional requirements. Rule 82.

An endorsed teacher of students with disabilities, in addition to meeting the specific requirements in R 340.1786 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, shall comply with all of the following requirements:

- a. Possess a valid Michigan teacher's certificate.
- b. Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.
- c. Possess an endorsement in special education that is valid in grades kindergarten through 12. Elementary or secondary endorsements in special education, earned after September 1, 1990, shall be valid in grades kindergarten through 12.
- d. Have completed not less than 8 weeks of directed student teaching in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement.
- e. Be recommended for a certificate or endorsement, or both, in a specific special education area by an institution of higher education or the department signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education.
- f. On the effective date of these rules, persons approved as special education teachers under this rule, teacher consultants under R 340.1790, and teachers of preprimary-aged students under R 340.1795 shall maintain and continue to have their full approval status.

MARSE R 340.1799b Teachers of students with visual impairment; special requirements. Rule 99b.

The teacher education program for teachers of students with visual impairment shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

- a. Understand and apply knowledge of the foundations for the education of students with visual impairments, including unique characteristics and needs, as well as ethical considerations relating to students' education.

- b.** Research and understand legislation and policies which impact identification, educational continuum, placement, service delivery, and outcomes.
- c.** Knowledge of normal development of the visual system, structure and function of the eye, diseases and disorders of the eye, and their educational implications.
- d.** Understand the effects of a visual impairment on early development in the following areas:
 - i.** Cognition.
 - ii.** Self-help.
 - iii.** Language.
 - iv.** Motor skills.
 - v.** Social emotional interactions.
- e.** Interpret eye reports and other vision-related diagnostic information.
- f.** Proficiency in the use and transcription of the literary braille and nemeth code using a braillewriter and slate and stylus.
- g.** Instructional strategies for teaching braille and early literacy skills.
- h.** Techniques for production of tactile graphics and instruction of tactile perceptual skills.
- i.** Instructional strategies for teaching communication skills, including adapting materials for students with visual and unique educational needs.
- j.** Understand and apply knowledge of formal and informal assessments and evaluations; use resulting data and other information to make service and programming recommendations; participate in the development of students' individualized education programs and individualized family service plans.
- k.** Use data to identify individualized instructional strategies that enhance learning for students with visual impairments through modification of the environment, adaptation of materials, and the use of disability specific methodologies and technologies.
- l.** Systematic instruction in sensory perceptual skills including, but not limited to, visual, tactile, and auditory skills.
- m.** Utilize and integrate appropriate technologies to access the general education curriculum content.
- n.** Teach students to use a variety of adaptive, augmentative, and assistive technologies to facilitate their own learning in the content areas.
- o.** Promote students' development and concepts of social and independent living skills.
- p.** Knowledge of the role and function of a certified orientation and mobility specialist.
- q.** Prepare students to respond to societal attitudes and actions with positive behavior and self-determination leading to self-advocacy.
- r.** Collaborate with parents and service providers in educational, public, and private agencies to support students with visual impairments. Facilitate transitions across all environments.
- s.** The 30 semester or equivalent hours shall be distributed to prioritize

preparation, including pre-student teaching field experiences in assessing, teaching, and modifying instruction related to subdivisions (a) to (r) of this subrule for students with a visual impairment.