

# Crosswalk: 2001 versus 2025 **DRAFT** Visually Impaired Standards Birth through Third Grade, PreK-12

## General Information about this Revision:

- » Updated and expanded language
- » Created new Characteristics of Vision Impairment, Transitions, and Learning Environments standards.

## Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #1 The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.	<b>STANDARD 1 Legal/Historical/Philosophical</b>  <b>The candidate understands the historical and philosophical foundations of vision loss and its impact on birth through grade 12 development and education, the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families and/or legal guardians.</b>	<ul style="list-style-type: none"> <li>Updated and expanded language</li> </ul>

## Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #2 The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.	<b>STANDARD 2 Characteristics of Vision Impairment</b>  <b>The candidate understands the characteristics and causes of vision impairment and blindness, including co-occurring conditions, the development</b>	<ul style="list-style-type: none"> <li>Moved Learner Characteristics to Standard 8.</li> <li>Moved Vision Impairment characteristics from Standard 3.</li> </ul>

	of vision, the structures of the eye, etiology, and related terminology.	
<b>Standard 3</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #3 The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.	<b>STANDARD 3 Assessment</b>  <b>The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate, contribute to eligibility decisions, and plan and monitor progress.</b>	<ul style="list-style-type: none"> <li>Updated and expanded language</li> </ul>

<b>Standard 4</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #4 The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.	<b>STANDARD 4 Instructional Planning &amp; Specially Designed Strategies</b>  <b>The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, general curriculum goals, natural and school environments, and community.</b>	<ul style="list-style-type: none"> <li>Updated and expanded language</li> </ul>

<b>Standard 5</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #5 The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning environments conducive to learning by infants and children with visual impairments.	<b>STANDARD 5 Transition—Birth through Post-Secondary</b>  <b>The candidate demonstrates knowledge and skills to support, plan, and implement transitions from Part C to Part B services, from preschool to elementary settings, from elementary to middle and/or secondary settings, and from secondary to post-</b>	<ul style="list-style-type: none"> <li>Moved Collaboration to Standard 7.</li> <li>Created Transition Standard.</li> </ul>

	secondary settings, including community, vocational, and post-secondary educational settings.	
<b>Standard 6</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #6 The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.	<b>STANDARD 6 Professional Learning and Ethical Practice</b>  <b>The candidate demonstrates professional responsibilities, upholds ethical standards, and is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues to make informed decisions.</b>	<ul style="list-style-type: none"> <li>• Moved behavioral and problem-solving strategies to Standard 9</li> <li>• Moved social skills to Standard 4</li> <li>• Moved professionalism and ethics from Standard 8.</li> <li>• Updated language</li> </ul>

<b>Standard 7</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #7 The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.	<b>STANDARD 7 Collaboration &amp; Family &amp; Community Engagement</b>  <b>The candidate demonstrates effective and culturally responsive communication and collaboration skills to engage with families, educators, and service providers.</b>	<ul style="list-style-type: none"> <li>• Moved Collaboration from Standard 5.</li> <li>• Updated language</li> </ul>

<b>Standard 8</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #8 The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.	<b>STANDARD 8 Learner Development &amp; Individual Learning Differences</b>  <b>The candidate demonstrates knowledge of vision and psychosocial development, as well as how vision</b>	<ul style="list-style-type: none"> <li>• Moved Professionalism and Ethics to Standard 6.</li> <li>• Moved Learner Development from Standard 2.</li> <li>• Updated language</li> </ul>

	loss affects self-determination, achievement, and learning to provide meaningful experiences.	
<b>Standard 9</b>		
<b>PREVIOUS STANDARDS</b>	<b>NEW STANDARDS</b>	<b>WHAT CHANGED?</b>
None	<b>STANDARD 9 Learning Environments</b>  The candidate demonstrates an understanding of learning environments, including behavior and classroom management strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners.	<ul style="list-style-type: none"> <li>Created Learning Environments standard.</li> </ul>