

Professional Development Log for Teachers of Students with Visual Impairments

Were you certified since 1999?

Are you confident you know what to do to re-new your certificate?

Are you aware of the broad array of vision-specific professional development topics in the Core Curriculum, Expanded Core Curriculum, and Related Additional Domains?

SBEC requires that all teachers receive a minimum of 150 hours within 5 years. This document is intended to assist teachers of students with visual impairments in planning, documenting, and maintaining the professional development information necessary for re-certification. The information included in this Log is not intended to take the place of any other official document and teachers **must** maintain the necessary records. You can find official information at: www.sbec.state.tx.us/SBECOnline/certinfo/certren.asp

What is acceptable Continuing Professional Education for VI teachers?

According to SBEC, the following types of continuing professional development activities are acceptable:

Participation in institutes, workshops, seminars, conferences, in-service, or staff development which are related to or enhance the professional knowledge and skills of the educator;

Completion of undergraduate courses in the content area knowledge and skills related to the certificate renewed, graduate courses, or training programs which are taken through an accredited institution of high education;

Participation in interactive distance learning, video conferencing, or on-line activities or conferences;

Independent study, not to exceed 20% of the required clock hours, which may include self-study of relevant professional materials (books, journals, periodicals, video/audiotapes, computer software, and on-line information or authoring a published work;

Development of curriculum or CPE training materials;

Teaching or presenting CPE activity, not to exceed 10% of the required clock hours;

Providing professional guidance as a mentor educator, not to exceed 30% of the required clock hours.

For more information visit: www.sbec.state.tx.us/SBECOnline/certinfo/classteach.pdf

What is included in the Professional Development Log?

Included in this document is the following information:

An extended listing of professional development issues in the core curriculum, expanded core curriculum, and related additional domains.

2 columns in which to note the number of hours completed in a topic and the SBEC areas identified below.

A "work" copy of the form that you will need to complete when filing for re-certification with SBEC.

Planning your professional development

On the back of this document is a copy of the 5-year Renewal Worksheet used by SBEC. SBEC has various options and limitations for the types of professional development needed for re-certification. Professional development can be in any of the following areas

Area 1: Content Area Development (no limit)

Area 4: Teaching or Presenting CPEs (15 hour limit)

Area 2: Professional Development (no limit)

Area 5: Mentor Educator (45 hour limit)

Area 3: Independent Study (30 hour limit)

It is suggested that you determine in which areas you are going to continue your professional development and the method or venue you would like to use.

The Professional Development Log lists a broad array of professional development topics. These topics could apply to any or all of the Professional Development Areas identified by SBEC.

How do I use the Professional Development Log

You can use this Log to plan, advocate for and document your professional development activities. On the next 2 pages is an extensive listing of sample professional development topics. Preceding each topic are 2 blanks. The first blank is to note the applicable SBEC Area. The second blank is to note the number of hours spent in that professional development activity. You can keep track of your SBEC Areas and hours on this page and/or transfer to the sample SBEC renewal form on the back of this document.

SBEC only counts the number of hours. You cannot double count hours by noting them in more than one place. It is possible to split multi-topic/multiple hour activities, such as conferences, into specific components, but not to "double count" the hours.

Area 1: Content area Area 2: Prof. dev. Area 3: Independent study Area 4: Teaching/Presenting Area 5: Mentor

Vision Aspects of the Core Curriculum

1) Arts Education

- a) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence
- b) Learning, producing, and/or using music braille
- c) Art or music knowledge & skills (TEKS/TAKS)

2) Literacy & Communication Skills (including tactile graphics)

- a) Conducting learning media assessments (LMA)
- b) Learning about & obtaining alternate literacy media
- c) Adaptive tools & techniques for accessing print
- d) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional life skills
 - iii) Semi- & full independence
- e) Instructional strategies & resources for atypical braille readers, (adventitiously blinded, one-hand, etc.)
- f) Signature writing
- g) Teaching and/or using the slate & stylus
- h) Reading/Language Arts knowledge and skills (TEKS/TAKS)
- i) Tactile graphics
 - i) Assessment
 - ii) Methods for designing & producing tactile graphics for an array of student abilities & ages
 - iii) Instructional strategies in any of the content areas, with special attention to:
 - (1) Math
 - (2) Orientation & mobility
 - (3) Pre-reading activities
 - (4) Science
 - (5) Social studies
 - iv) Designing & using tactile symbols for functional learners

3) Mathematics

- a) Adaptive tools & technologies, including abacus & graphing calculator
- b) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence
- c) Learning and/or producing Nemeth code
- d) Tactile math displays & graphics
- e) Math knowledge & skills (TEKS/TAKS)

4) Physical Education

- a) Adapted physical education
- b) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence
- c) Physical education knowledge & skills (TEKS/TAKS)

5) Science

- a) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence
- b) Learning and/or producing Nemeth code
- c) Science knowledge & skills (TEKS/TAKS)

6) Social Studies

- a) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence
- b) Producing, using, & interpreting maps & charts
- c) Social studies knowledge & skills (TEKS/TAKS)

Expanded Core Curriculum

7) Career Education & Transition

- a) Strategies for instruction & stages of career awareness & development for all students.
- b) Instructional strategies to meet the needs of students at various age levels:
 - i) Infant/Pre-school
 - ii) Elementary school
 - iii) Middle school
 - iv) High school
- c) State and federal initiatives related to transition.

8) Independent Living Skills

- a) Assessment
- b) Age appropriate independent living skills:
 - i) Acquiring, storing, preparing & eating food
 - ii) Dressing & clothing maintenance
 - iii) Grooming & hygiene
 - iv) Home management
 - v) Money & time management
 - v) Transportation for work & daily functioning
- c) Modifying instructional strategies for independent living skills for those who are either deafblind or have multiple disabilities

9) Orientation & Mobility

- a) Screening
- b) Impact of impaired vision on motor development & use of motor skills
- c) Concept development
- d) Consulting with O&M specialists to work with various student needs:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence
- e) Consulting with O&M specialists to ensure instruction in an array of domains:
 - i) Sighted guide
 - ii) Orientation systems
 - iii) Sensory training
 - iv) Tactual maps

10) Recreation & Leisure Skills

- a) Assessment
- b) Importance of self-generated recreation/leisure activities & its impact on post-secondary quality of life
- c) Accessing community resources for structured recreation/leisure activities
- d) Instructional strategies to meet the needs of blind & low vision students:
 - i) Participation & support
 - ii) Functional or life skills
 - iii) Semi- & full independence

11) Sensory Systems

- a) Development of vision
- b) Eye anatomy & function
- c) Eye conditions, diseases, eye health & syndromes that affect vision:
 - i) _____
 - ii) _____
 - iii) _____

