

# DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR EDUCATOR LICENSURE

**PUBLIC COMMENT:** [WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES](http://WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES)

Subject matter knowledge requirements (SMKs) outline the minimum level of content and pedagogical skills Massachusetts educators are expected to hold. SMKs establish the content assessed in Massachusetts Tests for Educator Licensure ([MTEL](#)) and guide content-area coursework for educator preparation programs. SMKs are aligned to [Massachusetts curriculum frameworks](#).

Massachusetts regulation [603 CMR 7.06](#) requires a public comment period of at least thirty days prior to any changes to the guidelines where SMKs are published. More information on the 2017 proposed changes is available at [www.doe.mass.edu/edprep](http://WWW.DOE.MASS.EDU/EDPREP).

## TEACHER OF THE VISUALLY IMPAIRED

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### CURRENT SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2011-2016

#### TEACHER OF THE VISUALLY IMPAIRED, ALL LEVELS

(a) The following topics will be addressed on the **General Curriculum** test:

*SEE OUR **GENERAL CURRICULUM SUMMARY** FOR DRAFT CHANGES.*

(b) The following topics will be addressed on the **Foundations of Reading** test:

*SEE OUR **FOUNDATIONS OF READING SUMMARY** FOR DRAFT CHANGES.*

(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development.
2. Anatomy and physiology of the eye and visual abnormalities.
3. Historical and current developments in education of the visually impaired in the United States and other countries.
4. How to use state-of-the-art diagnostic information.
5. Medical and educational research related to the visually impaired.
6. Use of Grade II Braille and the Nemeth Code.
7. Use of assistive technology such as low-vision devices.
8. Design or modification of the curriculum and instructional materials for the visually impaired.
9. Ways to prepare visually impaired students for, classrooms ranging from general education classrooms to schools for the visually impaired.
10. Features of family support and services.
11. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
12. Federal and state laws pertaining to special education.



13. Science laboratory work.
  14. Child development.
    - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
    - b. Characteristics and instructional implications of moderately and severely disabling conditions.
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## DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2017

### TEACHER OF THE VISUALLY IMPAIRED, ALL LEVELS

(PLEASE SEE PROPOSED CHANGES TO THE FOUNDATIONS OF READING REQUIREMENTS IN 8.A. AND GENERAL CURRICULUM REQUIREMENTS IN 8.B.)

*SEE OUR **GENERAL CURRICULUM SUMMARY** FOR DRAFT CHANGES.  
SEE OUR **FOUNDATIONS OF READING SUMMARY** FOR DRAFT CHANGES.*

The following topics shall be included in an **approved program**; but, will not be addressed on a written test of subject matter knowledge:

- (a) Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development.
- (b) Anatomy and physiology of the eye and visual abnormalities.
- (c) Historical and current developments in education of the visually impaired in the United States and other countries.
- (d) How to use state-of-the-art diagnostic information.
- (e) Medical and educational research related to the visually impaired.
- (f) Use of English Braille (UEB) for non-technical materials and UEB and Nemeth Braille Code for Mathematics for technical materials.
- (g) Use of assistive technology, such as low-vision devices.
- (h) Design or modification of the curriculum and instructional materials for the visually impaired.
- (i) Ways to prepare visually impaired students for classrooms ranging from general education classrooms to school for the visually impaired.
- (j) Features of family support and services.
- (k) Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
- (l) Knowledge of Federal and State Special Education laws, IEP, and 504 plan development and implementation for students who are visually impaired.
- (m) Science laboratory work.
- (n) Child development.
  1. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
  2. Characteristics and instructional implications of moderately and severely disabling conditions.

