



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2017

EDSE 785 6V1: Internship: Visual Impairment

CRN: 22564, 2-6 – Credits

<b>Instructor:</b> Mrs. Karen Walker	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 804-244-2000	<b>Meeting Day(s):</b> TBD
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Placement Site
<b>Office Location:</b> N/A	<b>Other Phone:</b> N/A

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**Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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**Course Description:**

Applies, in supervised internships, university course work in Visual Impairment to instruction of children and their families in school settings.

Notes: Passing scores on Praxis Entry requirement; demonstration that reading content and other program specific requirements have been met; application for internship on file by program deadline.

Schedule Type: INT

Hours of Lecture or Seminar per week: 2-6

Hours of Lab or Studio per week: 0

Grading: Satisfactory/No Credit

**Prerequisite(s):** EDSE 411 or 511; EDSE 412 or 512; EDSE 513.

**Co-requisite(s):** None

## **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## **Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

## **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## **Learner Outcomes**

Upon completion of the course, teacher candidates/students will be able to:

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an

individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.

7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

### **Evidence-Based Practices (EBPs)**

This experience will help interns apply evidence-based practices (EBPs) that can be used in their teaching to improve outcomes for teacher candidates/students with disabilities.

### **Required Textbooks**

Required materials are posted on Blackboard.

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 785, the required PBA Clinical Experience Continuum AND Log of Hours (All Programs). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

As of Spring 2016, teacher candidates are also required to upload to Tk20 their completed reflection video analysis assessment. A description and the rubric for this assignment can be found in Appendix J of the SPED Internship handbook.  
<https://cehd.gmu.edu/teacher/internships-field-experience>

## **Assignments**

### **Performance-based Assessment (Tk20 submission required)**

Clinical Experience Continuum AND Log of Hours

### **College Wide Common Assessment (Tk20 submission required)**

Reflective Video Analysis Task

InTASC Internship Evaluation Rubric

Final Dispositions Survey

### **Performance-based Common Assignments (No Tk20 submission required.)**

None.

### **Other Assignments**

All individuals enrolled in internship must demonstrate skills by completing the following assignments by the completion of their final semester of internship. Even if the agency or school does not require these components, the VI Consortium does require you to demonstrate mastery in what is considered minimum requirements of the job of a TVI. These assignments must be at the "S," satisfactory level. Your VI Consortium supervisor may ask you to redo assignments to assure that you have the skills to

complete them independently. See the rubric for each requirement for evaluation details.

<i>Semester Completed</i>	<i>Supervisor's Initials</i>	<i>Requirement</i>
		Lesson plans with data collection sheets for <u>each</u> observation, format on Blackboard or an agreed-upon alternative.
		Functional Vision Assessment* - A minimum of one FVA must be completed during the internship. A report following procedures demonstrated in the Medical and Educational Implications of Visual Impairment must be completed. <i>Course-Medical and Educational Implications of Visual Impairments</i>
		Learning Media Assessment* - A minimum of one LMA must be completed during the internship. A report following procedures demonstrated in the Curriculum and Assessment course must be completed. <i>Course-Curriculum and Assessment for Students with Visual Impairments</i>
		Adapting Materials for a Blind Student - A teacher-made material for a blind student, a copy of the associated lesson plan, and a one page paper describing the adaptation and its effectiveness. <i>Course-Braille Code</i>
		Adapting Materials for Student with Low Vision - A teacher-made material for a low vision student, a copy of the associated lesson plan, and a one-page paper describing the adaptation and its effectiveness. <i>Course-Medical and Educational Implications of Visual Impairments</i>
		IEP - Write the present level of performance, goals, benchmarks/objectives and accommodations/modifications for one student's IEP. If you have prepared the actual IEP form for the district/agency submit the IEP removing personal information and highlighting the parts you specifically wrote. If you did not prepare the actual IEP, present the material in a Word file to the VI Consortium supervisor. <i>Course-Teaching Methods for Students with Visual Impairments</i>
		Video Tape: Video tape yourself teaching a lesson that you have planned. Submit to the VI Consortium supervisor the videotape, your evaluation of the videotape, and the lesson plan that accompanies the lesson. (See rubric for evaluation detail).

### **Student Intern Responsibilities:**

In addition to on-site responsibilities, each student intern is responsible for the following:

1. Prepare a personal goals statement for the internship, with timelines for accomplishing goals (see Goals Statement section in syllabus and Intern Planning Guide on Blackboard under Intern forms). Bring this information to the orientation meeting. The team of intern/cooperating teacher/university supervisor may provide input upon review.
2. Participate in initial orientation meeting with the university supervisor and the cooperating teacher and the site principal, if applicable. Please inform the administrator of this meeting regardless of his/her ability to attend.
3. Schedule on-going rotation of observations with both the Cooperating Teacher and the University Supervisor. Select times when you can meet with CT and US to discuss observations.
4. Maintain an internship portfolio that is always accessible to the university supervisor via Blackboard. The portfolio should contain:
  - a. goals statement w/ planning guide
  - b. log of hours w/ anecdotal explanations as needed
  - c. ongoing observations forms
  - d. Clinical Evaluation form (NCATE assignment)
  - e. Questions or concerns in journal format so the US can respond in writing during visits
5. Maintain on-going contact, preferably bi-weekly, with the cooperating teacher and develop bi-weekly progress reports *together*. A copy should be available for the university supervisor to review in notebook and keep.
6. Prepare for observations by the university supervisor, including the preparation of lesson plans and updating of all portfolio elements. Be ready to discuss observed sessions.
7. Attend and participate in-group seminar, if offered.
8. Complete all exit procedures, including a final meeting, and submission of necessary materials on time to university supervisor and the university as required by home university.

All information should be readily accessible to the supervisor before on-site visits, online observations or viewing of prerecorded lessons.

***The remainder of this syllabus provides detailed information about each of the above outlined responsibilities***

### **Goals Statement:**

Prepare a written set of personal goals and objectives for the internship experience and post information on Blackboard to share with fellow interns, CT and US. This statement

should address the skills and abilities you want to develop or improve during the internship. You should also include the strategies you plan to use to help you achieve your goals and objectives, as well as a timeline for each step. Review the documents on Blackboard and complete a draft of the Internship Planning Guide for discussion.

Example: Goal: To improve data keeping for group intervention sessions.

Strategies & Timelines:

1. Review literature for examples of data keeping systems by Month/Day.
2. Interview experienced teachers regarding data keeping strategies by Month/Day
3. Select 1-2 strategies for trial implementation by Month/Day.
4. Implement trial strategies (give dates and duration).
5. Discuss strategies with cooperating teacher and university supervisor (ongoing).
6. Analyze effectiveness of data keeping trials and make necessary modifications by Month/Day.

### **Orientation Meeting:**

Schedule an orientation meeting for you, your cooperating teacher, program administrator (if desired) and university supervisor as close to the beginning of the internship as possible, preferably within the first two weeks. Please make sure to introduce the university supervisor to the building administrator if he/she does not attend the orientation meeting.

The purpose of the orientation meeting is to:

1. Discuss your goals statement and planning guide.
2. Discuss internship requirements with the professionals.
3. Identify ways that the cooperating teacher and university supervisor can offer assistance and support.
4. Answer questions that arise regarding the internship placement and requirements

### **Internship Log:**

Maintain a Special Education Log of Hours (Appendix A of the Internship Guidelines). The log must be completed daily and should be available to the university supervisor during observation visits. Interns are responsible for maintaining correct totals on each page of the log sheets. A copy of this log must be submitted to the Field Placement Office before a final grade can be submitted at your home university.

### **Progress Reports:**

Complete bi-weekly (every two weeks) progress reports *in conjunction with* the cooperating teacher. Use the form on Blackboard or comparable form that includes the same information. Keep the progress reports in the notebook and have them available

for the university supervisor's review during observation visits and/or seminar. A copy should be available for the university supervisor to keep. *Post progress reports, notes and reflections on discussion board on Blackboard bi-weekly.*

### **University Supervisor's Observations:**

During observations you should:

1. Have available for review:
  - a) A lesson plan for the observed session
  - b) Completed weekly progress reports
  - c) Internship log with anecdotal explanations
  
2. Be prepared to verbally analyze and critique the observed session, addressing the following type of thoughts:
  - a) Did the session go as planned?
  - b) What were the facilitating and inhibiting factors?
  - c) Did anything unexpected happen? How did you handle it?
  - d) What modifications did you make in implementing your plan and why?
  - e) What are your follow-up strategies?
  - f) What else would you like to share about the visit?
  
3. Be prepared to discuss your progress toward the goals outlined in your goals statement within the context of the CEC Standards and to present any modifications to that plan.

### **Seminar:**

During the course of the internship students *may* be expected to participate in seminar using Blackboard Collaborate. Topics and meeting dates and times will be decided by the group to best meet everyone's schedules. Students will be expected to attend seminar and participate in discussions. Opportunities will be given for sharing, problem solving and questions. In addition, whenever possible, portfolios will be discussed.

### **Exit Procedures:**

1. Schedule an exit meeting with the university supervisor and cooperating teacher. The building administrator may be invited (if that person indicates an interest in attending). The purpose of this meeting is to provide feedback about the overall internship experience and determine a grade for the course/internship experience. The notebook will also be discussed at this time, if this meeting indicates the end of the full internship.
2. Collect and submit the following (see list at the end of the syllabus):
  - a. Special Education Log of Hours\*\* signed by the cooperating teacher and university supervisor (a summary of this sheet must be submitted to the Field Placement Office before a final grade can be submitted)

- b. Internship Checklist completed to show that all items have been addressed
- c. All weekly Progress Reports on Interns. There should be one for each two-week period, including the first and last weeks.
- d. Input completed by the cooperating teacher (CT) for Standards 9 and 10 on Clinical Evaluation Form (CT version)
- e. Summary Observation Reports completed by the university supervisor (US)
- f. Cumulative Clinical Evaluation Form for Standards 4-10 by US
- g. Evaluations of all parties

## **Course Policies and Expectations**

### **Attendance/Participation**

Attendance is clearly essential. Absenteeism requires advance notification per school policy. In addition, the cooperating teacher should be notified individually as should the university supervisor if a scheduled meeting or observation will be missed. Excessive absenteeism can result in an extended placement or change of placement in partnership with the Field Placement Office through participating university.

Assignment deadlines are negotiated between the university supervisor and the intern; therefore, if an assignment cannot be completed as required, the intern needs to reschedule the appointment or renegotiate the deadline. Submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of placement requirements

### **Late Work**

All requirements must be completed and received by the instructor by the date agreed upon by course university supervisor and intern. At the end of the semester, you will be given a grade based on the grades you have received on each assignment.

1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. Acceptance of late assignments is at the discretion of the instructor.
3. Remediation of assignments is possible; however additional work will be required. Such remediation should be discussed individually with the instructor. Typically, only one revision or resubmission per assignment will be accepted. Please allow time after submitting your assignment, for grades and comments to be posted. Most grades will be posted as soon as possible; however, sometimes commitments to other class or duties interfere with grading time.

## Grading Scale

There are only two grades for this course:

*Satisfactory*: student has successfully completed requirements and completed assignments.

*No credit*: student has not provided sufficient work to evaluate progress toward meeting course requirements.

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course support.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### **Class Schedule**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

*Observation meetings, possible seminars, and evaluations will be scheduled between university supervisor, cooperating teacher and intern.*

Assessment Rubric(s)

**CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS**

<b>CEC Standard 2: Learning Environments</b>					
<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
			<b>1</b>	<b>2</b>	<b>3</b>
		a. Creates an orderly and supportive environment by designing and managing routines; effectively manages teaching and learning.	Candidate inconsistently designs and manages classroom routines, creating an environment which is not consistently orderly and supportive. Candidate inconsistently manages teaching and learning.	Candidate creates an orderly and supportive environment by designing and managing classroom routines and has implemented some supports for effective management of teaching and learning.	Candidate reflects on the needs of the learners with visual impairment in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of the students with visual impairment. Candidate effectively manages teaching and learning.
		b. Motivates students with visual impairment through interesting and challenging activities.	Candidate inconsistently motivates students with visual impairment through activities.	Candidate motivates students with visual impairment through interesting and challenging activities.	Candidate takes student interests and abilities into consideration and designs a variety of learning activities which motivate and challenge students with visual impairment. Candidate offers choices to students with visual impairment when possible to increase motivation.
		c. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	Candidate creates a safe, equitable, positive, and supportive learning environment in which diversities are valued but does not demonstrate that diversities are valued.	Candidate creates a safe, equitable, positive, and supportive learning environment in which diversities are valued.	Candidate solicits student input and provides opportunities for choice making in order create a safe, equitable, positive, and supportive learning environment in which diversities are valued. Candidate reflects upon students' linguistic and cultural background and considers the class diversity while establishing the learning environment.

**CEC Standard 2: Learning Environments**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
			<b>1</b>	<b>2</b>	<b>3</b>
		d. Design learning environments that encourage active participation in individual and group activities.	Candidate inconsistently designs learning environments that encourage participation in individual and group activities.	Candidate designs learning environments that encourage active participation in individual and group activities.	Candidate integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities.
		e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with visual impairment productively involved in learning.	Candidate fails to modify the learning environment to manage behaviors, time, space, and materials to keep students with visual impairments productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with visual impairments productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with visual impairments productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with students with visual impairments.
		f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves easily from one activity to the other, making adaptations as necessary to ensure student success.

**CEC Standard 2: Learning Environments**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
		g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.
		h. Communicates high expectations while respecting individual differences and cultural diversity.	Candidate fails to communicate high expectations for all students with visual impairment.	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with visual impairment.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.
		i. Uses the least intensive behavior management strategy consistent with the needs of the individual with visual impairment.	Candidate uses behavior management strategies which do not meet the needs of the individual with visual impairment.	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with visual impairment.	Candidate gathers background information on the individual with visual impairment and reflects upon this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy, makes modifications as needed, and reflects on the efficacy of the strategy following the intervention.
		j. Establishes and maintains rapport with individuals with and without visual impairment.	Candidate inconsistently demonstrates caring, friendly interactions with students with visual impairment and fails to develop a rapport with students with and without visual impairment.	Candidate establishes caring, friendly interaction with students with visual impairment by modeling respect for differences.	Candidate evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships.

**CEC Standard 4: Assessment**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
			<b>1</b>	<b>2</b>	<b>3</b>
		a. Creates and explains criteria for assessing student work.	Candidate does not explain criteria for assessing student work. Criteria for assessing/monitoring student progress. Criteria for assessment are non-existent or inappropriate for the lesson/task.	Candidate creates and explains criteria for assessing student work.	Candidate chooses appropriate assessment tools, communicates criteria to students with visual impairment and collaborative team, confirms their understanding, and applies criteria consistently.
		b. Plans for using various methods to assess students' learning.	Candidate fails to plan for using various methods to assess students' learning.	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.
		c. Assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate inconsistently assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the students with visual impairment and other key stakeholders.
		d. Involves and guides students with visual impairment in assessing and reflecting on their own learning.	Candidate inconsistently involves and guides students with visual impairment in self-assessment of learning.	Candidate involves and guides students with visual impairment in assessing and reflecting on their own learning.	Candidate provides guidelines/tools for students' self-reflection about work progress, completion, and quality.

**CEC Standard 4: Assessment**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		e. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	Candidate keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.
		f. Develops or modifies individualized assessment strategies.	Candidate fails to develop or modify individualized assessment strategies.	Candidate develops or modifies individualized assessment strategies.	Candidate develops, modifies, and reflects upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.
		g. Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data to improve instructional practice.	Candidate analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students with visual impairment (summative).
		h. Uses assessment data to profile student learning and guide instruction (formative).	Candidate does not use student assessment data to make instructional decisions (formative).	Candidate uses assessment data to profile student learning and guide instruction (formative).	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with visual impairment and addresses levels of need and learning accomplishments (formative).

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
			<b>1</b>	<b>2</b>	<b>3</b>
		a. Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with visual impairment and settings.	Candidate selects and implements a variety of evidence-based practices but fails to make adaptations that promote student understanding for all students with visual impairment.	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with visual impairment and settings.	Candidate uses multiple evidence-based strategies, resources, and technologies in units of instruction that promote student understanding for all students with visual impairment.
		b. Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.	Candidate selects only one type of learning experiences/adaptations, media and materials including technology.	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.
		c. Adapts pacing, methods, and materials utilizing feedback from students with visual impairment.	Candidate inconsistently adapts pacing, methods and materials.	Candidate adapts pacing, methods, and materials utilizing feedback from learners with visual impairment and/or based on performance data of learners with visual impairment.	Candidate reflects on the efficacy of pacing, methods and materials and makes adaptations as needed.
		d. Provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate inconsistently provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate provides structured opportunities and provides formative feedback to learners with visual impairment to allow them to work independently and in cooperative group.

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		<b>e.</b> Encourages critical thinking and problem solving through prompts, questioning, and application.	Candidate inconsistently provides prompts, questions and application opportunities.	Candidate encourages critical thinking and problem solving through prompts, questioning, and application. Strategies for learners with additional disabilities include self-awareness skills, self-management, and self-control skills.	Candidate encourages critical thinking and problem solving on a consistent basis through prompts, questioning, and application.  Strategies for learners with additional disabilities include self-awareness skills, self-management, and self-control skills.
		<b>f.</b> Demonstrates competence in using technology to achieve instructional objectives.	Candidate fails to demonstrate competence in using technology to achieve instructional objectives.	Candidate demonstrates competence in using technology to achieve instructional objectives.	Candidate demonstrates high levels of skill in using technology to achieve instructional objectives.
		<b>g.</b> Develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate does not develop or select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate uses instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate uses instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences on a consistent basis
		<b>h.</b> Uses strategies to facilitate maintenance and generalization of skills across learning environments	Candidate does not use strategies to facilitate maintenance and generalization of skills across learning environments	Candidate uses strategies to facilitate maintenance and generalization of skills across learning environments	Candidate uses multiple strategies to facilitate maintenance and generalization of skills across learning environments

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		i. Select and adapt materials in Braille, accessible print, and other formats.	Candidate does not select and adapt materials in braille, accessible print, and other formats.	Candidate select and adapt materials in braille, accessible print, and other formats.	Candidate selects and adapts high quality materials in braille, accessible print, and other formats.
		j. Demonstrates use of adaptive technologies for tactile learners with visual impairment	Candidate fails to demonstrate competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	Candidate demonstrates competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	Candidate demonstrates high-levels of competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.
		k. Teaches the use of the abacus, talking calculator, tactile graphics, and adapted science equipment	Candidate fails to demonstrate competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.	Candidate demonstrates competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.	Candidate demonstrates high-level competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.
		l. Teaches literacy skills to individuals who have vision loss as well as other disabilities	Candidate fails to demonstrate competence in teaching literacy to students with visual impairment.	Candidate demonstrates competence in teaching literacy skills to learners with vision loss, including those with multiple disabilities.	Candidate takes a proactive role in facilitating literacy instruction, drawing on evidence based-practices and collaborating with other team members to meet the needs of students with visual impairments and those who have other disabilities.

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		m. Uses strategies to support and enhance communication skills of individuals with visual impairment.	Candidate uses limited strategies to support and enhance communication skills of individuals with visual impairment.	Candidate uses strategies to support and enhance communication skills of individuals with visual impairment.	Candidate uses evidence based strategies, appropriate technology, including assistive technology, when appropriate, and modeling to support and enhance communication skills of individuals with visual impairment.
		n. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.
		o. Uses assessment data from informal reading inventories to develop instructional plans for learners with visual impairment.	Candidate develops instructional plans for learners with visual impairment without taking assessment data from informal reading inventories into account.	Candidate uses assessment data from informal reading inventories to develop instructional plans for learners with visual impairment.	Candidate uses assessment data from informal reading inventories and current evidence based practices to develop instructional plans for learners with visual impairment.

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
		p. Uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with visual impairment.	Candidate employs educational practices that are not research-based and develops units and lesson plans that fail to meet the needs of the diverse learners with visual impairment.	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with visual impairment.	Candidate uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Candidate reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
		q. Sequence, implement, and evaluate individualized learning objectives	Candidate plans a sequence of activities which is not focused on individualized learning objective(s).	Candidate plans a sequence of activities, which are focused on individualized learning objective(s).	Candidate plans a sequence of activities which is focused on individualized learning objective(s) and builds off of students' prior knowledge, life experiences and interests.
		r. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives	Candidate is overly directive in class, misses most opportunities for students with visual impairment to learn self-direction, make choices, and share their perspectives.	Candidate facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives.	Candidate analyzes the effectiveness of student interactions during learning experiences and incorporates self-directed activities appropriate for the cognitive and social development and skill set of students with visual impairment.

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		s. Gathers, creates, and organizes materials and equipment in advance.	Candidate uses class time to gather and organize materials due to their inability to prepare in advance.	Candidate gathers, creates, and organizes materials and equipment in advance.	Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.
		t. Incorporates and implements instructional and assistive technology into the educational program.	Candidate fails to incorporate instructional and assistive technology into the educational program.	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with visual impairment.
		u. Evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate fails to use assessment data to make instructional decisions.	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with visual impairment and addresses levels of need and learning accomplishments.
		v. Provides opportunities for learners with visual impairment to participate actively and successfully at different levels.	Candidate provides only one level of instruction for the entire class and/or caseload.	Candidate provides opportunities for learners with visual impairment to participate actively and successfully at different levels.	Candidate evaluates assessment data to develop individual profile that reflects progress of all students with visual impairment and uses these profiles to design and provide opportunities for learners with visual impairment to participate actively and successfully at different levels.

**CEC Standard 5: Instructional Planning and Strategies**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		w. Use functional assessments to develop intervention plans.	Candidate develops intervention plans without the use of data from functional assessments.	Candidate uses functional assessments to develop intervention plans.	Candidate uses multiple data points including functional assessment to develop intervention plans.

**CEC Standard 6: Professional Learning and Ethical Practice**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		a. Exhibits a commitment to professional standards associated with their areas of expertise.	Candidate fails to provide evidence that professional standards have been integrated into work with students with visual impairment.	Candidate exhibits a commitment to professional standards associated with their areas of expertise.	Candidate extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.
		b. Demonstrates courtesy and caring in relationships with students with visual impairment.	Candidate fails to build relationships with the students with visual impairment, maintaining too much distance or demonstrating a lack of courtesy and caring.	Candidate demonstrates courtesy and caring in relationships with students with visual impairment.	Candidate consistently exhibits appropriate rapport, courtesy and caring in relationship with students with visual impairment based on reflection.

**CEC Standard 6: Professional Learning and Ethical Practice**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		c. Supports learning environments that encourage the academic, social, and professional growth of all students with visual impairment.	Candidate fails to provide evidence that they have considered the different abilities, needs, learning styles, and cultures of students with visual impairment in classroom work.	Candidate supports learning environments that encourage the academic, social, and professional growth of all students with visual impairment.	Candidate reflects on work with students to determine how well a positive learning environment was created and considers different approaches to meeting the needs of students with visual impairment.
		d. Guides student behavior and moral development through an emphasis on personal responsibility for the common good.	Candidate does not emphasize personal responsibility and fails to guide student behavior and moral development.	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good.	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good and models this responsibility for the class through their daily actions.
		e. Presents content accurately and instructions clearly.	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.
		f. Demonstrates growth and dissemination of professional knowledge and skills.	Candidate fails to demonstrate growth of professional knowledge and skills.	Candidate demonstrates growth and dissemination of professional knowledge and skills.	Candidate accepts constructive criticism, and demonstrates growth and dissemination of professional knowledge and skills.

**CEC Standard 6: Professional Learning and Ethical Practice**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
		g. Reflect on one's practice to improve instruction and guide professional growth	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	Candidate reflects on his/her professional practice, including personal teaching and learning style.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.
		h. Practices within one's skill limits and obtains assistance as needed.	Candidate refuses to obtain assistance when needed and practices beyond his or her skill limit.	Candidate engages in reflective practice (practices within one's skill limits and obtains assistance as needed).	Candidate actively seeks feedback and constructive criticism in the classroom and engages in reflective practice (practices within one's skill limits and obtains assistance as needed).
		i. Demonstrates responsibility, dependability, flexibility, and a positive attitude.	Candidate is late to meetings, misses deadlines or needs to be reminded often of obligations. Candidate demonstrates a negative attitude.	Candidate demonstrates responsibility, dependability, flexibility, and a positive attitude.	Candidate reflects on ability to meet expectations, plans and carries out tasks associated with role promptly, and consistently displays a positive attitude.
		j. Observes school policies and procedures.	Candidate violates school policies and procedures.	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.
		k. Projects a professional image in terms of demeanor and appearance.	Candidate dresses or behaves in an unprofessional manner.	Candidate projects a professional image in terms of demeanor and appearance.	Candidate projects a professional image in terms of demeanor and appearance and encourages students with visual impairment to do the same.

**CEC Standard 6: Professional Learning and Ethical Practice**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
		l. Demonstrates effective oral communication skills.	Candidate's oral communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.
		m. Demonstrates effective written communication skills.	Candidate's written communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.
		n. Demonstrates high expectations for all students with visual impairment to develop the highest possible learning outcomes and quality of life.	Candidate fails to support student learning and displays evidence of low expectations for at least some students with visual impairment.	Candidate demonstrates high expectations for all students with visual impairment to develop the highest possible learning outcomes and quality of life.	Candidate provides emotional and academic support to students with visual impairment and communicates confidence in their ability to complete assigned work and modifies plans to provide opportunities for all students with visual impairment to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.
		o. Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Candidate fails to demonstrate a commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.	Candidate demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Candidate demonstrates and reflects on commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.

**CEC Standard 7: Collaboration**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
		a. Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate regularly encourages family involvement in student learning through collaboration to engage additional support resource assistance when needed.
		b. Engages in productive relationships with professional colleagues and support staff.	Candidate fails to provide evidence of planning to collaborate with professional colleagues and support staff.	Candidate engages in productive relationships with professional colleagues and support staff.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a collaborator.  Candidate demonstrates an ability to work with others as equals.
		c. Maintains confidential communication about students with visual impairment	Candidate shares confidential information about students with visual impairment needs with outside parties.	Candidate maintains confidential communication about students with visual impairment.	Candidate maintains confidential communication about students with visual impairment and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.
		d. Fosters respectful and beneficial relationships between families and professionals.	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate reflects upon relationships with families and professionals and interprets reflections effectively in order to improve communication and interactions.

**CEC Standard 7: Collaboration**

<b>M</b>	<b>F</b>	<b>Key Elements</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
			<b>1</b>	<b>2</b>	<b>3</b>
		e. Collaborates with school personnel and community members in integrating individuals with exceptional_learning needs into various settings.	Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate collaborates with school personnel and community members in integrating individuals with exceptional_learning needs into various settings.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates and reflects on the ability to successfully integrate individuals with exceptional learning needs into various settings.
		f. Observes, evaluates, and provides feedback to paraeducators.	Candidate fails to observe, evaluate and provide feedback to paraeducators.	Candidate observes, evaluates, and provides feedback to paraeducators.	Candidate articulates positions, is proactive in classroom management and staff management, and works actively for the betterment of teaching and learning in the classroom.
		g. Models techniques and coaches others in the use of evidence-based instructional methods and accommodations.	Candidate incorrectly models techniques and fails to coach others in the use of evidence-based instructional methods and accommodations.	Candidate models techniques and coaches others in the use of evidence-based instructional methods and accommodations.	Candidate models a wide variety of evidence-based instructional methods and accommodations and coaches others in the effective implementation, monitoring, and reflection of these strategies.