



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

Spring 2017

EDSE 518: Curriculum and Assessment of Students with Visual Impairments

3 – Credits

Section DL1; CRN: 13630

Section 6V1; CRN: 21621

Section 6Y1; CRN: 21682

Instructor: Dr. Kimberly Avila	Meeting Dates: 01/23/17 – 05/08/17
Phone: 703.993.5625	Meeting Day(s): Wednesday
E-Mail: kavila@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: Monday and Wednesday 3-4:30 (virtual) and by appointment.	Meeting Location: Internet
Office Location: Finley 203a	Other Phone: N/A

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.

[Assignments](#)

[Course schedule](#)

Course Description

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

Prerequisite(s): EDSE 511 (may be taken concurrently).

Notes: Delivered online.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 511 (may be taken concurrently)

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

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

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

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25, 2017

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the

instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services or the disability service office at the candidates Consortium university.

Learner Outcomes

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

1. Demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of teacher candidates/students with visual impairments.
2. Demonstrate an understanding of accommodations and modifications commonly used by teacher candidates/students with visual impairment on standardized and non-standardized assessments.
3. Recognize the similarities between regular education curricula and the curricular needs of teacher candidates/students with visual impairments, including those with multiple disabilities.
4. Gather background and family information relevant to the individual student's visual and educational needs.
5. Complete assessments, including the learning media assessment (Ima), specific to teacher candidates/students with visual impairments, including those with multiple disabilities.
6. Use assessment information to recommend literacy interventions for teacher candidates/students with visual impairments.
7. Use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
8. Identify assessment strategies and tools for assessing areas of the expanded core curriculum.
9. Identify participation criteria for alternate and alternative assessment programs for teacher candidates/students with visual impairments.

Course Relationship to Program Goals and Professional Organizations

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for

teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Textbooks

Goodman, S., & Wittenstein, S. (2003). *Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities*. New York, NY: AFB Press.

[Order Collaborative Assessment online from AFB](#)

Koenig, A., & Holbrook, C. (1995). *Learning media assessment of students with visual impairments: a resource guide for teachers* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

[Order Learning Media Assessment online from TSBVI](#)

Recommended Textbooks

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

Basic Reading Inventory Print w/CD-Rom: ISBN: 978-0-7575-9852-4

<http://www.kendallhunt.com/bri/>

Loftin, Marnee. (2005). *Making Evaluation Meaningful. Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students*. Austin: Texas School for the Blind and Visually Impaired.

Mangold, S. (1982). *A Teachers' Guide to the Special Educational Needs of Blind and Visually Handicapped Children*. NY: AFB Press.

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press.

Sacks, S. Z. & Silberman, R. K. (1998). *Educating students who have visual impairments with other disabilities*. Baltimore, MD: Paul H. Brookes, Baltimore.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice*. New York: AFB Press.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

Willoughby, D. M. & Duffy, S. L. (1989). *Handbook for Itinerant and Resource Teachers of Blind and Visually Impaired Students*. Baltimore: National Federation of the Blind.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairment*. NY: AFB Press.

Required Resources

- Personal Computer
- A reliable internet connection
- A headset with microphone
- A webcam (optional)

Additional required sources posted on Blackboard.

Additional Readings

Additional sources provided on Blackboard

Celeste, M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal of Visual Impairment & Blindness* 100, 75-90.

Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness*, 100, 523-532.

Holbrook, M. C., & Spungin, S. J. (2009). Supporting students' literacy through data-driven decision-making and ongoing assessment of Achievement. *Journal of Visual Impairment & Blindness*, 10, 133-136.

Kamei-Hannan, C., Holbrook, M., & Ricci, L. A. (2012). Applying a Response-to-Intervention model to literacy instruction for students who are blind or have low vision. *Journal of Visual Impairment & Blindness*, 106, 69-80.

Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness*, 102(5), 261-271.

Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View*, 35, 7.

Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness*, 103(1), 44-47.

Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness*, 100(10), 606-619.

Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness*, 100(11), 653-665.

McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness*, 101(10), 587-600.

Smith, D. W., & Amato, S. (2012). Synthesis of available accommodations for students with visual impairments on standardized assessments. *Journal of Visual Impairment &*

Blindness, 106, 299-304.

Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children*, 75(2), 233-52.

Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness*, 100(10), 598-601.

Zebehazy, K. T., Zigmond, N., & Zimmerman, G. J. (2012). Performance measurement and accommodation: Students with visual impairments on Pennsylvania's alternate assessment. *Journal of Visual Impairment & Blindness*, 106, 17-30.

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 518, the required PBA is Learning Media and Informal Reading Assessments. 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.

Assignments

Performance-based Assessment (Tk20 submission required)

Learning Media and Informal Reading Assessments: All students will be required to complete an assessment of learning media on a student who is blind or visually impaired. You are to review the student's records, write an assessment history report, and conduct an appropriate assessment of learning media, which is to include an informal reading inventory (IRI). You will need to conduct observations of the student's use of sensory channels, integrate IRI and other data based assessment information, and interview relevant persons (student, teacher, and parent) about the child's literacy skills and needs. Based on the information you

gather you will write the LMA report. Comprehensive directions and the rubric are available on Blackboard.

College Wide Common Assessment (Tk20 submission required)

None

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

Assessment History Report: All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:

1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, in addition to information from the history document
4. Critical analysis of child's assessment history and write-up

Other Assignments

Weekly Participation. Active participation in this course is required, as much of the content requires full engagement in discussions and activities. Each week, three participation points are available and may require submitting products, surveys, discussion board posts or other documentation. In certain weeks, candidates may not be required to submit an item. Participation points may be deducted for late arrival or early departure or all points may be withheld for an absence.

Presentation: Assessment or curriculum for students with blindness and visual impairment. Each candidate will select an assessment or a curriculum/program and prepare a presentation to share with the class on the procedures and relevancy for students with b/vi. Candidates may select an assessment or curriculum that is specifically designed for students who are b/vi, one that may be used and adapted to meet the needs of this population or that is available and often used in education, but may or may not be suitable for students who are b/vi. Examples of assessments are: *The Brigance*, *Early Learning Accomplishment Profile*, *The Oregon Project for Preschool Children who are Blind or Visually Impaired*, *The Woodcock Johnson*, *The Developmental Reading Assessment*, etc. (Please refer to Goodman and Wittenstein (2003) for more suggestions on specific VI and general assessments.) Candidates who choose to evaluate and present on curricula may select one specifically designed for students who are VI or for the general population that may or may not be adaptable. Suggestions include, assistive training programs, such as the *JAWS Training Bundle*, *I-Am-Able*, *Transition Tote System* from APH, *Reach for the Stars* from APH, social skills curricula, self-advocacy programs, and core academic curricula, such as *Touch-Math*, etc. Candidates

may check out assessments and curricula from their respective university libraries or may use a tool from their school system or own personal collection.

Candidates must sign up for a presentation date and selected curriculum/assessment by the second week of this course. Presentations will coincide with the topic outlined on each week. For example, if you choose to present on an early childhood assessment, your presentation will be on the date in which the class addresses early childhood assessments.

Presentations must include a slideshow or handout with all of the content described below and should last between 15-20 minutes. Slideshows/handouts must be posted prior to your scheduled presentation to Blackboard on the designated discussion board for the entire class to access.

Criteria	Assessment Presentation	Curriculum/program Presentation
Title, APA citation, goals, target population	Clearly state the goals of the assessment, what it assesses, the population it is intended for and why it is conducted.	Clearly state the goals of the curriculum and which population can benefit from working through this curriculum/program.
Procedures	Describe the assessment and scoring procedures.	Describe the procedures to work through this curriculum/program.
Relevancy for students who are b/vi	Was this test normed/standardized for students who are b/vi? Is the assessment recommended for this population? Do the publishers include a disclaimer/information for administering this exam to students who are VI?	Discuss if this program was created for students who are VI and/or if you believe it is suitable and/or can be adapted for this population.
Accessibility and Adaptations	What adaptations are available? How are standardization and results affected with adaptations? What are suitable adaptations for students who are VI? How can the test be adapted for students with VI and multiple disabilities? Is the exam accessible? Is it available in alternative formats? Is this test standardized on students who speak English as a second language?	What adaptations are available? Are curriculum materials available in accessible format? How can the curriculum be adapted for students who are b/vi, including those who have multiple disabilities? What language adaptations are available?
Measuring progress	How are scores reported and how may they influence eligibility, plan development, and instructional programming decisions?	What formative and summative assessment procedures or other measures are available to assess

		progress during and at the conclusion of the program?
Your perspective	Please share your insights on this assessment, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.	Please share your insights on this curriculum/program, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.

Reading and course content reflections. This course contains two written and question/answer assignments based on readings, lecture, and discussion content. Please ensure you stay current on course readings and take notes on lecture and discussion content. Questions may include but are not limited to eligibility for students with blindness and visual impairment, assessment considerations, challenges related to evaluation, accessibility, availability of reliable and valid instruments, recommendations for assessments and curricula/intervention based on case studies and scenarios, team collaboration, advocacy, and laws and policies that govern assessment and education. Citations will be required to support answers on certain questions. Candidates are advised to keep notes and citation records throughout the course of key information.

Graduate project: Each graduate candidate must select one menu option for this project.

a. Social Skills Assessment: Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social Skills to Students with Visual Impairments*, published by AFB Press. You may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.

b. Expanded Core Curriculum Screening: Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12*. Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.

c. Portfolio Assessment: Create an assessment portfolio for a student with a visual impairment using performance-based measures. You should 1) identify the assessment area (e.g. money management skills) 2) describe the activities involved in the assessment process (e.g. shopping to grocery store, learning to write checks) 3) write how the student was actively engaged in the learning and assessment routines and 4) submit at least 5 items with the portfolio (e.g. receipts from grocery store with accompanying worksheets, etc.). You are encouraged to have students monitor their own progress. For example, students may use a large print or tactile chart to collect data.

d. Collaborative Observation: Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for ongoing assessment.

e. Discrepancy Analysis: You will conduct the DA on a real student based upon the information provided in class. Forms to record the results of your analysis will be provided. A 2-3 page paper will accompany the discrepancy analysis to describe the student, summarize his/her strength and weaknesses, and give recommendations for what you would teach the student to do to successfully complete a task or activity. More specific directions will be provided in class.

f. In-service project: Create an in-service presentation to educate parents on assessments for students with blindness and visual impairment. You do not need to actually give this presentation for a group of parents, but you will need to create the presentation, handouts, and activities.

Your presentation materials should include:

- A PowerPoint or other presentation media that clearly provides the following:
 - Very clear, basic information. Remember, you are presenting to participants who may know nothing about VI at all
 - Assessment procedures for eligibility and plan development (FVA, LMA, O&M, AT, ECC, etc.)
 - You may want to summarize eligibility and plans, like the IEP, 504
 - A summary of each of these assessments, what they are and why they are administered
 - Assessments for other needs (like developmental testing, psychological, etc) and when these might be used and what limitations they present for students who are b/vi.
 - Who conducts these assessments and the TVIs role
 - How are they updated
 - How assessments are interpreted
 - How parents can be part of this process and how they can contribute information
 - List of resources to help parents learn more about assessments and other VI supports

Your in-service should include the following:

- At least one activity to engage the participants (parents)
 - This can be an ice-breaker, group discussion, support-group type of activity, etc.
- An agenda/outline of the in-service and how long each section will take

- Example: parent session 2 hours, ice-breaker 20 minutes, assessment overview 30 mins, activity (specify) 30 minutes, assessment specifics 20 minutes, resource share 20 minutes
- Submit any handouts or materials with your assignment to help me understand the format of your in-service

g. Student Initiated Project: Choose something not on this menu item list to do that is motivating for you and relates to assessing and/or teaching students who are blind and visually impaired. It should be comparable in terms of time spent with the other menu items. Instructor approval for your project must be obtained quickly in order for you to do this menu item.

Course Policies and Expectations

Attendance/Participation

This course is comprised of interactive discussion and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situation will an absence be excused. Candidates must inform the instructor in advance of an upcoming, unavoidable absence, or as soon as possible if there is an emergency situation. It is up to the discretion of the instructor to excuse the absence, which may or may not allow makeup for participation points.

Late Work

All coursework must be submitted on time. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from his/her Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time extensions will not be granted retroactively and late work for any reason may be penalized points.

Grading Scale

Percent	Points	Grade
93-100	306-330	A
90-92	297-305	A-
88-89	290-296	B+
83-87	273-289	B
80-82	264-272	B-

70-79	231-263	C
<69	<230	F

Course assignments and points

Assignment	Points	Due date
Participation 14x3 plus 8 additional points for asynchronous session assignment	50	Weekly
Presentation: Assessment or curriculum for VI	50	Designated week
Reading and course content reflections 2x30	60	March 8 April 19
Assessment history report	30	March 22
Graduate project: select menu item	40	March 29
Complete learning media evaluation (field assignment and report)	100	April 13
Total	330	

Professional Dispositions

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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 or with the disability service office at the student's consortium university. 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 or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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.

DATE	TOPIC	READING AND ASSIGNMENTS
JAN. 25	Course overview Introduction to assessment for students who are blind and visually impaired <ul style="list-style-type: none"> • VI assessments and eligibility • Comprehensive assessment and frameworks for evaluation 	Blankenship (2011) Essential Assessment (posted on Bb) G&W Ch. 1 G&W Ch. 2
FEB. 1	<ul style="list-style-type: none"> • Assessment overview continued • Background and history data collection • Report writing overview • Assessment data collection: methods for observation, quantitative, criteria, and performance based 	G&W Ch. 3 G&W Ch. 4 G&W Ch. 10
FEB. 8	<ul style="list-style-type: none"> • Assessment for learning media: Part I • Developing an assessment plan and kit • Literacy evaluations, IRIs 	K&H Ch. 1 Linked on Bb: Lusk, Lawson, & McCarthy (2013) Holbrook & Spungin (2009)
FEB. 15	<ul style="list-style-type: none"> • Assessment for learning media: Part II • Sensory channels • Selecting literacy media • Making data based decisions Peer group meeting: student overview, kit and plan development	K&H Ch. 2 K&H Ch. 3 K&H Ch. 4 Linked on Bb: Lueck, Erin, Corn, & Sacks (2011)
FEB. 22	<ul style="list-style-type: none"> • Assessment for learning media: Part III • Continual assessment • Literacy media assessments: options for assessment methods and instruments • Standardized psychological assessments and visual impairment 	K&H Ch. 5 K&H Ch. 6 K&H Appendices G&W Ch. 6 APH FVLMA kit

		NRMA (NFB)
MARCH 1	<ul style="list-style-type: none"> • Implementing learning media evaluation findings into the IEP, program, curriculum, and instruction • Adapting materials for students • Assessment of students with blindness/visual impairment and multiple disabilities • Early childhood assessments <p><u>Virginia AER and AFB Leadership Conference in Arlington, VA March 2-4</u></p>	<p>G&W Ch. 11</p> <p>Readings and early childhood assessment linked on Bb</p>
MARCH 8	<p><u>Asynchronous session</u></p> <ul style="list-style-type: none"> • ECC curriculum and assessment: • Independent living • Orientation and mobility • Recreation and leisure <p>Peer group meeting: progress check, questions and suggestions</p>	<ul style="list-style-type: none"> • G&W Ch. 5 • G&W Ch. 9 • Lewis (2012) • Sacks, Lueck, Corn, & Erin (2011) <p>Readings linked on Bb</p> <p>Due: Reading and course content reflections I</p>
MARCH 15	Spring Break	
MARCH 22	<ul style="list-style-type: none"> • Assistive Technology: assessment and instruction • Accessibility assessment • Embedding accessibility in the physical and electronic learning environments • Universal Design for Learning (UDL) 	<p>G&W Ch. 8</p> <p>Linked on Bb: Smith, Kelly, & Kapperman (2001)</p> <p>Kamei-Hannan (2008)</p> <ul style="list-style-type: none"> • Readings linked on Bb: • UDL: Perkins School for the Blind (Video) • UDL: CAST • Accessibility toolbars and assessments

MARCH 29	<ul style="list-style-type: none"> • Parent Perspective Panel: Assessments and evaluations (tentatively scheduled) • ECC curriculum and assessment: Self-determination • Service delivery allocation and caseload assessments 	<p>Readings linked on Bb: AER Position Papers:</p> <ul style="list-style-type: none"> • Caseload Analysis: A Critical Component of Quality Services for Students with Visual Impairments • Caseloads Based on Students' Assessed Needs <p>Service delivery scales</p> <ul style="list-style-type: none"> • Vision Services Severity Rating Scales (VSSRS) • VISSIT: Visual Impairment Scale of Service Intensity of Texas
APRIL 5	<ul style="list-style-type: none"> • Peer review session: literacy media reports • Group discussion, feedback, and examples 	<p>Additional reading posted on Bb.</p> <p>Due: Assessment history report</p>
APRIL 12	<ul style="list-style-type: none"> • SOL assessments and other standardized exams for students with visual impairments (SAT, ACT): test administration, accessibility, accommodations, and other considerations 	<p>Erin, Hong, Schoch & Kuo (2006)</p> <p>Knowlton, Seeling, Martin & Archer (2003)</p> <p>Smith & Amato (2012)</p> <p>Zebehazy, Hartmann & Durando (2006)</p> <p>Due: Complete literacy media assessment report</p>
APRIL 19	<ul style="list-style-type: none"> • Discrepancy analysis • Goal and program development based on assessment data • Continual assessment for students with VI 	<p>Readings posted on Bb</p>

	<ul style="list-style-type: none"> Formative and summative assessment Evaluations for IEP goal progress 	
APRIL 26	<ul style="list-style-type: none"> ECC curriculum, and assessment: Compensatory skills Sensory efficiency Vocational and transition <ul style="list-style-type: none"> Adapted curricula for students with blindness and visual impairment Modifying and adapting curricula for individual students 	<p>Reading posted on Bb.</p> <p>Due: Reading and course content reflections II</p>
MAY 3	<p>Course conclusion</p> <p>Final discussions</p>	<p>Please be prepared to discuss your experiences conducting the assessment of learning media.</p>

Goodman and Wittenstien (2003) = G&W
Koenig and Holbrook (1995) = K&H

Assessment Rubric(s): Complete Literacy Media Assessment

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
<p>Description of learner background and interviews</p> <p>B&VI, Standard 1</p> <p>Candidate summarizes learner background information from interviews and existing data and describes the impact of learners' academic and</p>	<p>Candidate provides an incomplete summary of relevant background information.</p> <p>Candidate does not interview a family member or legal guardian, teachers, or student. The candidate does not or partially provides the impact of learners' academic and social abilities, attitudes, interests,</p>	<ul style="list-style-type: none"> Candidate describes the impact of learner's academic and social abilities, attitudes, interests, and values on instruction. Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and 	<ul style="list-style-type: none"> Candidate describes the impact of learner's academic and social abilities, attitudes, interests, and values on instruction. Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
social abilities, attitudes, interests, and values on instruction.	and values on instruction.	medical history) and concerns of family members.	medical history) and concerns of family members. •Candidate reports gaps and/or discrepancies in assessment data and seeks clarification and/or recommends continuing assessment.
Relevant background information. B&VI Standard 4 The candidate gathers relevant background information from existing assessments and learner data.	Candidate provides a partial or incomplete synthesis of other existing assessment data or reports.	Candidate gathers relevant background information by synthesizing assessment data from a variety of reports, evaluations, and interviews.	•Candidate gathers relevant background information by synthesizing assessment data from all available reports, evaluations, and interviews.
Description of communication and linguistic background	Candidate does not adequately address the effects of visual impairment on learning and experience and	•Candidate describes the effects of visual impairment on learning, experience and	• Candidate describes the effects of visual impairment on learning, experience and

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
<p>B&VI, Standard 1</p> <p>The candidate will describe the effects of visual impairment on learning, experience and receptive and expressive literacy and communication and the effects of cultural and linguistic differences on growth and development.</p>	<p>receptive and expressive literacy and communication. Candidate does not adequately address the effects of cultural and linguistic differences and growth and development.</p>	<p>receptive and expressive literacy and communication.</p> <ul style="list-style-type: none"> •Candidate describes individualized strategies that are currently being used to enhance language development and teach communication skills to learner with visual impairment. •Candidate addresses the effects of cultural and linguistic differences on growth and development. 	<p>receptive and expressive literacy and communication.</p> <ul style="list-style-type: none"> •Candidate describes individualized strategies that are currently being used to enhance language development and teach communication skills to learners with visual impairment. •Candidate addresses the effects of cultural and linguistic differences on growth and development. •Candidate cites and summarizes research literature from the field of visual impairment to support statements related to the above topics.
<p>Use of specialized terminology</p> <p>B&VI Standard 4</p>	<p>Candidate does not use or inaccurately uses specialized terminology in assessing students</p>	<p>Candidate accurately uses specialized terminology used in assessing</p>	<p>Candidate precisely uses specialized terminology used in assessing</p>

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
The candidate uses specialized terminology in assessing individuals with visual impairments	with visual impairment.	individuals with visual impairments.	individuals with visual impairments.
<p>Use of sensory channels</p> <p>B&VI Standard 4</p> <p>The candidate develops and modifies individualized assessment strategies and administers and interprets vision-related assessments. The candidate uses specialized terminology used in assessing individuals with visual impairments.</p>	<p>Candidate does not accurately or completely administer Use of Sensory Channel portion of assessment.</p> <p>Candidate does not effectively interpret data collected using the Sensory Channel portion of the assessment.</p>	<ul style="list-style-type: none"> •Candidate correctly administers and reports Use of Sensory Channel portion of assessment. •Candidate effectively interprets information from Use of Sensory Channel assessment. • Candidates uses specialized terminology used in assessing individuals with visual impairments. 	<ul style="list-style-type: none"> •Candidate correctly administers Use of Sensory Channel portion of assessment. •Candidate effectively and interprets information from Use of Sensory Channel assessment. • Candidates uses specialized terminology used in assessing individuals with visual impairments. •Candidate collaborates with family and/or other IEP team members by training additional team member to

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
			complete sensory channel assessment forms; assessment data is compared across multiple data collectors.
<p>General learning media</p> <p>B&VI, Standard 4</p> <p>The candidate will administer and interpret vision-related assessments for general learning media.</p>	<p>Candidate does not accurately or completely administer General Learning Media portion of assessment or candidate does not effectively interpret information.</p>	<ul style="list-style-type: none"> •Candidate correctly administers and reports data for General Learning Media portion of assessment. •Candidate effectively interprets information from General Learning Media assessment. •Candidate articulates learning media tools and strategies that promote effective learning, considering both current and future needs. •Candidate considers instructional needs related to the learner's 	<ul style="list-style-type: none"> •Candidate correctly administers and reports data for General Learning Media portion of assessment. •Candidate effectively interprets information from General Learning Media assessment. •Candidate clearly articulates learning media tools and strategies that promote effective learning, considering both current and future needs. •Candidate considers instructional needs related to the learner's current IEP goals.

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
		current IEP goals.	•Candidate identifies appropriate general learning media across the expanded core curriculum
<p>Selection of literacy media</p> <p>B&VI, Standard 4</p> <p>The candidate will use assessment information to make a program decision and rationale for the selection of literacy media for the individual with blindness or visual impairment.</p>	<p>Candidate provides inadequate assessment data or does not provide clear and logical rationale for selection of learning media.</p>	<p>•Candidate provides rationale for selection of literacy media based on assessment data from the learning media evaluation.</p>	<p>•Candidate provides a clear rationale for selection of literacy media based on assessment data from the learning media evaluation.</p> <p>The candidate supports this decisions by reiterating the effects of visual impairment on receptive and expressive literacy and communication and by drawing on past and current assessment data and IEP team member concerns.</p> <p>•Candidate cites characteristics of students who are likely to be print readers or braille readers from the</p>

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
			LMA textbook and presents data holistically, integrating relevant data gathered during the Learning Media Assessment process.
<p>Informal reading inventory (IRI)</p> <p>B&VI, Standard 4</p> <p>The candidate will administer an information reading inventory as a nonbiased part of the learning media evaluation.</p> <p>The candidate will interpret information from the Informal Reading Inventory.</p> <p>The candidate integrates alternative assessment techniques for individuals with visual impairments.</p>	<ul style="list-style-type: none"> •Candidate does not accurately or incompletely administers the Informal Reading Inventory portion of assessment. •Candidate does not effectively interpret information. 	<ul style="list-style-type: none"> •Candidate correctly administers and reports data for the Informal Reading Inventory portion of assessment. •Candidate correctly interprets information from Informal Reading Inventory assessment. •Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and 	<ul style="list-style-type: none"> •Candidate correctly administers and reports data for Informal Reading Inventory portion of assessment. •Candidate correctly interprets information from Informal Reading Inventory assessment. • Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
		uses appropriate technology to conduct assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools.	technology to conduct assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools. •Candidate writes a summary of how he/she involved the learner with visual impairment in the assessment process and how he/she taught the learner to use self-assessment strategies related to literacy skills.
Assessment Summary Section & Recommendations Section B&VI Standard 5	<ul style="list-style-type: none"> •Candidate provides an incomplete summary and recommendations for learner with visual impairments. •Recommendations are not clearly written to convey critical information to stakeholders. 	<ul style="list-style-type: none"> •Candidate identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment. •Candidate selects and adapts instructional strategies and materials according to characteristics of the learner with visual impairment. 	<ul style="list-style-type: none"> •Candidate clearly identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment. •Candidate selects and adapts instructional strategies and materials according to characteristics of the learner with visual impairment.

	<p style="text-align: center;">Does Not Meet Standard</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">Exceeds Standard</p> <p style="text-align: center;">3</p>
		<ul style="list-style-type: none"> •Candidate provides a description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data in at least one identified area. 	<ul style="list-style-type: none"> •Candidate provides a detailed description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data, emphasizing the need for continued assessment in at least three identified areas. Of the three or more, at least one area of the Expanded Core Curriculum is included.
<p>Professional and Ethical Standards</p> <p>B&VI, Standard 6</p>	<ul style="list-style-type: none"> •Candidate does not obtain written permission to conduct LMA in compliance with school district policies; OR •Candidate fails to maintain confidentiality of learner with visual impairment, using a pseudonym; OR •Candidate does not 	<ul style="list-style-type: none"> •Candidate obtains written permission to conduct LMA in compliance with school district policies. •Candidate maintains confidentiality of learner with visual impairment, using a pseudonym. •Candidate 	<ul style="list-style-type: none"> •Candidate obtains written permission to conduct LMA in compliance with school district policies. •Candidate maintains confidentiality of learner with visual impairment, using a pseudonym. •Candidate

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
	<p>demonstrate sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language; OR</p> <ul style="list-style-type: none"> •Report is not written well and does not clearly communicates with school personnel and family members the needs of learner with visual impairment. 	<p>demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language.</p> <ul style="list-style-type: none"> •Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment. 	<p>demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language.</p> <ul style="list-style-type: none"> •Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment. •Candidate writes a reflection of his/her assessment practices and provides a description of self-evaluation, highlighting knowledge gained and areas for continued development.
Alignment with CEC Standards	Candidate inaccurately discusses, orally or	Candidate accurately discusses, orally	

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
	in writing, the connection between the content of this assignment and CEC Standards.	or in writing, the connection between the content of this assignment and CEC Standards.	