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

Fall 2018
EDSE 513: Medical and Educational Implications of Visual Impairments
Section DL1 CRN: 74062
Section 6V1 CRN: 83571
Section 6Y1 CRN: 83565
3 – Credits

Instructor: Dr. Kim Avila	**Meeting Dates**: 8/27/2018 – 12/8/2018
Phone: 703.993.5625	**Meeting Day(s)**: Monday
E-Mail: kavila@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: Mondays and Wednesday from 3:30-4:30 and 7:10-8:00 (virtual)	**Meeting Location**: On-line
Office Location: Finley 203a and via Collaborate Ultra	**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.

Quick Links:
Assignments Course Schedule

Prerequisite(s): EDSE 511 (may be taken concurrently)
Co-requisite(s): None

Course Description
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Covers anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Offered by Graduate School of Education. May not be repeated for credit.

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
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

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 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 Monday, August 27, 2018.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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://support.microsoft.com/en-us/help/14209/get-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.

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

1. Demonstrate knowledge of the parts of the eye, their purposes, and functions.
2. Describe the process of vision and the workings of the visual pathway.
3. Describe the stages in typical development of the human visual system.
4. Demonstrate an understanding of basic optics and common refractive errors.
5. Demonstrate knowledge of common visual disorders and their impact on learning.
6. Interpret eye reports and other information related to visual impairments, including the clinical low vision evaluation report, information from families, and educational and related service providers.
7. Conduct, interpret and apply the results of formal and informal assessments of functional vision.
8. Use information from functional vision evaluations to develop recommendations for the student's learning environment and educational materials.
9. Identify instructional strategies to increase visual access and efficiency to and within learning environments as related to instruction in the use of print adaptations and optical and non-optical devices.
10. Demonstrate an understanding of low vision aids and training methods.

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, 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 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks

1. Corn A.L., Erin J.N. (2010) Foundations of low vision: Clinical and functional perspectives (2nd edition). New York: AFB Press.
2. FVLMA Kit: Functional Vision and Learning Media Assessment (APH)

Provided through Mason's online library:

Hall Lueck, A., & Dutton, G.D. (Eds.). (2015). Vision and the brain: Understanding cerebral visual impairment in children. New York, NY: AFB Press.

Recommended Textbooks

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

Koenig, A. J., & Holbrook, M. C. (1994) 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. TSBVI Order # 59422LVP.

Levack, N. (1995). Low vision: A resource guide with adaptations for students with visual impairments (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired. TSBVI Order # 59423LMP.

Lofting, M. (2006). Making evaluation meaningful: Determining additional eligibilities and appropriate instructional strategies for blind and visually impaired students. TSBVI Order # 59443MEM.

Lueck, A. H. (2004). Functional vision: A practitioner's guide to evaluation and intervention. New York: AFB Press. ISBN 978-0-89128-871-8

Roman-Lantzy, C. (2007). *Cortical visual impairment: An approach to assessment and intervention* (2nd ed.). New York, NY: AFB Press.

Smith, A. J., & O'Donnell, L. M. (1991). Beyond arm's reach: Enhancing distance vision. Pennsylvania College of Optometry Press. ISBN B0006QSJ1U. While this text

is out of print, it is still available directly from Salus University in Elkins Park, PA. Contact: Tracey Robbins at 215-780-1359.

Additional Readings
Posted on Blackboard

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 513, the required PBA is Instructional Plan and Intervention Project. 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 and/or Examinations

Task	Points Possible	Due
Participation and Interactive Responses (14 weeks, 5 points each week)	70	Weekly
Report and Presentation: Conditions that Cause	30	September 24

Task	Points Possible	Due
Blindness and Visual Impairment		
CVI Identification, Assessment, and Intervention Project	30	November 5
Functional Vision Assessment	70	November 12
Instructional Plan and Intervention Project	70	November 26
Total	270	

Please note: all assignments in this course must be completed within the current semester of this class. The field assignment, functional vision assessment, and intervention plan must be conducted and written on a current student during the timeframe of this class. Please do not use a former assessment written for your field assignment student. Mentoring teachers may provide feedback, but all data and written reports must be the product of the candidate enrolled in this class.

Performance-based Assessment (Tk20 submission required)

Instructional Plan and Intervention Project (60 points).

Complete instructions and full rubric on Blackboard.

Develop a low vision plan and intervention project based on the results of the functional vision assessment for a student with low vision. A detailed description of the assignment and rubric are posted on Blackboard. This project will be presented to the class.

College Wide Common Assessment (TK20 submission required)

Instructional Plan and Intervention Project (Same as above)

Performance-based Common Assignments (No Tk20 submission required)

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need

assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Participation and Interactive Responses (14 weeks, 5 points each week = 70 points total):

Each week, interactive content will be presented. This includes discussions (whole class, group, discussion board posts) written or verbal responses required online or in class, and tasks assigned individually or in groups/pairs. "Quiz" type questions will be asked through Blackboard on certain weeks that will assess anatomy of the eye, conditions affecting vision, functional vision considerations, medical reporting, vision report interpretations, and other content presented in this course.

Candidates are required to be present in each class and to submit or participate in each week's content and assigned tasks to obtain these points.

Report and Presentation: Conditions that Cause Blindness and Visual Impairment (30 points).

Rubric posted on Blackboard.
Each candidate will create a presentation on an **assigned** vision condition that causes blindness and visual impairment. Presentations should last between 8-10 minutes and include:

- A definition of the diagnosis
- A description of the parts of the eye/visual system that are impacted and how the diagnosis is different from typical vision
- A description of the condition: congenital, adventitious, how it progresses, which populations are at greater risk, etc.
- Basic genetic information, if applicable
- Any data/statistics available on the prevalence of the condition in the U.S. and globally
- Typical prognosis of the diagnosis (Stabilizes, non-progressive, degenerative, etc.).
- The impact on functional vision
- List of resources for persons diagnosed with this condition and for parents/family members, teachers, and other service providers

Your report must include:

- Precise terminology and information
- Citations from peer reviewed, scholarly sources
- Respectful and person first language

CVI Identification, Assessment, and Intervention Project (30 points).

Complete instructions and rubric are posted on Blackboard. This assignment integrates foundations of characteristics associated with CVI, assessment methods, and research, and intervention strategies. Please download the assignment packet on Blackboard, read the assigned articles and watch the videos, then complete the written elements of this assignment before submitting.

Functional Vision Assessment (60 points).

Complete instructions and full rubric on Blackboard. This is a field experience assignment. Each candidate must obtain a placement with a child who is visually impaired and conduct the FVA. Candidates must first observe the student, review relevant information about the student, discuss and interview teachers, family members/parents and other stakeholders about the student's visual functioning, assemble the FVA kit (assigned in this syllabus) and conduct the FVA in multiple settings, across different days. Candidates must write up the FVA report. Each school system may have a different format for FVA reporting, which may be used for this assignment. However, make sure to include all of the required elements. For those who are in school systems without a required FVA report format, please create your own based on course resources. Complete directions and rubric on Blackboard.

Course Policies and Expectations

Attendance/Participation

Attendance in every class session is required and is monitored through the synchronous web-conference program. Activities in class are planned in such a way that they cannot easily be recreated outside of the class session. Live lectures, activities, and guest speakers supplement the textbook and can only be experienced in class. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes engaging in class discussions and activities. Only in the event of an emergency or serious illness will one class absence be excused with the opportunity to make up participation points.

Late Work

Due to the rapid nature of this course, no late assignments will be accepted unless prearranged with the instructor or if there is a documented emergency.

- Assignments are due by the dates posted in the schedule.
- Assignments (including interactive responses) are due by 11:59 PM on the posted date.
- All times referenced in this course are East Coast Times.
- Check the Assignment Due Dates posted on Blackboard as the Course Schedule is Subject to Change.

Grading Scale

Grade	Percentage	Points
A	**95-100%**	**256-270**
A-	**90-94%**	**243-255**
B+	**89%**	**240-242**
B	**84-88%**	**226-239**
B-	**80-83%**	**216-225**
C	**70-79%**	**189-215**
F	**70% and below**	**<188**

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Date	**Tasks**	**Assignments and Readings**
August 27	• Course Overview • Blackboard • Assignments and Requirements	Reading: Corn & Erin (2010) Ch. 5

Date	**Tasks**	**Assignments and Readings**
	• Introduction to the visual system • Basic terminology	Additional readings on Bb.
September 3	**Labor Day: Asynchronous Class** • Development of the visual system • Anatomy and physiology of the eye • Vision v. sight	Video: Lewis (2010) *Understanding vision development* Reading: Corn & Erin (2010) Chs. 5 and 9 Additional readings on Bb.
September 10	• The visual system cont'd: • Congenital and adventitious vision conditions • Basic of genetics and hereditary vision conditions • Injuries and environmental/health related vision conditions • Ophthalmologist, optometrist, and other eye care professional reports/evaluations • Introduction to functional vision	Reading: Corn & Erin (2010) Ch 6 Additional readings on Bb.
September 17	• Clinical assessment of vision • Clinical Low Vision Evaluation • Clinical treatment of various vision conditions • Functional vision evaluations v. clinical vision assessments	Reading: Corn & Erin (2010) Ch. 8 Essential Assessment http://earubric.com/ Additional readings on Bb.
September 24	**Presentations:** • Conditions that Cause Blindness and Visual Impairment • Overview of the functional vision assessment: purpose, procedures, settings, and planning; customizing an FVA kit for each student	**DUE: Presentation on assigned vision condition** Reading: Corn & Erin (2010) Ch. 10 FVA-APH: Appendix A FVLMA Web application Additional readings on Bb.

Date	**Tasks**	**Assignments and Readings**
October 1	FVA Components: Color, contrast, lighting, visual fields, oculomotor function, and acuity	Reading: Corn & Erin (2010) Ch. 10 FVA-APH: pp. 33-93 Additional readings on Bb.
October 8	**Asynchronous Class Week** • Optics overview • Changes to functional vision	Reading: Corn & Erin (2010) Ch. 7 Additional readings on Bb.
October 15	Individuals with Visual Impairments Panel Discussion (tentatively scheduled) • FVA components cont'd: Practical assessment methods • FVA documentation and data recording • FVA: Report writing	Reading: Corn & Erin (2010) Ch. 13 Additional readings on Bb.
October 22	• Instruction in visual techniques • Instructional techniques and accommodations for students with low vision • VI Blogger "Veroniiiica" guest presentation	Reading: Corn & Erin (2010) Chs. 11, 14, and 15 Additional readings on Bb.
October 29	• Introduction to cortical/cerebral visual impairment (CVI) • CVI guest presenter	Reading: CVI Range: Lantzy (2010) Lueck (2010) Lam et. al. (2010) Lantzy & Lantzy (2010) Additional readings on Bb.
November 5	• Guest presenter: Dr. Ellen Bowman • CVI: assessment and instruction considerations	**Due: CVI identification, assessment, and intervention project**

Date	**Tasks**	**Assignments and Readings**
	• Developmental and educational considerations for children with low vision and CVI • Intervention strategies and research	Reading: APH CVI Perkins CVI CVI Range: Lantzy (2010) Lantzy (2007) Additional readings on Bb.
November 12	Psychosocial aspects of blindness and visual impairment for individuals and families	**Due: FVA** Reading: Corn & Erin (2010) Ch. 3 Additional readings on Bb.
November 19	Overview of adult-onset visual impairment: conditions and implications	Reading: Corn & Erin (2010) Ch. 21 Iskow (2010) Additional readings on Bb.
November 26	Presentations: Instructional plan	**Due: Instructional plan** Additional readings on Bb.
December 3	Project and assessment feedback Course conclusion and evaluation	

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 https://catalog.gmu.edu/policies/honor-code-system/).
- 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 their Consortium university disability service office. 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 silence all sound emitting devices 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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
Learner Information for the IEP Goal B&VI Standard 1 The candidate will create and support an IEP goal based on information on the student's	Candidate omits or provides limited, incomplete, or inaccurate information on the visual system and the effects on development and learning for the IEP goal.	Candidate provides accurate information on the effects of the visual system on learning, development, and experiences to support the IEP goal. Candidate provides information about the educational implications of	Candidate provides accurate information on the effects of the visual system on learning, development, and experiences to support the IEP goal. The candidate provides references and citations to

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
visual system and the effects of visual impairment on development and learning experiences.	Candidate provides limited or no goal information of the educational implications of characteristics of students with low vision and provides a limited, inaccurate, or incomplete rationale in any or all of these areas: a. The student's current visual skills, incorporating terminology related to the function of the human visual system b. The student's capacity for visual intervention (e.g. considers student's age and visual prognosis) c. The methods by which the	characteristics of students with low vision and provides a thorough rationale for choosing the skill area by including: a. The student's current visual skills, incorporating terminology related to the function of the human visual system b. The student's capacity for visual intervention (e.g. considers student's age and visual prognosis) c. The methods by which the student can learn visual skills d. The sensory requirements of the student's identified critical tasks (e.g. visual and secondary senses, if applicable)	support information on the visual system and the impact on development, learning, and experiences. Candidate provides information about the educational implications of characteristics of students with low vision and provides a thorough rationale for choosing the skill area by including: a. The student's current visual skills, incorporating terminology related to the function of the human visual system b. The student's capacity for visual intervention (e.g. considers

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	student can learn visual skills d. The sensory requirements of the student's identified critical tasks (e.g. visual and secondary senses, if applicable)		student's age and visual prognosis) c. The methods by which the student can learn visual skills d. The sensory requirements of the student's identified critical tasks (e.g. visual and secondary senses, if applicable)
IEP Goal B&VI Standard 3 Candidate will select/identify an IEP goal that demonstrates a relationship among assessment data and the development of Individualized Education Program	Candidate does not select an appropriate IEP goal or provides only a partial explanation of how the goal relates data from the functional vision and learning media assessments, and clinical low vision evaluation.	Candidate identifies an appropriate IEP goal and relates how the selected goal is drawn from the functional vision and learning media assessments, and eye reports, clinical low vision evaluation, and other relevant data The IEP goal: a. Includes the compensatory methods needed to accomplish each critical task. b. Describes a	Candidate identifies an appropriate IEP goal and relates how the selected goal is drawn from the functional vision and learning media assessments, and eye reports, clinical low vision evaluation, and other relevant data.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	Candidate's IEP goal provides incomplete, limited, or no information on the following: a. compensatory methods needed to accomplish each critical task. b. Behavior that is both observable and measurable c. A description the conditions in which the skill is to be observed d. Specific performance criteria used to evaluate performance.	behavior that is both observable and measurable c. Describes the conditions in which the skill is to be observed d. Identifies the specific performance criteria used to evaluate performance.	The IEP Goal: a. Includes the compensatory methods needed to accomplish each critical task. b. Describes a behavior that is both observable and measurable c. Describes the conditions in which the skill is to be observed d. Identifies the specific performance criteria used to evaluate performance. e. Candidate cites 2 scholarly works from class or other sources to support data and information presented.
Unit Planning B&VI Standard 5 Candidate will develop an	•Candidate develops an incomplete instructional unit with a limited rationale for the scope	•Candidate describes the overall purpose of the unit plan that is being designed to promote positive learning results related to visual	•Candidate describes the overall purpose of the unit plan that is being designed to promote positive

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
instructional unit plan and select, develop, and adapt learning experiences that based on the student's individual abilities, interests, learning environment, and cultural and linguistic factors.	and sequence of lessons, OR •Candidate does not consider the differing ways of learning of students with low vision, OR •Candidate does not determine classroom organization needed to accommodation materials, equipment, and technology for the student with low vision.	efficiency. The purpose is directly related to student need. •Candidate provides a rationale for the progression of skills covered in the unit and the expected achievement for overall unit that is directly related to the critical task/IEP goal identified for the student. •Candidate prepares a unit that includes clear plans for connecting the concepts from one lesson to the next throughout the unit. •Candidate selects and adapts instructional strategies to address unique learner needs, addressing student background (e.g. cultural, ability, gender, etc.). •Candidate identifies an appropriate classroom organization to accommodate materials, equipment, and technology for	learning results related to visual efficiency. The purpose is directly related to student need. •Candidate provides a rationale for the progression of skills covered in the unit and the expected achievement for overall unit that is directly related to the critical task/IEP goal identified for the student. •Candidate prepares a unit that includes clear plans for connecting the concepts from one lesson to the next throughout the unit. •Candidate selects and adapts instructional strategies to address unique learner needs, addressing student background (e.g.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		students with low vision.	cultural, ability, gender, etc.).. •Candidate identifies an appropriate classroom organization to accommodate materials, equipment, and technology for students with low vision. •Candidate creates a table or graphic organizer of the whole unit, which offers a snapshot of the unit goal, lesson objectives, setting, instructional strategies, and link to evidence-based practices.
Three lesson plans with evidence-based practices B&VI Standard 5 The candidate will use evidence-based	Candidate prepares incomplete lesson plans for instructional unit and does not include evidence-based teaching methods and strategies appropriate to the needs of	•Candidate writes 3 lesson plans that focus on the identified critical skill and progress in a logical sequence. •Each lesson includes a specific learning objective. Student progress on the learning objective is assessed at the conclusion of the	•Candidate writes 3 lesson plans that focus on the identified critical skill and progress in a logical sequence. •Each lesson includes a specific learning objective. Student progress on the learning

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
practices to develop three lesson plans.	learners with low vision.	lesson. •Each lesson plan also includes: a. An advanced organizer for introducing the lesson content and linking previous instruction and/or experience. b. Using task analysis, a step-by-step description of how you will provide guided and/or independent practice. c. At least one measurable lesson objective. d. A description of the levels of support as related to the needs of the student. e. A closure; finish each lesson plan with a review or summary discussion or activity to reinforce the concepts taught. •Candidate lists and briefly describes at least 2 evidence-based strategies and uses APA style references.	objective is assessed at the conclusion of the lesson. •Each lesson plan also includes: a. An advanced organizer for introducing the lesson content and linking previous instruction and/or experience. b. Using task analysis, a step-by-step description of how you will provide guided and/or independent practice. c. At least one measurable lesson objective. d. A description of the levels of support as related to the needs of the student. e. A closure; finish each lesson plan with a review or summary discussion or

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			activity to reinforce the concepts taught. •Candidate lists and briefly describes at least 2 evidence-based strategies and uses APA style references. •Candidate develops comprehensive lesson plans that are written with high levels of detail such that a substitute TVI could carry them out.
Adapted materials for student with low vision B&VI Standard 5 The candidate will select and adapt instructional materials according to characteristics of the learner with low vision.	•Candidate does not identify an instructional material or curriculum readily available for instructing students with low vision in the selected ECC area. •Candidate does not adapt instructional materials according to characteristics	•Candidate identifies instructional materials and/or curricula readily available for instructing students with low vision in the selected visual efficiency area. •Candidate describes how s/he plans integrate the use of the tool into instructional unit. •Candidate selects and adapts instructional materials according to characteristics of the	•Candidate identifies instructional materials and/or curricula readily available for instructing students with low vision in the selected visual efficiency area. •Candidate describes of how s/he plans integrate the use of the tool into instructional unit. •Candidate selects and

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	of the learner with low vision (e.g. adaptation may be unnecessary, material has low contrast for student who needs visual contrast).	learner with low vision.	adapts instructional materials according to characteristics of learner with low vision. •Candidate clearly identifies adaptation(s) and/or accommodations that are least restrictive, balancing the need for specialized tools and/or skills with successful task completion.
Assessment B&VI Standard 4 The candidate will implement assessment procedures to evaluate the targeted skill(s) and use this data to guide future educational decisions.	Candidate develops incomplete assessment data forms for each lesson plan or assessment protocol does not accurately measure targeted skill(s). Assessment protocol does not provide adequate data for candidate to	Candidate develops assessment data forms for each lesson plan and assessment protocol accurately measures targeted skill(s). Candidate incorporates knowledge from course to appropriately monitor learner progress. Candidate discusses how assessment data	Candidate develops assessment data forms for each lesson plan and assessment protocol accurately measures targeted skill(s). Candidate incorporates knowledge from course to appropriately monitor learner

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	conduct appropriate self-evaluation of instruction.	will be used to guide future education decisions.	progress. Candidate prepares an assessment for the overall unit, which goes beyond the lesson-by-lesson assessments. Candidate discusses how assessment data will be used to guide future education decisions.
Generalization of Skills within the Standard(s) of Learning B&VI Standard 3 The candidate will identify the Virginia Standards of Learning (general curricula knowledge) and relate it to the academic	An appropriate SOL was not selected or provides only a partial explanation of how the SOL relates to the academic content of the selected classroom for the student with low vision.	Candidate clearly identifies a SOL and relates it to the academic content of the selected classroom for the student with low vision. Candidate provides a discussion of the SOL within the context of the selected classroom and clearly justifies the need for the unit to access the general curriculum.	Candidate clearly identifies a SOL and relates it to the academic content of the selected classroom for the student with low vision. •Candidate provides a discussion of the SOL within the context of the selected classroom and clearly justifies the need for the unit to access the

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
content of the selected classroom for the student with low vision.			general curriculum. •Candidate observes student with low vision in the classroom during routine SOL related instruction or interviews the classroom teacher. Candidate writes a summary of observations or teacher feedback and proposed strategies for facilitating active participation in educational activities using visual efficiency skills.
Generalization of Skills B&VI Standard 5 Candidate will use general curricula knowledge and the Expanded Core Curriculum to facilitate	•Candidate considers only a few activities outside of the selected SOL during which the identified visual efficiency skill can be generalized. •Candidate does not consider both core academic and expanded	•Candidate identifies additional activities outside of the selected SOL during which the identified visual efficiency skill can be generalized including tasks in school, home, and in the community. •Candidate considers both core academic and expanded core curriculum areas. •Candidate provides	•Candidate identifies additional activities outside of the selected SOL during which the identified visual efficiency skill can be generalized including tasks in school, home, and in the community. •Candidate

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
generalization of the targeted skills.	core curriculum areas. •Assessment of generalization of skills is inadequate and does not provide enough information to plan for continuous progress monitoring.	a description of how s/he proposes strategies to facilitate integration of visual efficiency skills throughout the day. •Candidate includes at least one checklist, form, and/or other material that s/he would present to paraprofessionals and/or general and/or special educators	considers both core academic and expanded core curriculum areas •Candidate provides a description of how s/he proposes strategies to facilitate integration of visual efficiency skills throughout the day. •Candidate includes at least one checklist, form, and/or other material that s/he would present to paraprofessionals and/or general and/or special educators. •The candidate prepares a short resource document and data sheet for family members and/or student to encourage generalization of skills at home and in the community.