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

Summer 2019
EDSE 613: Teaching Methods for Students with Visual Impairments
Section: D01 CRN: 42263
Section: 6V1 CRN: 42573
Section: 6Y1 CRN: 42579
3 – Credits

Instructor: Dr. Olaya Landa-Vialard	**Meeting Dates**: 5/22/2019 – 7/10/2019
Phone: 713-542-1401	**Meeting Day(s)**: Wednesday
E-Mail: olandavi@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm (EST)
Office Hours: via phone or Blackboard Collaborate, after class or by appointment	**Meeting Location**: Online
Office Location: El Paso, IL	**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.

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

Course Description
Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Notes: Delivered online. 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 to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit http://cehd.gmu.edu/teacher/instructions.

Course Delivery Method
This is an online-synchronous course.

Learning activities include the following:
1. Online Class lecture and discussion

2. Application activities (online and/or on your own)

3. Small group activities and assignments (online and/or on your own)

4. Video and other media supports

5. Research and presentation activities (online)

6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via the 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 May 22, 2019 at 12:00 am.

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 may need a headset microphone for use with the Blackboard Collaborate web conferencing tool depending on your technology needs.
- 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 3-4 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 at their consortium university office.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Recognize available local, state, and national resources for obtaining assistance and materials.

2. Learn techniques to facilitate effective inclusion of students with visual impairments in general education classrooms.

3. Acquire effective teaching strategies for working with children with visual impairment, including those with multiple disabilities, to promote academic progress and support growth in areas of the expanded core curriculum.

4. Demonstrate techniques of adapting materials and learning environments as needed for all curricular areas.

5. Demonstrate knowledge in the types of technology tools available and how specific devices can be used to accomplish instructional objectives for students with visual impairments, including those with multiple disabilities.

6. Use multiple sources of quantitative and qualitative assessment data to plan comprehensive long-term (transition) and short-term educational programs for students with visual impairment based on standard and the expanded core curriculum.

7. Demonstrate relationships among assessment, IEP development, placement and educational services.

8. Identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.

9. Identify related services and accommodations pertaining to postsecondary transitions that increase student access to post secondary education and community resources.

10. Demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.

Professional Standards
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 one 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

Bateman, B. & Linden, M. A. (2012). Better IEPs: *How to develop legally correct and educationally useful programs* (5th ed.). Verona, WI: Attainment Company, Inc.

Koenig, A.J. & Holbrook, M.C., Kamei-Hannan, C., & McCarthy, T. (2017). Foundations of Education (Third Edition). Volume II. *Instructional Strategies For Teaching Children and Youths with Visual Impairments.* NY: AFB Press.

Recommended Textbooks

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

Allman, C. B., Lewis, S., & Spungin, S. J. (2014). *ECC Essentials: Teaching the expanded core curriculum to students with visual impairments.* 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. 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.

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 (if your computer does not have microphone and speakers)
- A webcam (unless it is built-in on your computer)
- Additional required resources may be posted on Blackboard

Additional Readings

Bardin, J. A., & Lewis, S. (2008). A survey of the academic engagement of students with visual impairments in general education classes. *Journal of Visual Impairment & Blindness, 102*(8), 472-483.

Celeste, M. (2007). Social skills intervention for a child who is blind. *Journal for Visual Impairment and Blindness, 101,* 521-533.

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

Center for Parent Information and Resources (2017, July). Special factors in IEP development. Retrieved April 30, 2019 from URL https://www.parentcenterhub.org/special-factors/#lep

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic, 40*(4), 195-211.

Corn, A. L., & Koenig, A. J. (2002). Literacy for students with low vision: A framework for delivering instruction. *Journal of Visual Impairment & Blindness, 96*(5), 305-21.

Crudden, A. (2012). Transition to employment for students with visual impairments: Components for success. *Journal of Visual Impairment & Blindness*, *106* (7), 389-399.

Hatton, D., Ivy, S., & Boyer, C. (2013). Severe visual impairments in infants and toddlers in the United States. *Journal of Visual Impairment & Blindness*, *107*(5), 325-336.

Herzberg, T. S., & Rosenblum, L. P. (2014). Print to braille: Preparation and accuracy of mathematics materials in K-12 education. *Journal of Visual Impairment & Blindness, 108*(5), 355-367.

Koenig, A. J., & Holbrook, M. C. (2000). Ensuring high-quality instruction for students in braille literacy programs. *Journal of Visual Impairment & Blindness, 94*(11), 677-94.

Lewis, S., & McKenzie, A. R. (2010). The competencies, roles, supervision, and training needs of paraeducators working with students with visual impairments in local and residential schools. *Journal of Visual Impairment & Blindness, 104*(8), 464-477.

McDonnall, M. C. (2010). Factors predicting post-high school employment for young adults with visual impairments. *Rehabilitation Counseling Bulletin, 54*(1), 36-45.

McMahon, E. (2014). The role of specialized schools for students with visual impairments in the continuum of placement options: The right help, at the right time, in the right place. *Journal of Visual Impairment & Blindness, 108*(6), 449-459.

Trief, E., & Feeney, R. (2003). Guidelines for a precollege curriculum for students with blindness and visual impairments. *RE:view: Rehabilitation Education for Blindness and Visual Impairment, 35*(3), 137-143.

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 613, the required PBA is Transition Individualized Education Program. Please check to verify your ability to upload items to Tk20 before the PBA due date. 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 prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)

Transition IEP (80 points): **Submit via Tk20**. The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for planning for students with visual impairment. Candidates will demonstrate their ability to develop the critical components of a Transition Individualized Education Program (IEP) that are legally sufficient and

educationally appropriate for the described case study student. Candidates will also provide clear rationales for each components of the Transition IEP.

Note. Students who are current teachers in a school system can use one of their own students and the IEP template from your school if you chose to do so. Alternatively, the VDOE has a sample IEP template on their webpage in Word format. Go to: http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/iep/ Scroll down to resources, there you will find a sample transition IEP template; one is also included in the Blackboard folder. (You can put the sections required for the IEP in a word document). Students who do not have a student whom they may use to write the Transition IEP can use the **Gebisa** case study to complete the assignment (which can be found in the Blackboard folder). Detailed instructions and a grading rubric are available in Blackboard.

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required)
Adapted Teaching Unit (40 points) – **Submit via Blackboard** - Students will select a teaching unit from the general curriculum and adapt or modify it for a student who is blind or visually impaired. Include the following information.
- targeted age range that this unit is adapted for;
- materials or equipment needed;
- age-appropriate activities to carry out learning;
- Evaluation methods used.

The grading rubric, sample teaching unites, and detailed instructions are available in Blackboard.

Other Assignments
Digital Resource File (46 points). The goal of this assignment is for students to finish the course with a portable, accessible resource file which contains helpful information that they can reference and share whenever needed as a TVI. **You will present your Resource File to your classmates on the final night of class.** Detailed instructions and a grading rubric are available in Blackboard.

Expanded Core Curriculum Presentation (ECC) (45 points). In teams of two, you will develop a virtual "poster presentation" that relates to one of the 9 expanded core curriculum areas. This virtual poster presentation is designed to be similar to a poster presentation at an academic conference. Although there is no need print a physical poster, you must include specific components and be able to present them to your classmates. Your presentation should include data collected during an interview with a TVI who has completed his/her coursework and has been working as a TVI in Virginia for at least 2 years. You will present your "poster" to your classmates during one of our class meetings. The date will be noted in the class schedule. In addition to presenting on the scheduled date, you should submit an accessible version of your presentation to the assigned area before you present.

<u>**Course Policies and Expectations**</u>
Attendance/Participation

Due to the condensed nature of this summer course and the interactive nature of class meetings, attendance is expected of all students, every week, via Blackboard Collaborate. Sometimes absences are unavoidable. For each class, 10 points are earned for "in-class participation." Five of those points are for attendance, and five are for participation. Students may have one excused absence (no documentation required), for which the five attendance points will not be deducted; students must arrange with the instructor to make up the 5 participation points, otherwise those will be lost. For a second absence, students will lose all 10 in-class participation points. Students with three or more absences must meet with the professor to discuss continuing in the course. (Absences due to technology failures should be discussed with the instructor on an individual basis).

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.

Other Requirements
Inclement Weather

This course has both asynchronous modules and synchronous class meetings using distance education technology. Most likely, inclement weather will not impact access to asynchronous course content. In the event that bad weather does shut down the GMU Blackboard system, the instructor may need to modify the course schedule. As for synchronous meetings, classes are cancelled at the instructor's discretion based on weather conditions and available technology services. Since students are participating in the course across regions, you are responsible for contacting the instructor as soon as possible In case of major power outages.

Grading Scale
Please note, the graduate grading scale does not include a "D".
Letter grades will be determined as follows:

A	95-100%	261-275 points
A-	90-94%	246-260 points
B	80-89%	220-245 points
C	70-79%	193-219 points
F	69% and below	192 points and below

Grades will be assigned using a point system:

	Points Possible	Due Date
1. In class participation	80 (10 points per class)	Weekly
2. IEP and Transition Plan	60	June 26
3. Adapted Teaching Unit	40	June 19
4. Expanded Core Curriculum Presentation	45	July 3
5. Digital Filing Cabinet	50	July 10
Total Points Possible:	275	

*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	Topic	Readings & Assignments
May 22	Blackboard Review of Syllabus & Course Requirements IEP Overview Co-Teaching	Foundations Ch. 1 Bateman & Linden Ch. 1 & 2 Trief & Feeney (2003) McDonnall (2010)
May 29	Programming for Infants, Toddlers, and Preschoolers Social/Emotional Development Having Difficult Conversations	Foundations Ch. 9 & 22 Hatton, Ivy, & Boyer (2013)
June 5	Differentiating Instruction Students with VI who are English Language Learners Instruction in Compensatory Skills	Foundations Ch. 6 & 7 Bateman & Linden Ch. 3 Chamberlain (2005)

Date	Topic	Readings & Assignments
June 12	Strategies for Teaching Math, Science and Social Studies Instruction LRE & Services Discussion	Foundations Ch. 13, 14, & 15 Bateman & Linden, Ch. 4 & 5 Bardin & Lewis (2008) Herzberg & Rosenblum (2014)
June 19	Career Education Vocational Rehabilitative Services Self-Determination Independent Living	Foundations Ch. 21, 24, & 25 Bateman & Linden, Ch. 5 Crudden (2012) **Adapted Teaching Unit Due**
June 26	Strategies for Teaching Students with VI and Additional Disabilities Caseloads, Scheduling, Teaming, & Paraprofessionals	Foundations Ch. 10 McMahon (2014) Lewis & McKenzie (2010) **IEP and Transition Plan Due**
July 3	Accessing Large Print & Electronic Materials Art, Recreation, and Leisure APH Products	Foundations Ch. 8, 11, 16, 23 Corn & Koenig (2002) Koenig & Holbrook (2000) **ECC Poster Presentations Due**
July 10	Digital Resource File Presentations ECC Poster Presentations	**Digital Resource Files due in Blackboard prior to start of class on July 10**

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 at their Consortium university disability 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)
Please refer to rubrics contained in the individual assignment folders under the broader "Assignment" link in the left margin of the course's Blackboard page.

Transition IEP Rubric

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
Present Levels of Performance **CEC Standard 1** Beginning special education professionals	Candidate does not demonstrate an understanding of the student's visual	Candidate writes appropriate present levels of performance which clearly demonstrates	Candidate writes a thorough present level of performance which comprehensively demonstrate an understanding of the	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	impairment, the effects of visual impairment on learning experiences, and does not consider cultural and linguistic diversity (as appropriate). Candidate does not demonstrate respect for the student and an understanding of the similarities and differences in human development in their writing of the present levels of performance.	an understanding of the educational implications of the characteristics of various visual impairments, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. Candidate demonstrates respect for the student and an understanding of the similarities and differences in human development in their writing of the present levels of performance.	educational implications of the characteristics of various visual impairments, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. Candidate demonstrates respect for the student and a comprehensive understanding of the similarities and differences in human development in writing of the present levels of performance. Candidate justifies present levels of performance through the use of curriculum based assessment data. Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.	
Transition Assessment Information **CEC Standard 4** Candidate provides a present level of performance with a clear link to	Candidate provides limited or no link between assessment data and the present level of performance to assessment data.	Candidate writes a clear description of the student's interests, present levels of performance and career goal with a clear link to assessment.	Candidate writes a clear description of the student's interests, present levels of performance and career goal with a clear link to assessment. Candidate critically examines and justifies	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
assessment data and information. Candidate uses assessment information to make program and placement decisions, for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds	Candidate uses limited, inconclusive or no informal and formal assessment data to address education and training, employment and independent living goals. Placement decisions are not supported or based on assessment data and information.	Candidate interprets information from formal and informal assessments to write a clear description of the student's interests, strengths and capabilities, and career goal for the following areas: Education/training Employment Independent living (as appropriate) with reference to age-appropriate transition assessments. Placement decisions are based on assessment data.	placement decisions on assessment data. Candidate interprets information from formal and informal assessments to write a clear description of the student's interests, strengths and capabilities, and career goal for the following areas: ○ Education/training ○ Employment ○ Independent living (as appropriate) with reference to age-appropriate transition assessments. Candidate describes the impact the learner's disability may have on auditory and information processing skills.	
Measurable Post-secondary goals: Assessment Standard 4 4.3 Beginning special education	Candidate does not use or does not correctly use assessment data to create relevant transition goals.	Candidate creates measurable goals supported by and based on multiple assessment data results.	Candidate critically examines all existing assessment data to create optimal goals. Candidate integrates colleagues and families in the use of	

professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	Candidate excludes members of the student's team when evaluating assessment information in making decisions for the student's goal.	Candidate collaborates with other service providers and the student's family when evaluating assessment information in making decisions for the student's goal.	multiple types of assessments making decisions about individuals with exceptionalities.	
Measurable Post-secondary goals: Curricular and content area **CEC/IBV&I Standard 3** Candidate creates post-secondary goals based on assessment data and sequences, implements, and evaluates learning objectives based on content curriculum and/or the expanded core curriculum for individuals with visual impairments	Goals are not relevant to the content or Expanded Core Curriculum; limitations exist or are not provided for the logical sequence and implementation. Objectives are partially or not provided or are limited in addressing all elements necessary for the student to achieve the goal. Goals are not measurable.	Goals are relevant to address assessment defined needs of student; goal(s) are defined in content and/or Expanded Core Curriculum. Goal includes logical sequence, implementation, and objectives to support the student achieving the goal.	Candidate creates measurable goals based on assessment data; goal optionally addresses assessment defined needs of student; goals are defined in content and/or Expanded Core Curriculum. Goal defines a very logical, measurable sequence with clear implementation. Candidate writes objectives that clearly build on necessary concepts to support the student achieving this goal with measurable data sources.	
Measurable Annual and Post-Secondary Goals	Candidate does not demonstrate understanding of models,	Candidate demonstrates understanding of models, theories,	Candidate demonstrates understanding of models, theories, philosophies, and	

CEC Standard 3 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	theories, and philosophies, specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate writes goals which fail to reflect the learner's present levels of performance.	philosophies, and philosophies specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate writes goals which reflect the learner's present levels of performance.	philosophies specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate integrates evidence-based instructional strategies that reflect the learner's present levels of performance and show positive growth towards what the student wants to achieve after high school in an effort to facilitate the student's integration into a variety of settings after high school.	
Short-Term and Transition Objectives / Benchmarks **CEC Standard 5 ISCI 5 S5** Sequence, implement, and evaluate individualized learning objectives	Candidate does not or partially sequences age and ability appropriate individualized transition objectives and does not directly relate objectives to the postsecondary goals.	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education,	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
		enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.	goals. Candidate incorporates strategies for increasing the student's self-determination and uses task analysis to allow students with visual impairment to meet their transition goals and objectives.	
Participation in State Assessments **CEC Standard 4** 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Candidate does not or partially considers issues, assurance, and due process rights related to assessment and selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s). Candidate selects participation levels which reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.	
Accommodations / Modifications	Candidate identifies inappropriate accommodatio	Candidate identifies and prioritizes appropriate	Candidate identifies and prioritizes appropriate accommodations /	

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	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
CEC/IGC Standard 3

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities**.**

Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities | ns / modifications.

Candidate does not or partially describes accommodations / modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with visual impairment and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice. | accommodations / modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual student with visual impairments.

Candidate describes the accommodations / modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals | modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings.

Candidate describes the accommodations / modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with visual impairment including appropriate technologies (as needed), explicit modeling and efficient guided practice.

Candidate selects accommodations / modifications that are based on assessment data and reflect the candidate's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and | |

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		with visual impairment including appropriate technologies (as needed), explicit modeling and efficient guided practice.	cultural, linguistic and gender differences.	
School and Post-Secondary Services **CEC Standard 3 B&VI3K1** Relationship among assessment, development of individualized education program, and placement as they affect vision-related services	Candidate does not consider assessment data and/or lists inappropriate program and services and supports which do not align with areas of need based on present level of performance.	Candidate evaluates assessment data and identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with visual impairment, and the concept of the least restrictive environment within the framework of transition planning.	Candidate critically evaluates assessment data and identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with visual impairment, and the concept of the least restrictive environment within the framework of transition planning. Candidate includes in-school and post-school or community service options. Candidate shows evidence of scholarship by citing additional sources to support recommendations.	
Evaluating instruction and	Candidate does not or partially	Candidates provides a clear	Candidate provides a clear and	

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monitoring progress **CEC Standard 4** 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	provides a plan for evaluating instruction and monitoring progress of the student with visual impairment.	plan for evaluating instruction and monitoring progress of the student with visual impairment. Candidate aligns services and supports with areas of need based on present levels of performance.	comprehensive plan for evaluating instruction and monitoring progress of the student with visual impairment. Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, evaluating instruction and monitoring progress of the student and explaining the transition plan to the learner with consideration given to the impact of the learner's academic and social abilities, attitudes, interests, and values. Candidate includes in-school and post-school or community service options. Evidences based practices are integrated and cited throughout the plan. Candidate aligns services and supports with areas of need based on present levels of	

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			performance and evidence-based practices.	
Assistive Technology **Standard 5** Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support	Candidate provides limited information and use of or does not integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with blindness and visual impairment	Candidate evaluates relevant assessment information and integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality.	Candidate critically evaluates relevant assessment information and optimally integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality. Candidate provides a rationale for all forms of technology chosen. Candidate shows evidence of scholarship by citing additional sources to support recommendations.	
Legal Compliance of Transition IEP	Candidate writes an incomplete Transition IEP	Candidate writes a comprehensive Transition IEP	Candidate writes a comprehensive Transition IEP which complies with all	

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CEC/ Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	which does not comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. Candidate fails to include a list of services, including start and end date, frequency, duration and location. Candidate writes the Transition IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies	which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, including start and end date, frequency, duration and location. Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as	relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, including start and end date, frequency, duration and location. Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability,	

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	(including spelling).	sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. Candidate writes the Transition IEP using neutral, noninflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).	socioeconomic status, and sexual origination of the individual. Candidate writes the Transition IEP with a positive disposition, uses clarity and minimal use of acronyms. The transition IEP is legible and accurate (including spelling). Candidate shows evidence of scholarship by citing additional sources to support conclusions.	

Lesson Plan

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
The candidate identifies individual and group	The candidate does not design instruction	The candidate identifies individual or group	The candidate identifies individual and group	The candidate identifies specific individual and group

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prerequisites in order to design instruction **to meet learners' needs in the following areas of development** **(Cognitive, linguistic, social, emotional, and physical).** *InTASC 1* *VDOE 1* **Diversity**	to meet learners' needs in each area of development.	prerequisites to design instruction that meet learner needs in some areas of development.	prerequisites to design instruction that meet learner needs in each area of development.	prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.
Section 2: PLANNING FOR INSTRUCTION				
The candidate identifies performance-based **objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.** *InTASC 7* *VDOE 2*	The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.	The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.	The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.	The candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners ; correctly formulated; and address multiple areas of relevance to the learners.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *VDOE 2* **Diversity**	The candidate does not identify national/state/local standards that align with the objectives/goals/ outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards are not aligned with the objectives/goals/ outcomes and/or marginally relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives/goals/ outcomes and relevant to learners.	The candidate identifies national/state/ local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these goals with the learning objective.
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 4* *VDOE 1* **Diversity**	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
The candidate organizes and	There is little, if any, evidence of	Candidate recognizes the	The classroom is a learner-centered	The classroom conveys a safe,

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
creates face-to-face and virtual environments that support individual and collaborative learning. *InTASC 3* *VDOE 5* **Technology**	routines, procedures, or proactive actions to establish a climate for learning.	value of a learner-centered classroom but the application of these tenets are not applied in all management situations.	environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.
The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs. *InTASC 6* *VDOE 4* **Technology** **Diversity**	The candidate does not identify appropriate technology to engage learners even though it was available.	The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.	The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.
The candidate facilitates	The candidate's plans do not	The candidate's plans provide	The candidate's plans provide	The candidate's plans provide

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
learners' use of appropriate tools and resources to maximize content learning in varied contexts. *InTASC 5* *VDOE 2* **Technology** **College-and-Career-Ready**	provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.	evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.	evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.	substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 7* *VDOE 2*	The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners. .	The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners. Reflection on why this differentiation was successful is included.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7* *VDOE 2*	The candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.	The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.
Section 3: INSTRUCTION				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7* *VDOE 2*	The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
The candidate uses a variety of instructional strategies to **encourage learners to develop an understanding of the content**	The instructional strategies used by the candidate do not encourage an understanding of content .	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content	The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
and to apply knowledge in meaningful ways. *InTASC 8* *VDOE 3*			and to apply that knowledge in meaningful ways.	understanding of the content and apply knowledge that in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6* *VDOE 4*	The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective (or misaligned).	The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.	The candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.
The candidate designs assessments that match learning objectives with assessment methods. *InTASC 6* *VDOE 4*	The candidate's lesson design does not include post-assessment strategies or methods.	The candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.	The candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.	The candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.
Section 4: REFLECTION: IMPACT ON LEARNING				

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. *InTASC 9* *VDOE 6*	The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.	The candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.	The candidate 's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.	The candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.