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

Fall 2021
EDSE 785 6V1: Internship: Visual Impairment
CRN: 86703, 2 - 6 – Credits

Instructor: Karen Walker	**Meeting Dates:** 8/23/2021 – 12/15/2021
Phone: 804-244-2000	**Meeting Day(s):** N/A
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Office Hours: By appointment	**Meeting Location:** Placement site; online
Office Location: N/A	**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 311, 411 or 511; EDSE 412 or 512; EDSE 413 or 513. Demonstration that VCLA and other program specific requirements have been met; application for internship on file by program deadline.

Co-requisite(s):
None

Course Description
Applies, in supervised internships, university coursework in Visual Impairment to instruction of children and their families in school settings.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation (http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf) to your advisor.

Course Delivery Method

Learning activities include the following:
1. Individual demonstration
2. Classroom observations
3. Discussions and consultation
4. Reflection activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of the course, teacher candidates/students will be able to:
1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as

disabled or not).

8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Professional Standards
"Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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 Texts
Special Education Internship Handbook for 2021-22

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
Access to Blackboard and Mason email, and access to other virtual communication tools (e.g., Zoom, OneDrive) as needed

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

VIA 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 VIA (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 VIA.
For EDSE 785, the required PBA is the Internship Rubric. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

- Internship Rubric (Assessment A; see Internship Handbook)

College Wide Common Assessment
(VIA submission required)
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).

- Teacher Candidate Dispositions Rating (Assessment B; see Internship Handbook)

Other Assignments
- Log of Hours (Form 1 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Internship Summary and Final Grade (Form 2 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Observation Summary Report (Form 3 in Internship Handbook; all completed reports uploaded to the Forms page in Blackboard)
- Weekly Reflection (Form 4 in the Internship Handbook; uploaded to the Forms page of Blackboard)
- End-of-Internship Evaluation (CEHD-wide evaluation completed online prior to internship completion)
- Lesson plans, observations, and pre- and/or post-observation conferences (see Internship Handbook)
- Any other assignments may be assigned at the University Supervisor's discretion

Course Policies and Expectations
Please refer to the *Special Education Internship Handbook* for internship policies and expectations.

Attendance/Participation
Teacher Candidates completing Traditional internships are required to follow the Mentor Teacher's daily schedule. Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance

as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the Mentor Teacher before class begins. Candidates who are completing on-the-job (OTJ) internships are expected to adhere to their regular work schedule and responsibilities.

Late Work

All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate. If an assignment cannot be completed as required, the Teacher Candidate must notify the University Supervisor and Mentor Teacher in advance and must work with the University Supervisor and Mentor Teacher to reschedule or adjust the deadline accordingly. Note that submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of internship requirements.

Other Requirements

- **Personal Appearance and Professional Conduct**: Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship (see the Teacher Candidate Dispositions Rating, Assessment B in the Internship Handbook).
- **Holidays and Vacations**: Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.
- **Teacher Candidates and Substitute Teachers**: Traditional Internship Candidates may occasionally substitute for his/her Mentor Teacher during the internship, provided that several guidelines are strictly followed and approval is provided by the University Supervisor prior to substituting during the internship. See the guidelines outlined in the internship handbook. Note that hours spent substitute teaching may NOT be counted towards teaching hour requirements for the internship.
- **Important Considerations**: If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. The Teacher Candidate Dispositions Rating (see Assessment B in Internship Handbook) includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook. Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association,

the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.

- **Accommodations in Internships**: Students must be able to perform the essential functions of the internship site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Grading
(From the Internship Handbook)

Grades for the internship are:

- S Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- NC No Credit: Teacher Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- IP In Progress: The Teacher Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times,

instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

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

The Teacher Candidate, Mentor Teacher, and University Supervisor work together to determine the schedule of observations and activities. Therefore, the Triad should agree upon the basic schedule during the initial meeting of the internship.

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "non-confidential employee" and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

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Assessment B
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Teacher Candidate Dispositions Rating
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*Note: The disposition rubric should be completed collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

Candidate Name and G#:_____   **Course with Section:**_____
Assessor:_____   **Date Assessed:**_____

Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with learners, parents, other professionals, and the community at large. The behaviors observed reflect the *dispositions* held by education professionals at all stages in their careers, including as a candidate in CEHD's teacher licensure programs.

Dispositions reflect one's attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly "visible," but are inferred from one's actions. Throughout a candidate's program of study at Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one's dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The dispositions also align to the InTASC Core Teaching Standards, nationally accepted teaching standards. The alignment is noted in parentheses after each disposition.

Directions for assessors
For each of the dimensions below, please rate the degree to which you observe the candidate's proficiency with each disposition.

3 = *Highly Proficient:* Candidates receive this score when they exhibit behaviors beyond the expectations of candidates at this point in their programs. Assessors observe candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points, independent of external support or prompts. All proficiencies are met at a level **beyond** expectations for pre-service teacher.
2 = *Proficient:* This is the **TARGET** score. This score reflects that Candidates have met the standard at the level expected at this point in their program, with some support and guidance. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 2 have successfully met the disposition. All proficiencies are met at a level expected for pre-service teachers.
1 = **Not Proficient***:* Candidates receive this score when their understanding and effort does not meet the Target, but they may exhibit some of the behaviors associated with the disposition at a minimally acceptable quality. This score indicates the Candidate lags behind expectations for most Candidates at this stage of development.
ND = *Not Demonstrated***:** This score reflects that a Candidate did not yet have opportunities to demonstrate the disposition due to placement opportunities.

Faculty/Mentor Assessment of Dispositions

Professional Responsibility (InTASC 9)				
The Candidate demonstrates professional responsibility with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)				
The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.				
The Candidate exhibits integrity and ethical behavior.				
Comments or notes:				

Collaboration and Leadership (InTASC 10)				
The Candidate demonstrates collaboration and leadership with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate exhibits teamwork and collaborates in professional interactions.				
The Candidate takes initiative appropriately.				
The Candidate seeks to understand and address challenges by initiating, advocating, or leading activities to improve and support my learning and the learning of others.				
Comments or notes:				

Cultural Responsiveness (Learner and Learning)				
The Candidate demonstrates cultural responsiveness with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate treats individuals in an unbiased manner.				
The Candidate supports those around them to be successful.				
The Candidate demonstrates through their actions/interactions that diversity as an asset.				
Comments or notes:				

High Expectations for Learning (Instructional Practice)				
The Candidate demonstrates high expectations for learning with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate takes responsibility for the learning of those with whom they collaborate or lead.				
The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).				
The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.				
Comments or notes:				

NOTE to Evaluator: One score of '**not proficient'** (1) should be viewed as a "teachable moment." The assessor should meet with the candidate
to clarify expectations and discuss what behaviors were observed that warranted the score. (Programs and/or faculty can choose to create a development plan if a "1" is scored multiple times in a semester or program.)

Two ratings of 'not proficient' on one assessment will require the creation of a Professional Disposition Development Plan to assist the candidate
in demonstrating growth of dispositions. (See the website at https://education.gmu.edu/teacher-track/connect for a copy of the Plan.)
A complete a Professional Dispositions Plan must be approved by the evaluator, academic program coordinator, and/or the teacher candidate.

For further direction and specifics related to how the dispositions are assessed in your program, please email the Academic Program Coordinator
or Course Lead.

NOTE: In Special Education programs, please contact the Academic Program Coordinator if the candidate scores a "1" for more than one rating OR if the candidate continues to score a "1" multiple times in a semester.

FACULTY USE ON	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.

Appendix

Assessment Rubric(s)

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

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

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

			CEC Standard 4: Assessment		
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		a. Creates and explains criteria for assessing student work.	Candidate does not explain criteria for assessing student work. Criteria for assessing/monitoring student progress. Criteria for assessment are non-existent or inappropriate for the lesson/task.	Candidate creates and explains criteria for assessing student work.	Candidate chooses appropriate assessment tools, communicates criteria to students with visual impairment and collaborative team, confirms their understanding, and applies criteria consistently.
		b. Plans for using various methods to assess students' learning.	Candidate fails to plan for using various methods to assess students' learning.	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.
		c. Assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate inconsistently assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the students with visual impairment and other key stakeholders.

		CEC Standard 4: Assessment			
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		d. Involves and guides students with visual impairment in assessing and reflecting on their own learning.	Candidate inconsistently involves and guides students with visual impairment in self-assessment of learning.	Candidate involves and guides students with visual impairment in assessing and reflecting on their own learning.	Candidate provides guidelines/tools for students' self-reflection about work progress, completion, and quality.
		e. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	Candidate keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.
		f. Develops or modifies individualized assessment strategies.	Candidate fails to develop of modify individualized assessment strategies.	Candidate develops or modifies individualized assessment strategies.	Candidate develops, modifies, and reflects upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.

CEC Standard 4: Assessment					
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		g. Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data to improve instructional practice.	Candidate analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students with visual impairment (summative).
		h. Uses assessment data to profile student learning and guide instruction (formative).	Candidate does not use student assessment data to make instructional decisions (formative).	Candidate uses assessment data to profile student learning and guide instruction (formative).	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with visual impairment and addresses levels of need and learning accomplishments (formative).

CEC Standard 5: Instructional Planning and Strategies					
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		a. Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with visual impairment and settings.	Candidate selects and implements a variety of evidence-based practices but fails to make adaptations that promote student understanding for all students with visual impairment.	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with visual impairment and settings.	Candidate uses multiple evidence-based strategies, resources, and technologies in units of instruction that promote student understanding for all students with visual impairment.
		b. Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.	Candidate selects only one type of learning experiences/adaptations, media and materials including technology.	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.
		c. Adapts pacing, methods, and materials utilizing feedback from students with visual impairment.	Candidate inconsistently adapts pacing, methods and materials.	Candidate adapts pacing, methods, and materials utilizing feedback from learners with visual impairment and/or based on performance data of learners with visual impairment.	Candidate reflects on the efficacy of pacing, methods and materials and makes adaptations as needed.

		CEC Standard 5: Instructional Planning and Strategies			
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		d. Provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate inconsistently provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate provides structured opportunities and provides formative feedback to learners with visual impairment to allow them to work independently and in cooperative group.
		e. Encourages critical thinking and problem solving through prompts, questioning, and application.	Candidate inconsistently provides prompts, questions and application opportunities.	Candidate encourages critical thinking and problem solving through prompts, questioning, and application. Strategies for learners with additional disabilities include self-awareness skills, self-management, and self-control skills.	Candidate encourages critical thinking and problem solving on a consistent basis through prompts, questioning, and application. Strategies for learners with additional disabilities include self-awareness skills, self-management, and self-control skills.
		f. Demonstrates competence in using technology to achieve instructional objectives.	Candidate fails to demonstrate competence in using technology to achieve instructional objectives.	Candidate demonstrates competence in using technology to achieve instructional objectives.	Candidate demonstrates high levels of skill in using technology to achieve instructional objectives.

CEC Standard 5: Instructional Planning and Strategies					
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		g. Develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate does not develop or select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate uses instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate uses instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences on a consistent basis
		h. Uses strategies to facilitate maintenance and generalizatio n of skills across learning environments	Candidate does not use strategies to facilitate maintenance and generalization of skills across learning environments	Candidate uses strategies to facilitate maintenance and generalization of skills across learning environments	Candidate uses multiple strategies to facilitate maintenance and generalization of skills across learning environments
		i. Select and adapt materials in Braille, accessible print, and other formats.	Candidate does not select and adapt materials in braille, accessible print, and other formats.	Candidate select and adapt materials in braille, accessible print, and other formats.	Candidate selects and adapts high quality materials in braille, accessible print, and other formats.
		j. Demonstrate s use of adaptive technologies for tactile learners with visual impairment	Candidate fails to demonstrate competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	Candidate demonstrates competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	Candidate demonstrates high-levels of competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.

			CEC Standard 5: Instructional Planning and Strategies		
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		k. Teaches the use of the abacus, talking calculator, tactile graphics, and adapted science equipment	**Candidate fails to demonstrate competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.**	**Candidate demonstrates competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.**	**Candidate demonstrates high-level competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.**
		l. Teaches literacy skills to individuals who have vision loss as well as other disabilities	**Candidate fails to demonstrate competence in teaching literacy to students with visual impairment.**	**Candidate demonstrates competence in teaching literacy skills to learners with vision loss, including those with multiple disabilities.**	**Candidate takes a proactive role in facilitating literacy instruction, drawing on evidence based-practices and collaborating with other team members to meet the needs of students with visual impairments and those who have other disabilities.**
		m. Uses strategies to support and enhance communication skills of individuals with visual impairment.	**Candidate uses limited strategies to support and enhance communication skills of individuals with visual impairment.**	**Candidate uses strategies to support and enhance communication skills of individuals with visual impairment.**	**Candidate uses evidence based strategies, appropriate technology, including assistive technology, when appropriate, and modeling to support and enhance communication skills of individuals with visual impairment.**

			CEC Standard 5: Instructional Planning and Strategies		
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		n. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	**Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.**	**Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.**	**Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.**
		o. Uses assessment data from informal reading inventories to develop instructional plans for learners with visual impairment.	**Candidate develops instructional plans for learners with visual impairment without taking assessment data from informal reading inventories into account.**	**Candidate uses assessment data from informal reading inventories to develop instructional plans for learners with visual impairment.**	**Candidate uses assessment data from informal reading inventories and current evidence based practices to develop instructional plans for learners with visual impairment.**

			CEC Standard 5: Instructional Planning and Strategies		
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		p. Uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with visual impairment.	Candidate employs educational practices that are not research-based and develops units and lesson plans that fail to meet the needs of the diverse learners with visual impairment.	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with visual impairment.	Candidate uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Candidate reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
		q. Sequence, implement, and evaluate individualized learning objectives	Candidate plans a sequence of activities which is not focused on individualized learning objective(s).	Candidate plans a sequence of activities, which are focused on individualized learning objective(s).	Candidate plans a sequence of activities which is focused on individualized learning objective(s) and builds off of students' prior knowledge, life experiences and interests.
		r. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives	Candidate is overly directive in class, misses most opportunities for students with visual impairment to learn self-direction, make choices, and share their perspectives.	Candidate facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives.	Candidate analyzes the effectiveness of student interactions during learning experiences and incorporates self-directed activities appropriate for the cognitive and social development and skill set of students with visual impairment.

CEC Standard 5: Instructional Planning and Strategies					
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		s. Gathers, creates, and organizes materials and equipment in advance.	Candidate uses class time to gather and organize materials due to their inability to prepare in advance.	Candidate gathers, creates, and organizes materials and equipment in advance.	Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.
		t. Incorporates and implements instructional and assistive technology into the educational program.	Candidate fails to incorporate instructional and assistive technology into the educational program.	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with visual impairment.
		u. Evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate fails to use assessment data to make instructional decisions.	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with visual impairment and addresses levels of need and learning accomplishments.

			CEC Standard 5: Instructional Planning and Strategies		
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		v. Provides opportunities for learners with visual impairment to participate actively and successfully at different levels.	Candidate provides only one level of instruction for the entire class and/or caseload.	Candidate provides opportunities for learners with visual impairment to participate actively and successfully at different levels.	Candidate evaluates assessment data to develop individual profile that reflects progress of all students with visual impairment and uses these profiles to design and provide opportunities for learners with visual impairment to participate actively and successfully at different levels.
		w. Use functional assessments to develop intervention plans.	Candidate develops intervention plans without the use of data from functional assessments.	Candidate uses functional assessments to develop intervention plans.	Candidate uses multiple data points including functional assessment to develop intervention plans.

			CEC Standard 6: Professional Learning and Ethical Practice		
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		a. Exhibits a commitment to professional standards associated with their areas of expertise.	Candidate fails to provide evidence that professional standards have been integrated into work with students with visual impairment.	Candidate exhibits a commitment to professional standards associated with their areas of expertise.	Candidate extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.

			CEC Standard 6: Professional Learning and Ethical Practice		
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		b. Demonstrates courtesy and caring in relationships with students with visual impairment.	Candidate fails to build relationships with the students with visual impairment, maintaining too much distance or demonstrating a lack of courtesy and caring.	Candidate demonstrates courtesy and caring in relationships with students with visual impairment.	Candidate consistently exhibits appropriate rapport, courtesy and caring in relationship with students with visual impairment based on reflection.
		c. Supports learning environments that encourage the academic, social, and professional growth of all students with visual impairment.	Candidate fails to provide evidence that they have considered the different abilities, needs, learning styles, and cultures of students with visual impairment in classroom work.	Candidate supports learning environments that encourage the academic, social, and professional growth of all students with visual impairment.	Candidate reflects on work with students to determine how well a positive learning environment was created and considers different approaches to meeting the needs of students with visual impairment.
		d. Guides student behavior and moral development through an emphasis on personal responsibility for the common good.	Candidate does not emphasize personal responsibility and fails to guide student behavior and moral development.	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good.	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good and models this responsibility for the class through their daily actions.
		e. Presents content accurately and instructions clearly.	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.

			CEC Standard 6: Professional Learning and Ethical Practice		
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		f. Demonstrates growth and dissemination of professional knowledge and skills.	Candidate fails to demonstrate growth of professional knowledge and skills.	Candidate demonstrates growth and dissemination of professional knowledge and skills.	Candidate accepts constructive criticism, and demonstrates growth and dissemination of professional knowledge and skills.
		g. Reflect on one's practice to improve instruction and guide professional growth	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	Candidate reflects on his/her professional practice, including personal teaching and learning style.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.
		h. Practices within one's skill limits and obtains assistance as needed.	Candidate refuses to obtain assistance when needed and practices beyond his or her skill limit.	Candidate engages in reflective practice (practices within one's skill limits and obtains assistance as needed).	Candidate actively seeks feedback and constructive criticism in the classroom and engages in reflective practice (practices within one's skill limits and obtains assistance as needed).

CEC Standard 6: Professional Learning and Ethical Practice					
M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		i. Demonstrates responsibility, dependability, flexibility, and a positive attitude.	Candidate is late to meetings, misses deadlines or needs to be reminded often of obligations. Candidate demonstrates a negative attitude.	Candidate demonstrates responsibility, dependability, flexibility, and a positive attitude.	Candidate reflects on ability to meet expectations, plans and carries out tasks associated with role promptly, and consistently displays a positive attitude.
		j. Observes school policies and procedures.	Candidate violates school policies and procedures.	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.
		k. Projects a professional image in terms of demeanor and appearance.	Candidate dresses or behaves in an unprofessional manner.	Candidate projects a professional image in terms of demeanor and appearance.	Candidate projects a professional image in terms of demeanor and appearance and encourages students with visual impairment to do the same.
		l. Demonstrates effective oral communication skills.	Candidate's oral communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.

			CEC Standard 6: Professional Learning and Ethical Practice		
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		m. Demonstrates effective written communication skills.	Candidate's written communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.
		n. Demonstrates high expectations for all students with visual impairment to develop the highest possible learning outcomes and quality of life.	Candidate fails to support student learning and displays evidence of low expectations for at least some students with visual impairment.	Candidate demonstrates high expectations for all students with visual impairment to develop the highest possible learning outcomes and quality of life.	Candidate provides emotional and academic support to students with visual impairment and communicates confidence in their ability to complete assigned work and modifies plans to provide opportunities for all students with visual impairment to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.
		o. Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Candidate fails to demonstrate a commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.	Candidate demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Candidate demonstrates and reflects on commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.

		CEC Standard 7: Collaboration			
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		a. Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate regularly encourages family involvement in student learning through collaboration to engage additional support resource assistance when needed.
		b. Engages in productive relationships with professional colleagues and support staff.	Candidate fails to provide evidence of planning to collaborate with professional colleagues and support staff.	Candidate engages in productive relationships with professional colleagues and support staff.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates an ability to work with others as equals.
		c. Maintains confidential communication about students with visual impairment	Candidate shares confidential information about students with visual impairment needs with outside parties.	Candidate maintains confidential communication about students with visual impairment.	Candidate maintains confidential communication about students with visual impairment and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.
		d. Fosters respectful and beneficial relationships between families and professionals.	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate reflects upon relationships with families and professionals and interprets reflections effectively in order to improve communication and interactions.

CEC Standard 7: Collaboration					
M	**F**	**Key Elements**	**Does Not Meet Expectations** **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
		e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	**Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.**	**Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.**	**Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates and reflects on the ability to successfully integrate individuals with exceptional learning needs into various settings.**
		f. Observes, evaluates, and provides feedback to paraeducators.	**Candidate fails to observe, evaluate and provide feedback to paraeducators.**	**Candidate observes, evaluates, and provides feedback to paraeducators.**	**Candidate articulates positions, is proactive in classroom management and staff management, and works actively for the betterment of teaching and learning in the classroom.**
		g. Models techniques and coaches others in the use of evidence-based instructional methods and accommodations.	**Candidate incorrectly models techniques and fails to coach others in the use of evidence-based instructional methods and accommodations.**	**Candidate models techniques and coaches others in the use of evidence-based instructional methods and accommodations.**	**Candidate models a wide variety of evidence-based instructional methods and accommodations and coaches others in the effective implementation, monitoring, and reflection of these strategies.**

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

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

M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.

M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		h. Communicates high expectations while respecting individual differences and cultural diversity.	Candidate fails to communicate high expectations for all students with visual impairment.	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with visual impairment.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.

M	F	Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		i. Uses the least intensive behavior management strategy consistent with the needs of the individual with visual impairment.	Candidate uses behavior management strategies which do not meet the needs of the individual with visual impairment.	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with visual impairment.	Candidate gathers background information on the individual with visual impairment and reflects upon this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy, makes modifications as needed, and reflects on the efficacy of the strategy following the intervention.
		j. Establishes and maintains rapport with individuals with and without visual impairment.	Candidate inconsistently demonstrates caring, friendly interactions with students with visual impairment and fails to develop a rapport with students with and without visual impairment.	Candidate establishes caring, friendly interaction with students with visual impairment by modeling respect for differences.	Candidate evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships.