



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

Summer 2024

EDSE 613: Teaching Methods for Students with Blindness and Visual Impairments

Section: 6V1; CRN: 43564

Section: 6Y1; CRN: 43567

Section: D01; CRN: 43600

3 – Credits

Instructor: Dr. Elizabeth Nehrass	Meeting Dates: 5/15/24 – 7/3/24
Phone: 410-808-1596	Instructional Method: Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: enehrbas@gmu.edu	Meeting Day & Time: Wednesday; 4:30 pm – 7:10 pm
Office Hours: Phone or Zoom meeting by appointment	Meeting Location: N/A; Online

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.

If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take an online course offering. Any accommodation requests should be submitted to [Disability Services](#).

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 blindness and visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with students who are blind and visually impaired.

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 (703993-2470).

Advising Tip

Students can order an official transcript through Patriotweb at any time. Log on to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

Course Delivery Method

Learning activities include the following:

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

This course will be delivered online (76% or more) using synchronous and/or asynchronous instruction 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 14, 2024.

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: [Browser support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/): <https://get.adobe.com/reader/>
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/): 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. Students are responsible for completing all reading requirements before class starts.
- **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 to 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 ensure accessibility must be registered with George Mason University Disability Service.

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 blindness and visual impairments in general education classrooms.
3. Acquire effective teaching strategies for working with children with blindness and 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 blindness and visual impairments, including those with multiple disabilities.
6. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.
7. Demonstrate proficiency in the use of educational technology for instruction.
8. 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.
9. Demonstrate relationships among assessment, IEP development, placement and educational services.
10. Identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.
11. Identify related services and accommodations pertaining to post-secondary transitions that increase student access to post secondary education and community resources.

12. Demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.
13. Apply course concepts to PreK-12 school settings through field-based learning experiences (e.g., field experiences in PreK-12 classrooms, field-based case studies, field-based virtual/online learning experiences, etc.).

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 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 Texts

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 Texts

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

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

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

Chen, D. (2014). *Essential elements in early intervention: Visual impairment and multiple Disabilities*. AFB Press.

Gense, M.H., & Gense D.J. (2005). *Autism spectrum disorders and visual impairment: Meeting students learning needs*. American Printing House for the Blind.

Kamei-Hannan, C., & Ricci, L.A. (2015). *Reading connections: Strategies for teaching students with visual impairments*. AFB Press.

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press. (A latest version of a similar book to this will be available in 2024.)

Sacks, S., & Zatta, M. (2016). *Keys to educational success: Teaching students with visual impairments and multiple disabilities*. AFB Press.

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/SLL (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/SLL.

For EDSE 613, the required PBA is Transition Individualized Education Program. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

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

Transition IEP (80 points): Submit to VIA. 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 component 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 (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). The college-wide common assessment in this course is: Lesson Planning.

Adapted Teaching Unit (50 points) – Submit via Blackboard and VIA- 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 units, and detailed instructions are available in Blackboard.

Other Assignments

1. Graduate student assignment: Expanded Core Curriculum Presentation (ECC) (40 points). In teams of two, you will develop a virtual "poster presentation" that relates to one of the 9 ECC curriculum areas. This virtual poster presentation is designed to be similar to a poster presentation at an academic conference. Although there is no need to 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 our class meeting on July 3, 2024. In addition to presenting on the scheduled date, you should submit an accessible version of your presentation to Blackboard before you present.
2. Students must access online modules weekly and complete posted activities for a total of 70 points. These activities may include video exploration and viewing, community exploration, response tasks, and construction activities. A variety of activities will be available each week so you can choose ones that interest you. All activities are due the day of class (Wednesday). Each activity is worth 10 points. The first weekly activity is due Wednesday May 22, 2024. The last weekly activity is due July 3, 2024 (seven weeks).
3. Each week, students must select an article of interest and present a brief overview to the class. Students can choose an article from the class reading list or other articles relevant in the field. The class reading list will be provided on the first day of class. Students will be chosen to present a summary of the article at the beginning of each class and turn in a written abstract in APA format for each article reviewed on Blackboard.

Assignment Summary

Assignment	Points	Due
IEP and Transition Plan	80 points	Due 6/12/24
In Class Participation	80 points	Weekly
Adapted Teaching Unit	50 points	Due 6/26/24
Weekly Literature Review and Discussion	30 (6 reviews total for 5 points each)	Due weekly at the beginning of each class.
Weekly Module Activities	70 points (10 points per week)	Due by Wednesday of each week.
Graduate student assignment: Expanded Core Curriculum (ECC) Presentation	40 points	Due 7/3/24
Total	350 Points	

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations 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 individually.

Late Work

All coursework must be submitted on time. Weekly activities, modules, and literature reviews must be turned in on Tuesday night by midnight. For example, activities assigned on Wednesday will be due the following Tuesday at midnight. A candidate who has approved accommodations 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.

Other Requirements

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. If severe 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

Grade	Percent	Points
A	95-100%	350 - 330 points
A-	90-94%	329 - 315 points
B	80-89%	314 - 277 points
C	70-79%	276 - 242 points
F	69% and below	241 points and below

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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 must always exhibit professional behaviors and dispositions. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-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.

Class Schedule

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

Date	Topic	Readings & Assignments
5/15/24	Review of Syllabus & Course Requirements	Foundations Ch. 2 – 4
	ECC Overview Assessment Overview IEPs	VA IEP Modules
5/22/24	Differentiating Instruction Compensatory Skills Strategies for Teaching Literacy	Foundations Ch. 6-7, 11 - 12 Kamei-Hannan & Ricci Ch. 1-4
5/29/24	Career Education and Transition to Post Secondary Vocational Rehabilitation Self Determination Independent Living	Foundations Ch. 21, 24, & 25
6/5/24	Strategies for Teaching Math, Social Studies, Science	Foundations Ch. 13-15
6/12/24	Strategies for Teaching Students with Additional Disabilities Sensory Efficiency Caseloads and Scheduling	DUE: IEP and Transition Plan Foundations Ch. 10, 18,
6/19/24	Programming for Infants, Toddlers, and Preschoolers Social Skills Social Emotional Development	Foundations Ch. 9 & 22
6/26/24	Art, Recreation, and Leisure Adapted Teaching Presentations	DUE: Adapted Teaching/Lesson Plan Activity Foundations Ch. 15, 17, 23

Date	Topic	Readings & Assignments
7/3/24	Cortical Visual Impairment Convergence Insufficiency Expanded Core Curriculum Presentations	DUE: Expanded Core Curriculum (ECC) Presentation

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/) (<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/) (<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-useof-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-useof-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/) (<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 VIA should be directed to viahelp@gmu.edu or <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/knowledgebase/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledgebase/blackboard-instructional-technology-support-for-students/>).

- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu\)](http://cehd.gmu.edu)

**Appendix
Lesson Plan Rubric**

GENERAL SCORING GUIDELINES

- 3 = *Highly Proficient:*** Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a candidate at this stage of development, integrates thorough understanding of relevant professional literature/research.
- 2 = *Proficient:*** Well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**
- 1 = *Not Proficient:*** Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research.

Lesson Plan Rubric

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
Section 1: Classroom Context			
<p>The Candidate uses their understanding of the classroom context and their learners’ developmental levels (cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences.</p> <p><i>InTASC 1 CAEP R1.1 VUPS 1</i></p>	<p>The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels and/or planned instruction that aligned to the developmental levels of some (but not all) of the learners.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner’s developmental levels.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>
Section 2: Planning for Instruction & Assessment			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7 CAEP R1.3 VUPS 2 SOL and VESOL Content-specific</i></p>	<p>The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate curriculum goals.</p>	<p>The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards that are aligned with appropriate curriculum goals to address learner needs and build on prior knowledge.</p>	<p>The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives closely aligned with national/state/local standards and included appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge.</p>
<p>The Candidate constructs performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p><i>InTASC 7 CAEP R1.3</i></p>	<p>The evidence indicates that the Candidate did not construct learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.</p>	<p>The evidence indicates that the Candidate constructed learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs and build on prior knowledge.</p>	<p>The evidence indicates that the Candidate constructed learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs, build on prior knowledge, and use pedagogical content knowledge/teaching</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>VUPS 2</i>			strategies.
<p>The Candidate uses pre-assessment data and/or prior knowledge of skills to plan instruction.</p> <p><i>InTASC 7</i> <i>CAEP RI.3</i> <i>VUPS 2</i></p>	<p>The evidence indicates that the Candidate did not use pre-assessment data and/or prior knowledge to construct learner-appropriate and measurable objectives and activities.</p>	<p>The evidence indicates that the Candidate used pre-assessment data and/or prior knowledge to plan challenging activities using learner-appropriate and measurable objectives that address learner needs.</p>	<p>The evidence indicates that the Candidate used pre-assessment data and prior knowledge, in addition to knowledge of pedagogical content and effective teaching strategies to plan challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs.</p>
<p>The Candidate differentiates instruction to accommodate the needs of individuals and groups of learners in meeting the learning objectives.</p> <p><i>InTASC 2</i> <i>CAEP RI.1</i> <i>VUPS 3</i></p>	<p>The evidence indicates that the Candidate did not differentiate instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p>The evidence indicates that the Candidate differentiated instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners and used appropriate scaffolds and that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.</p>	<p>The evidence indicates that the Candidate differentiated instruction based on an accurate understanding of learners' backgrounds, readiness, and interests of all learners, and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>
<p>The Candidate sequences and paces a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8</i></p>	<p>The evidence indicates that the Candidate used limited instructional strategies that did not appropriately sequence and/or pace learning to create differentiated, engaging, and challenging learning opportunities.</p>	<p>The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies to create differentiated, engaging, and challenging learning situations.</p>	<p>The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies, including appropriate, available technologies, to create differentiated, engaging, and challenging learning situations.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
CAEP RI.3 VUPS 3			
The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. <i>InTASC 4</i> CAEP RI.2 VUPS 1 SOL and VESOL Content-specific	<p>The evidence indicates that the Candidate did not demonstrate knowledge of the content and used explanations that were not always accurate and clear.</p>	<p>The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/language to build an understanding of content for all learners.</p>	<p>The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.</p>
The Candidate facilitates learners' use of appropriate tools and resources to maximize cross-curricular content learning in varied contexts. <i>InTASC 5</i> CAEP RI.2 VUPS 3	<p>The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.</p>	<p>The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.</p>	<p>The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, and collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate organizes the learning environment to support individual and collaborative learning. <i>InTASC 3</i> <i>CAEP RI.1</i> <i>VUPS 5</i></p>	<p>The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.</p>	<p>The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>
<p>The Candidate assesses learners’ knowledge and skill in multiple ways <i>InTASC 6</i> <i>CAEP RI.3</i> <i>VUPS 4</i></p>	<p>The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities for feedback or analysis of learner data to inform future instruction.</p>	<p>The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.</p>	<p>The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.</p>
Section 3: Reflection: Impact on Learning			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations. <i>InTASC 9</i> <i>CAEP RI.4</i> <i>VUPS 6</i></p>	<p>The evidence indicates that the Candidate did not use ethical and responsible self-reflection to identify personal needs or participate in professional development relevant to personal needs to plan for future instruction/ adaptations and personal learning goals.</p>	<p>The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.</p>	<p>The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate engages in collaborative relationships to meet learners' needs and develop their professional expertise.</p> <p><i>InTASC 10</i> <i>CAEP RI.4</i> <i>VUPS 7</i></p>	<p>The evidence indicates that the Candidate did not collaborate with others to plan, revise, implement and/or reflect on instruction to meet learners' needs and/or develop their professional expertise.</p>	<p>The evidence indicates that the Candidate collaborated with peers and /or mentors to plan, revise, implement and/or reflect on instruction to meet learners' needs and develop their professional expertise</p>	<p>The evidence indicates that the Candidate collaborated with peers and mentors to plan, revise, implement and reflect on instruction to differentiate for learners' needs and set goals for developing their professional expertise.</p>



VI Consortium Syllabi Addendum

Disability Accommodations

Students with disabilities who seek accommodations in VI Consortium courses must be registered with their university disability services office and provide documentation of approved accommodations privately to instructors in a timely manner each semester. No accommodations will be implemented before official notification from the student's home Consortium university is received. Accommodations will be implemented as stated in the official notification from the university.

Honor Code

All students participating in BVI courses must adhere to their university honor code and will be asked to pledge adherence to the honor code. Additionally, all work submitted must be the students' own work and contain proper citations and any work submitted for a grade must be completed during the academic semester in which it is submitted for grading. Any deviations from the home university honor code will be reviewed by that university's governing body. The VI Consortium agrees to accept the actions or sanctions imposed by the home university's governing body.

Field Experiences

Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:

- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and

- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

No field experience placements will be made until all Consortium and home university requirements have been successfully met. Students may be removed from field placement settings if deemed necessary by the Consortium or home university.

Identification, Course, and Resource Access

While students apply to and register through their Consortium universities, all Consortium BVI courses operate through Mason and all VI Consortium students are given Mason credentials and a Mason G number. Students must keep record of their Mason G number, as this will serve as their identification should they ever pursue education or employment directly through Mason. All courses require Mason credentials to log on, as does access to the electronic library and other resources used in courses. All students are also given Mason electronic mail accounts. Please activate and maintain this account, as course and program information are supplied through this account.

Advising

All students taking BVI courses must have current advising and a program of studies to ensure course enrollment follows the advised program for individual candidate circumstances.

Copyrighted Material and Intellectual Property

Materials (e.g., case studies, technology, books, articles, videos, and other media) shared through BVI courses may contain those with copyright and/or intellectual property protections. Students may not share any materials or media outside of this course, on social media, or other means. References with proper citations may be made to refer to these materials and media in all uses, whether in class or elsewhere.

Live Course Sessions and Course Recordings

Generally, synchronous courses are recorded and stored for future access should students experience a disruption to internet or power service during live sessions. Under no circumstances are these recordings to be shared with anyone. Likewise, live sessions and recordings may not be audited or accessed by individuals not currently enrolled in the specified courses. Please also do not disclose personal information about yourself or anyone else during live and recorded sessions, including messages submitted in chat functions. Any personal information needing to be relayed to the instructor must be done so privately.

Full Attention

Students must give 100% of their attention during synchronous class meetings and are expected to be fully engaged. Students may not drive or supervise others during class time or engage in non-course related activities that divert their attention away from the class.