Instructor: Deborah H. Louder  
Course time: 6-8 pm via Zoom  
Office: Remote  
Class dates: 8/30, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29  
Office phone: 325 650-5557  
Additional times and on-site individually determined  
Other contact: Donna Wood (936-468-1145)  
Location: individual job sites and via web-based instruction  
Email: louderd@sfasu.edu  
Office hours: M 8-12 am  T 1-5 pm  Wed. & Friday 3-6 pm  
Feel free to text anytime (just include your name in the first line)

Credits: 1-3 hours

Prerequisites: Admission into the Visual Impairment Program, admission to the SFASU Graduate School, completion of both SPE 516 (Eye Anatomy) and SPE 517 (Braille), assignment as a Teacher of students with Visual Impairment (emergency certified or probationary certified), serving as the teacher of record in the capacity of a TVI, or in rare faculty approved situation where you serve an adequate number of students to meet the hour requirements and the cooperation of a cooperating teacher who is trained as a TVI who will facilitate your development

I. Course Description:

*Practicum in Special Education*. The practicum experience enables the student to apply academic learning experiences and to integrate the academic and practical aspects of his/her preparation program. *Permission of adviser is required.*

This class has a variable credit limit. You must successfully complete three (3) university hours of practicum to be eligible for certification as Teacher of Students with Visual Impairments. *Most student's complete practicum over one full school year (fall and spring).* If you are in a unique situation that you can complete in one semester you should meet with faculty to explore the option of registering for 3-hours. This may be limited by legal statute and other policies. If you would benefit from support across a full public-school year, register for two (2) hours in one semester (i.e. fall semester) and one (1) final hour in the subsequent semester (i.e. spring semester). This is the typical scenario for those who are hired under a Texas emergency certification. The number of hours you register in will be used to determine how long it takes you to complete the practicum. There are several vital assignments in this class, but our goal is to ensure that you are successful in service to your students AND that you become a knowledgeable and pragmatic professional
who can meet the various needs of your diverse caseload. **COLLABORATION WITH PROGRAM FACULTY IS ESSENTIAL TO MAKE THE APPROPRIATE PLAN TO MEET YOUR NEEDS.**

**NOTE:** If you are receiving Texas Grant funding and require more than 3 hours of practicum support to complete, you will be responsible for paying for that additional course(s). The grant will only pay up to 3 hours of coursework in practicum.

II. Program Learning Outcomes: Visual Impairment

**Program Outcome #1** The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

**Program Outcome #2** The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

**Program Outcome #3** The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

**Program Outcome #4** The student will document, and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

**Program Outcome #5** The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

**Program Outcome #6** Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code.

**Program Outcome #7** The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

**Student Learning Outcomes:**

This course supports TracDat objectives that have been developed for the program, specifically:

- **SLO – II** - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

- **SLO – III** - The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

And

- **SLO – IV** - The student will document, and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

This course also supports the Special Program Assessment Plan developed for the program for NCATE/CAEP, specifically:

- SPA 3 Lesson Plan Development – Use of assessments to develop lesson plans
- SPA 4 Practicum Performance – Performance of duties as a TVI
- SPA 5 Pre-Assessment and Impact on Learning – Assessment and evaluation of skills and abilities related to the ECC
- SPA 7 Additional Assessment – Functional Vision Evaluation/ Learning Media Assessment
- SPA 8 Additional Assessment – Case study

The following outcomes are linked directly to this course

Students are required to do a Functional Vision Evaluation and Learning Media Assessment, as well as attend IEP team meetings, write IEPs, and various other activities that certified TVIs perform.

This course is also designed to:

1. provide students with an opportunity to observe students with visual impairments in a school setting for an extended period of time;
2. experience teaching students with visual impairments;
3. apply training in visual impairment to students in various settings;
4. practice the skills necessary for fulfilling the primary roles of a TVI;
5. introduce, provide structure for, and/or deepen the student’s experience with the VI teaching profession;
6. provide students with the opportunity to practice a variety of essential skills in teaching students with visual impairment in a hands-on setting;
7. provide students with direct experience with the assessment and ARD processes as they relate to students
with visual impairment; and
(8) provide students with an opportunity to see the most current trends in techniques and approaches to providing education for students with visual impairments.

Other Intended Learning Outcomes/Goals/Objectives

Internal:

- The Principle of Respect
  Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- The Principle of Caring
  Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to whatever they learn in the service of others.

- The Principle of Responsibility
  Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- The Principle of Unity
  Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- The Principle of Integrity
  Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to ensure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs. The Core Values of our College are:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the
Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

This course also supports the mission of the Visual Impairment Program
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

External:
This course supports the Core Objectives established by the Texas Higher Education Coordinating board:
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:
Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

This course directly supports the standards of the Council for Exceptional Children, specifically;
Standard 1: Knowledge
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice
Standard 7: Collaboration
(standards are linked to specific assignments in attached rubrics)

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically;
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers
This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:

Domain I - Understanding students with visual impairment.
  Competency 2 - Effects of visual impairments on development and learning
  Competency 4 - Effects of factors other than disabilities.

Domain II - Assessment of students with visual impairments.
  Competency 6 -- Interpreting and communicating assessment results.
  Competency 7 -- IEP and IFSP development.

Domain III - Fostering student learning and development
  Competency 8 -- Organizing the learning environment
  Competency 9 -- Communication and literacy.
  Competency 11 -- Sensory efficiency.
  Competency 12 -- Social interaction and recreation and leisure skills.

Domain IV - Professional Knowledge
  Competency 16 -- Working collaboratively with families.
  Competency 17 -- Legal and ethical foundations and professionalism.

This course supports the development for professional educators in Visual Impairment, by the Texas Education Agency (TEA), specifically:

Standard I: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.10k, 1.1s, 1.4s 1.7s)

Standard II: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.5k, 2.8k, 2.9k, 2.12k, 2.1s, 2.2s, 2.7s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s)

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2s, 3.4s, 3.6s, 3.9s, 3.11s)

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.2k, 4.5k, 4.17k, 4.18k, 4.24k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.16s, 4.18s, 4.19s, 4.23s, 4.24s, 4.25s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.1k, 5.2k, 5.3k, 5.4k, 5.9k, 5.2\10k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s)

Standard VI: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students’ education, and actively seeks to expand professional knowledge and skills (6.2s, 6.3s, 6.4s)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

ALL OF THE ASSIGNMENTS BELOW MUST BE COMPLETED FOR YOU TO EARN THE 3- CREDIT HOURS NEEDED TO BECOME ELIGIBLE TO BE CERTIFIED AS A TEACHER OF STUDENTS WITH VISUAL IMPAIRMENTS. IN MOST CASES THIS WILL TAKE MORE THAN ONE SEMESTER. YOU MUST ALSO PASS BOTH TExES TESTS.
Instructional Strategies and Technology:

Portions of this course may be delivered using web conferencing (D2L, ZOOM) to deliver presentations, promote discussion, and explore concepts. Instruction WILL also be supported through other material to be presented online. Students WILL also be required to facilitate and/or participate (asynchronously) in online discussions investigating topics. These discussions and other material will be hosted on the course Desire to Learn (D2L) site.

Graded Assignments

ALL OF THE ASSIGNMENTS BELOW MUST BE COMPLETED FOR YOU TO EARN THE 3-CREDIT HOURS NEEDED TO BECOME CERTIFIED AS A TEACHER OF STUDENTS WITH VISUAL IMPAIRMENTS. IN MOST CASES THIS WILL TAKE MORE THAN ONE SEMESTER.

The plan below is for students who will complete in one semester. Milestones will be established for those taking less that the 3-hour maximum. As a practicum student, you will be required to meet with the instructor throughout the semester. These meetings will be held over ZOOM, by phone, and in person. We will have an informational meeting with everyone in the practicum class at the beginning of each semester. In addition, you will be required to complete the following documentation on students on your TVI caseload:

A. Complete the TTESS goal setting and professional preparation template in collaboration with your onsite supervisor or your university instructor. Set goals for each visit during the semester, review, and plan for future professional development. (P.15-18 of syllabus)

B. Onsite observation of performance. You will receive 2 onsite visits your first semester and 1 additional visit for every semester you enroll in the practicum course. You will be required to arrange the visits with your university supervisor. You will also be required to meet with your mentor teacher throughout your time in practicum. Your university supervisor will evaluate your teaching based on the rubrics attached. (APPENDIX 6) You will also need to complete the CEC based final visit evaluation during your culminating visit (APPENDIX 5)

C. Perform and write a Functional Vision Evaluation/Learning Media Assessment/ Expanded Core Curriculum Evaluation report (this can be part of a 3-year review or initial assessment). Develop IEP or IFSP (as appropriate) goals and objectives for the student that are linked to and based on the findings of the FVE/LMA/ECC report. SEE APPENDIX 1 FOR RUBRIC. Demonstrating how goals are linked to assessments is sometimes referred to as closing the loop. Demonstrate how your assessments linked to your goals. Also, reflect on your assessment either after it is complete or after the results are presented at an ARD/IEP meeting. This reflection will be outside of the normal preparation of the document and is part of the program not part of the report shared with the ISD or parents.

D. Perform an additional, visual impairment specific, ECC assessment or assessment battery on this student and develop an IEP goal (and objectives) based on the findings. You should then develop lesson plans that address the objectives developed. THIS IS IN ADDITION TO THE FVE/LMA/ECC report above. This assessment will be a comprehensive assessment of the ECC or AT needs of the student. You may use an assessment used or made available in your district to address the ECC it must address each area of the Expanded Core Curriculum. The ECC does not require a consent to test and your goals and plans may be developed from an ECC assessment that is not part of a 3-year review or an initial assessment. This assessment will also require a reflection.

E. You must show how the results of the ECC assessment were used and tie the results into a measurable IEP goal that you developed related to that assessment. You will develop a lesson plan to deliver instruction in at least one ECC area. You will need to track the progress of that student on
the goals you developed. There should be a midpoint (where you may alter planning or strategies) and final assessment of progress. In other words, demonstrate the impact of intervention of student learning using a pre and post assessment. **SEE APPENDIX 2 FOR RUBRIC**

F. Attend at least one ARD or IFSP meeting and submit copies of the VI Supplements and Consent Forms on this student. If your assessment is used to qualify a student for services as a student with visual impairment the appropriate qualification supplemental documents should also be included.

G. Complete an observational case study. Interview the student, one of his/her peers, his parents, teacher/teachers, and diagnostician. Find out about the student’s school day, what feelings the student has about school, about his or her disability, learning style, and most difficult subject. Special attention should be paid to the perception of the student’s impairment considering the student’s culture and diversity. Find out what motivates this student. How is his or her self-esteem? Explain how YOU view this child and why YOU chose this student for your case study.

The paper should be three to four pages, double-spaced, in Times New Roman 12 point font. DO NOT use the student’s last name. The paper will be graded primarily on content, although grammar and syntax will be considered. **SEE APPENDIX 3 FOR RUBRIC**

H. Capstone writing project: Write a Post Philosophy Statement. A post philosophy statement should detail your philosophy as a professional in the field of visual impairment as a result of the instruction, training, and experience that you have received. Your Post Philosophy Statement can be built on the pre philosophy statement you submitted for admission to the SFASU VIP program, or it may be originally developed based on instruction you received in the program. Your Post philosophy statement will be graded on the attached rubric (**SEE APPENDIX 4**)

It must be typed in Times New Roman 12 point font, double spaced, be at least two pages in length and must be professionally completed using proper grammar and spelling

The following list needs to be completed based on **all of the students** on your caseload (including the student above):

A. Keep a log of each contact made with students with visual impairments. A total of 175 contact hours (a minimum of 145 direct/consult with students and up to 30 for workshops etc.) are required to complete the practicum. A sample form for documenting these hours is included in this packet. You are required to document in LiveText FEM 350 hours across the program. If you lacked field hours assigned during earlier classes, you MUST make them up in practicum. You MUST complete ALL your didactic courses AND accumulate a total 350 hours of field experience across the program to complete your practicum. **SEE APPENDIX 8**

B. Maintain a journal. Each journal entry should include the following information:
   1. Number of students served
   2. Dates
   3. Settings
   4. Amount of time that you provided service during that period
   5. Descriptions of specific activities/techniques used and any questions, comments, or challenges that you faced in providing your service

   **At least one journal entry should be written per month. Each recorded entry should be between 1-3 pages in length and should reflect upon the services that you have provided to a student during that period. Monthly journal entries should be submitted to your practicum supervisor via D2L Dropbox and maintained by you for submission at the end of your practicum. This is used to demonstrate your ability to demonstrate reflective practice. These are private and should detail your accomplishments, struggles, fears, concerns, and joys.**
All the items that are listed in the Practicum contract (SEE p.14) will need to be compiled and loaded into D2L drobox folder and be submitted directly to your University Supervisor upon completion of your practicum. Assignments that have already been loaded into D2L may also need to be uploaded to LiveText as part of your final submission.

Meeting preparation:
You are expected to be prepared for online classes, in-person meetings, discussions, and other activities. You are expected to take part in all activities including discussions, journals, and other assignments. You should be in touch with your instructor regularly via email, phone, and through the submission of your monthly journal reflections. You cannot afford to get behind with your assignments.

Additional information regarding all assignments
All submissions will need to be in .pdf, .rtf, .doc. or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file. Naming of your files needs to be as follows….last_name_assignment.type or lastname_assignment_spe558.type. If your last name is Higgins and you were sending me a journal entry for September in pdf format you would name the file higgins_sept_journal.pdf or higgins_septjournal_spe558.pdf

No capital letters-no first names-do not use my name-no spaces

IV. Evaluation and Assessments (Grading):

University Supervisor Visits:
Your University Supervisor (that would be me) will visit you in your work setting two to four times during the school year. Our typical schedule requires at least two visits in your first semester of working/teaching, and another visit in the second semester. If you complete in one semester your visits will be modified accordingly. You must fill out a “Student Summary Sheet” (appendix 7) on the student(s) that you will be working with during each visit and complete a lesson plan on at least one student that is scheduled to be seen that day and give it to your University Supervisor (me) before each observation.

During those visits, I will observe you working with a student with visual impairment. You MUST TEACH during these sessions. If possible, I will observe one session with either an academic student, a child with multiple impairments, or an infant. One of these students should be the subject of your case study.

Time
EACH VISIT will have a minimum duration of 45 minutes, but you should expect to go over that period. Our first two visits may cover a ½ day or more. This minimum time does not include travel between sites, campuses, or classes. You do also need to accommodate for the TTESS planning and review before and after each lesson. The review and planning for the next visit is best done onsite and face to face but can be done later via phone. Remember- we want to be a resource for you and expect you to have questions and take us to difficult students. We can help you learn strategies as well as see you provide instruction during our visit. Your time with me can be counted toward your 145-hours of direct time and the 175 total hours that are required, and all must be documented for successful completion of the practicum.

Support available from university supervisor:
The University Supervisor (again, that would be me) will be available to provide technical assistance, information, and/or resource support at any time during your practicum period. You are encouraged to contact me by phone or email ANY TIME assistance is needed (this includes after your training and practicum period is over). Please not calls between the hours of 9pm and 8am., unless it is an emergency (for example a last-minute cancellation of a visit).

Grading Criteria:

ONSITE – Part of your grade for this class will be based on your level of competence at the end of the practicum. Factors that will be considered in determining your competence are covered on the Practicum Reporting Form- General (appendix 6) and the CEC/PRACTICUM EVALUATION SCORING RUBRIC
(appendix #5). These forms are attached as appendices to this document. You will receive a copy of one or both of the onsite forms at each visit. Main areas of those forms include:

A. Assessment  
B. Appropriate Instructional Planning  
C. Positive Classroom Environment/Climate  
D. Classroom Management  
E. Responsive Instructional Communication  
F. Professional Roles and Responsibilities/Ethics  
G. Evidence of Impact on Learning (0-22 years of age)  
H. Communication  
I. Evaluation and Feedback

During observations of lessons, your University Supervisor will be looking for evidence that current level of functioning has been determined, appropriate methods and materials are used (suitable for the student’s visual status and abilities), and determination is made as to whether learning has taken place. We are also looking to be a resource to you – PLEASE TAKE US TO THE STUDENTS WHO YOU NEED HELP WITH in addition to the ones you feel the most comfortable. We want to help.

DOCUMENTATION – You will also be asked to complete and submit documentation for all areas described in the assignment section and listed on the practicum contract (p.14). You cannot finish the required 3-hour practicum without completing all items listed on the practicum contract. The items must be collected by you, submitted by you, and received by your University Supervisor prior to the end of the semester in which you complete your practicum.

Grades:
OVERALL:
Pass = Assignments completed in entirety; quality reflects extra time and effort; quality also reflects increase in expertise on the part of the practicum student; creativity and originality reflect exemplary involvement in the internship; outstanding teaching. You CANNOT earn the required 3 hours of practicum until you have completed all the assignments and documentation (including reflections). You will be given the opportunity to do a test review session with me or another faculty member in our program prior to taking the Praxis in Visual Impairment. This has been VERY successful in the past.

Fail = Failure in the course will result from issues including: Assignments not completed; practicum student appears incompetent, uncooperative, disinterested, unprofessional, inadequately prepared; teaching shows lack of sensitivity and intuition; practicum student requires additional supervision of an intensive nature (unsatisfactory rating; total repeat of the practicum experience required); materials and documentation not complete; inability to adequately complete qualifying exam; or failure to document adequate practicum hours.

BY HOUR REGISTERED COURSE REQUIREMENTS – To receive a grade for the assigned number of hours in which you registered you will be required to do the following. If you plan to register for two semesters of practicum the first course will be a 2-hour class and the final course will be a 1-hour class.

3 hours of enrollment
- Attending of regular class meetings on ZOOM
- TTESS goal setting and review for three visits (Texas students only)
- Onsite observation documentation (2 for initial semester of placement, one for each additional semester) using SFA onsite visit forms
- Final Onsite Visit Evaluation using the CEC Evaluation Rubric
- Documentation of a lesson plan for at least one student for each visit.
- Functional Vision Evaluation/Learning Media Assessment/Expanded Core Curriculum Report***
- IEP or IFSP goals and objectives based on and linked to the completed FVE/LMA/ECC report***
- Complete VI ARD or IFSP Supplements and Consent Forms
INTERNATIONAL STUDENTS COUNCIL

December 1, 2023

Dear Campus Community,

I am writing to provide an update on the status of our current projects and to introduce a new initiative we are excited to undertake. Over the past few months, we have been working diligently on expanding our community engagement efforts, and we are proud to announce that we have successfully initiated several new initiatives. These initiatives include...

- **Log of student contacts (175 total hours – minimum- adding any additional hours missing from previous class assignments. A total of 350 hours MUST be documented)**
- **Record of Monthly Reflections (Journal) for each month in practicum**
- **Case study**
- **VI Specific Assessment of the ECC**
- **IEP or IFSP goals & objectives and lesson plan based on VI Specific Assessment of ECC area**
- **Impact on Student Learning - Pre and Post Appraisal of Student Learning in Selected Assessed ECC Area**
- **Post Philosophy Statement**
- **Submission of all designated assignments to LiveText**

**2 hours of enrollment (if taken first semester – initial course in practicum)**

- Attending of regular class meetings on ZOOM
- TTESS goal setting and review for two visits (Texas students only)
- Onsite observation documentation (2 for initial semester of placement) using SFA onsite visit forms
- Documentation of a lesson plan for at least one student for each visit.
- Complete VI ARD or IFSP Supplements and Consent Forms
- Log of student contacts (120 total hours - minimum)
- Record of Monthly Reflections (Journal) for at least one semester
- VI Specific Assessment of the ECC
- IEP or IFSP goals & objectives and lesson plan based on VI Specific Assessment
- Submission of all designated assignments to LiveText

**1 hour of enrollment (if taken as second semester - final course)**

- Attending of regular class meetings on ZOOM
- TTESS goal setting and review for one visit (Texas students only)
- Onsite observation (one for each additional semester after initial semester) using SFA onsite visit forms
- You must have a lesson plan for at least one student for each visit.
- Final Onsite Visit Evaluation using the CEC Evaluation Rubric
- Functional Vision Evaluation/Learning Media Assessment/ECC report
- IEP or IFSP goals and objectives based on FVE/LMA/ECC report
- Log of student contacts (55 total hours) – The hour total must add to the 175 required for the practicum assignment and total 350 hours for the entire program
- Record of Monthly Reflections (Journal)
- Case study
- Impact on Student Learning - Pre and Post Appraisal of Student Learning in Selected Assessed ECC Area
- Post Philosophy Statement
- Submission of all designated assignments to LiveText

**IMPORTANT:** Failure to complete three (3) hours of practicum with a Pass grade within one public school year will result in the student having to sign up for and retake the practicum course at his or her own expense. Additional years of probationary teaching status will also require resubmission of documentation and may require payment of administrative fees to the SFASU certification office.

**V. Tentative Course Outline/Calendar:** (8/30, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29)

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<th>Date / Class</th>
<th>Topic</th>
<th>Supporting Materials</th>
<th>Other</th>
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Thank you for your continued support and engagement. We look forward to sharing more updates in the future.

Sincerely,

[Your Name]

[Your Title]

[Organization Name]
| Class 1 | University supervisor will make one on-site visit within first 6 weeks of school (scheduled individually) | Orientation | Forms related to assignments | Online Discussion Introductions and Planning |
| Class 2 | | TTESS Plans and Review and preparing for visits Ethics | | |
| Class 3 | | Syllabus and D2L review Overview of assessments and LiveText FEM | Syllabus and associated Rubrics | Online Discussion – Feedback and Issues |
| Class 4 | University supervisor will make second on-site visit before the end of the semester (scheduled individually) | Planning and Reflective Practice | CEC standards | Online Discussion – Challenges and Supports |
| Class 5 | | Cultural Awareness, Ethics, and Collaboration | | Online Discussion |
| Class 6 | | ECC | | Online Discussion |
| Class 7 | | If completing in this semester – | ALL materials due by this date | |
| Final Grade Entry | IF COMPLETE Apply to TEA for cert. | | Verified by instructor & SFASU Cert Officer | |
| For those who will receive a second semester of support the following is used for an outline | SPRING SEMESTER | IF NOT COMPLETE | |
| University supervisor will make on-site visit at least once during spring semester (scheduled individually) | Writing to meet standards | Online Discussion |
| TBD – class will continue | Check-up | | Online Discussion |
| | Completing Pre/Post | | Online Discussion |
| | Case Study | | Online Discussion |
| | Log | | Online Discussion |
| | ALL materials due by this date | | |
| | Apply to TEA for cert. | Verified by instructor & SFASU Cert Officer | |

Each student will also work individually with the faculty (University Supervisor) to identify onsite visitation times based on individual available schedules. Initial contact will be made with you within the first 6 weeks of your job assignment, and monthly contact is required (email, phone, in class and/or on-site). We will be meeting regularly, and a schedule will be provided that covers the full school year beyond this semester. You will need to submit an information sheet about yourself, your district, your contact information, and your student caseload as soon as possible (see D2L page). Remember, I will be visiting your job site at least twice in your initial semester, and at least once in the semester that follows.

In this section, regularly scheduled online discussion times are noted. Students’ attendance is required and the instructor of record will be the one who hosts these meetings.
VI. Required Materials

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system (____@jacks.sfasu.edu) within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call 936-468-1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call 936-468-7050 or email livetext@sfasu.edu. Failure to activate this account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Resources: This text is provided if you do not already own a copy Olmstead, J. E. (2005). Itinerant teaching: tricks of the trade for teachers of students with visual impairments (2nd ed.), AFB Press. New York, NY.

VII. Course Evaluations:

You will be given an opportunity to participate in a formal evaluation at the end of the semester. This is required, as your tuition is paid by a grant. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. We do receive a list of students who have not submitted an evaluation. 100% participation is needed in the evaluation process.

Evaluation data is used for a variety of purposes, including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

I encourage you to contact me during my office hours or otherwise in order to discuss your thoughts about this course or ways to improve it. I am dedicated to providing you all with a high-quality learning experience that is supportive as well as instructive. Do not wait until the evaluation is due… let me know immediately if you need assistance or clarification on anything, or if you have concerns, so we can work together to resolve the issue or get you what you need.

Although I will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to me (the instructor) until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS CLASS: Students are expected to attend all meetings. Students may receive excused absences for illness and family emergencies but must present written documentation for such absence (i.e. doctor’s note, emergency room admissions, funeral notices). It is especially important that on-site visits be kept. PLEASE communicate with your on-site supervisor as early as possible in the event any problems or potential problems arise.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

The below is specific to new teachers in TEXAS, and may or may not apply to your current situation. It is a required part of this syllabus.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Caveat: The above schedule and procedures in this course are subject to change due to circumstances.

SEE APPENDICIES BELOW:

Practicum Contract
Stephen F. Austin State University
Teacher of Students with Visual Impairments -|
Practicum Contract

ACTIVITIES TO BE COMPLETED: Please mark year and semester completed in the blank before each assignment and upload to the D2L page for the course.

__________ TTESS goal setting and review (Texas students only) 2 required if completed in one semester, 3 required if practicum is two semesters, and one additional for any other semesters that are completed

__________ Onsite observation documentation (2 initial semester of placement and 1 each following semester). You must have a lesson plan for at least one student per visit.

__________ Functional Vision Evaluation/Learning Media Assessment/ ECC report***

__________ IEP or IFSP goals and objectives based on and linked to FVE/LMA/ECC report***

__________ Complete VI ARD or IFSP Supplements and Consent Forms

__________ Log of student contacts (175 total hours - minimum) ***

__________ Record of Monthly Reflections (Journal – monthly reflections for entirety of practicum)

__________ Case study***

__________ VI Specific ECC Assessment report or scale documentation (documents used) ***

__________ IEP or IFSP goals & objectives and lesson plan based on VI Specific ECC Assessment *

__________ Impact on Student Learning - Pre-and Post-Appraisal of Student Learning in Selected and Assessed ECC Area***

__________ Post Philosophy Statement***

__________ Submission of all designated assignments to LiveText

*** - these items will be loaded into LiveText

I agree that these assignments will be completed by specified dates unless I receive approval for later submission by the University Supervisor.

Practicum Student

______________________________________________________________
Date

University Supervisor

______________________________________________________________
Date
T-TESS Goal Setting and Professionals Development

1. Professional Demeanor and Ethics
2. Goal Setting
3. Professional Development
4. School Community Involvement

Part I: Data Analysis and Goal Setting

Note: This section must be provided to the appraiser within six weeks from the day of completion of the orientation (teachers new to T-TESS) or within six weeks from the first day of instruction (teachers previously appraised with T-TESS)

1. Identify the data and processes used to assess students’ academic and developmental needs:

   - Texas Academic Performance Report (TAPR)
   - State student assessment data
   - Curriculum-correlated assessment data
   - Diagnostic assessment data and/or observations
   - Teacher-designed assessments
   - Other standardized assessment results
   - Cumulative student performance/classroom data
   - Other:
2. Identify the data and processes used to assess your professional growth areas:

- State student assessment data
- Formal evaluation results
- Walk-through feedback
- Supervisor, colleague and/or peer feedback
- Analysis of instructional planning and delivery practices and expertise
- Analysis of content knowledge and expertise
- Analysis of the learning environment practices and expertise
- Analysis of data-driven practices and expertise
- Other:

---

### Professional Goals:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Dimension</th>
<th>Actions</th>
<th>Targeted Completion Date</th>
<th>Evidence of Goal Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What do you want to achieve?)</td>
<td>(What is/are the correlating dimension(s)?)</td>
<td>(How will you accomplish the goal?)</td>
<td>(When do you anticipate your goal will be met?)</td>
<td>(How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</td>
</tr>
<tr>
<td>Goal 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension(s):</td>
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<td></td>
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<tr>
<td>Goal 2:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Dimension(s):</td>
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<tr>
<td>Goal 3:</td>
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<tr>
<td>Dimension(s):</td>
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<tr>
<td>Goal 4:</td>
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</tbody>
</table>
### Part II: Goal Reflection

_(See Goals in Part I.) This section is completed prior to the end-of-year conference._

#### Goal 1

- a. Identify the evidence of goal attainment/progress including the impact on student achievement.
- b. Identify the professional development participation connections for this goal.
- c. Describe how you used this goal and the professional development above to impact instruction and student achievement.
- d. What, if anything, would you have done differently? How will you extend this goal/learning?

#### Goal 2

- a. Identify the evidence of goal attainment/progress, including the impact on student achievement.
- b. Identify the professional development participation connections for this goal.
- c. Describe how you used this goal and the professional development above to impact instruction and student achievement.
- d. What, if anything, would you have done differently? How will you extend this goal/learning?

#### Goal Setting and Professional Development Cycle of Continuous Improvement:

*Be prepared to discuss target areas for continued professional growth and new goals for next year, along with your professional development plan to support these new goals. In order to organize your thoughts, you may use the area below.*

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What do you want to achieve?)</td>
<td>(How will you accomplish the goal?)</td>
</tr>
<tr>
<td><strong>Dimension</strong></td>
<td></td>
</tr>
<tr>
<td>(What is/are the correlating dimension(s)?)</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 1:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dimension(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dimension(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**End-of-Year Conference Date _________________**

**Appraiser’s Signature**

**Teacher’s Signature**
### 1. FVE/LMA

**Lesson Plans and Routine Development**

Candidates Name: __________________________________________ SID: __________________________________________

Faculty Responsible for Collection: ______________________________________________________________

Date: __________________________________________

<table>
<thead>
<tr>
<th>CEC Standard</th>
<th>Unacceptable (Score 1)</th>
<th>Marginal (Score 2)</th>
<th>Proficient (Score 3)</th>
<th>Exemplary (Score 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC 2,3</td>
<td>FVE/LMA report includes little to no information about the background and/or characteristics of the learner. The life-long impact of the visual impairment is not explored</td>
<td>FVE/LMA report includes some information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
<td>FVE/LMA report includes significant information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
<td>FVE/LMA report includes extensively detailed information about the background and characteristics of the learner and his/her learning</td>
</tr>
<tr>
<td><strong>Legal Rights and Responsibilities</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CEC 1, 9</td>
<td>FVE/LMA report fails to meet the legal requirements in one or more area. The rights of the individual are not supported, or the report is unprofessional</td>
<td>FVE/LMA report meets the minimum legal requirements. The rights of the individual are indirectly addressed</td>
<td>FVE/LMA report is well written, meets all legal requirements, and addresses the rights of the individual with the visual impairment</td>
<td>FVE/LMA report is professionally written, meets all legal requirements, and clearly addresses the rights of the individual with the visual impairment</td>
</tr>
<tr>
<td><strong>Impact on development and learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC 2, 3</td>
<td>Candidate fails to explore the impact of the visual impairment and/or additional disabilities on the learner and the impact of the visual impairment on learning</td>
<td>Candidate minimally explores the impact of the visual impairment and/or additional disabilities on the learner</td>
<td>Candidate explores the impact of the visual impairment and/or additional disabilities on the learning and</td>
<td>Candidate extensively explores the impact of the visual impairment and/or additional disabilities on the learning and</td>
</tr>
<tr>
<td>Recommendations</td>
<td>CEC 7, 8</td>
<td>The candidate fails to make recommendations or fails to link recommendations to the findings of the FVE.</td>
<td>The candidate makes a minimal number of recommendations that can be linked to the findings of the FVE.</td>
<td>The candidate makes several recommendations that can be clearly linked to the findings of the FVE.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Collaboration</td>
<td>CEC 10</td>
<td>The FVE/LMA report provides little or no evidence of collaboration. Input from other stakeholders is ignored or not accessed.</td>
<td>The FVE/LMA report indicates some collaborative effort, some input from other stakeholders is used in making decisions and recommendations.</td>
<td>The FVE/LMA report indicates collaborative effort that has led to stakeholder’s input to be used in making decisions and recommendations.</td>
</tr>
<tr>
<td>Usefulness</td>
<td>CEC 8, 10</td>
<td>The FVE/LMA report fails to provide results in a manner that is useful to parents or educators. The report is poorly written and difficult to share with others.</td>
<td>The FVE/LMA report provide results in a manner that could be useful to parents or educators. The report is adequately written but contains jargon.</td>
<td>The FVE/LMA report is easy to use for parents or educators. The report is well written and explains terms in an understandable way.</td>
</tr>
<tr>
<td>Reflection</td>
<td>CEC 9</td>
<td>Candidate fails to include a self-evaluation or includes one that is not reflective and/or poorly written.</td>
<td>Candidate includes a self-evaluation piece that is only marginally reflective or is poorly written.</td>
<td>Candidate includes a reflective self-evaluation that is communicated with minimal errors.</td>
</tr>
<tr>
<td>Evaluation and Placement</td>
<td>CEC 1, 7</td>
<td>Educational implications related to eligibility, programming and placement are not addressed.</td>
<td>Educational implications related to eligibility, programming and placement are adequately addressed.</td>
<td>A variety of educational implications related to eligibility, programming and placement are addressed.</td>
</tr>
</tbody>
</table>
2. Impact on Student Learning
Pre and Post Appraisal of Student Learning in Selected Assessed Areas of the Expanded Core Curriculum (ECC) Project Rubric - CEC Standards 7, 8, 9, 10

<table>
<thead>
<tr>
<th>Standards</th>
<th>Target (Exemplary) (3 points)</th>
<th>Acceptable (Proficient) (2 points)</th>
<th>Unacceptable (Developing) (1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence, implement, and evaluate, learning objectives of the ECC. B&amp;VIS72</td>
<td>Candidate identifies and selects primary ECC areas to address, plans for instruction, and develops detailed learning objectives to meet students’ specific needs</td>
<td>Candidate selects appropriate ECC areas to address and develops adequate learning objectives to meet students’ specific needs</td>
<td>Candidate fails to select appropriate ECC areas to address and/or fails to develop adequate learning objectives to meet students’ specific needs</td>
</tr>
<tr>
<td>Use of functional assessments. ICC7S4</td>
<td>Candidate uses a variety of functional assessments to develop intervention plans.</td>
<td>Candidate uses functional assessment to develop intervention plans.</td>
<td>Candidate does not use functional assessment to develop intervention plans.</td>
</tr>
<tr>
<td>Prepares lesson plans. ICC7S10</td>
<td>Candidate prepares comprehensive lesson plans based on ECC assessment data.</td>
<td>Candidate prepares adequate lesson plans based on ECC assessment data.</td>
<td>Candidate does not adequately prepare lesson plans based on assessment of ECC areas.</td>
</tr>
<tr>
<td>Modifies instructional practices in response to ongoing assessment data. ICC7S15</td>
<td>Candidate evaluates and modifies instructional practices in response to a variety of ongoing assessment data.</td>
<td>Candidate evaluates and modifies instructional practices in response to ongoing assessment data primarily from observation.</td>
<td>Candidate does not evaluate and/or modify instructional practices or does not use ongoing assessment data.</td>
</tr>
<tr>
<td>8: Assessment</td>
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</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Use specialized ECC assessment tools to determine need areas in pre assessment. B&amp;VI8S1</td>
<td>The candidate appropriately selects and uses ECC evaluation tools to identify specific areas of need for individual students.</td>
<td>The candidate selects and uses ECC evaluation tools to identify general areas of need for individual students.</td>
<td></td>
</tr>
<tr>
<td>Use functional evaluations related to the ECC. B&amp;VI8S2</td>
<td>Candidate effectively uses functional evaluations of ECC skills to develop and plans/interventions to enhance the unique abilities and address the needs of individual students with visual impairments</td>
<td>Candidate uses functional evaluations of ECC skills to develop basic plans/interventions to address the needs and abilities of individual students with visual impairments.</td>
<td></td>
</tr>
<tr>
<td>Post-assess to evaluate progress. ICC8S8</td>
<td>Candidate uses a range of assessment tools and techniques to accurately detail and post-assess the impact of ECC instruction of student(s) to determine impact</td>
<td>Candidate does not adequately post-assess assess the impact of ECC instruction of student(s) to determine impact</td>
<td></td>
</tr>
<tr>
<td>Report assessment results. ICC8S7</td>
<td>Candidate reports results to all stakeholders highlighting the importance of the ECC and using effective communication skills.</td>
<td>Candidate does not report results to stakeholders using effective communication skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9: Professional Ethical Practice</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect upon one’s practice. ICC9S9, ICC9S11</td>
<td>Candidate reflects on his/her practice to improve instruction in the addressed areas of the ECC and can articulate the changes that will be made in the future.</td>
<td>Candidate does not adequately reflect on his/her practice to improve instruction in the ECC.</td>
</tr>
<tr>
<td>Demonstrate commitment to engage in evidence-based</td>
<td>Candidate reflects on his/her commitment to ECC instruction and offers evidence of the</td>
<td>Candidate does not reflect on his/her ECC instruction and offers little to no instruction.</td>
</tr>
<tr>
<td>10: Collaboration</td>
<td>Candidate effectively communicates ECC areas, individual ECC learning needs of the student, and details interventions and outcomes of instruction to family members</td>
<td>Candidate communicates individual ECC learning need and plans of the student to family members</td>
</tr>
<tr>
<td>Communicates learning needs to educators. ICC10S9</td>
<td>Candidate effectively communicates ECC areas, individual ECC learning needs of the student, and details interventions and outcomes of instruction to education personnel</td>
<td>Candidate communicates individual ECC learning need and plans of the student to education personnel</td>
</tr>
<tr>
<td>Supervise and structure activities of others who work with individuals with visual impairments. B&amp;VI0S1</td>
<td>Candidate evaluates the ability to share ECC instructional activities with others and develops a detailed plan to monitor and/or train others to facilitate role release of ECC skill training</td>
<td>Candidate develops a plan to monitor and/or train others to facilitate role release of ECC skill training</td>
</tr>
</tbody>
</table>

Minimum score of acceptable in each element required
### 3. Case Study Rubric

**CEC Standards 1, 2, 3, 7, 9, 10**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Target (Exemplary) (3 points)</th>
<th>Acceptable (Proficient) (2 points)</th>
<th>Unacceptable (Developing) (1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation of Family and Culture</td>
<td>Information gathering techniques are varied. Candidate investigates effectively and shows complete results that are linked to data collected. Candidate has collected rich data and done investigation beyond that required in assignment. Candidate includes all original data and forms.</td>
<td>Information gathering techniques meet minimum requirements. Candidate investigates and shows results that can be linked to data collected. Candidate includes all original data and forms.</td>
<td>Too few Information gathering techniques are used, and the data collected lacks the depth needed for the assignment. Results are generally accurate but contain mistakes or are incomplete. Some forms or data may be missing or incomplete.</td>
</tr>
<tr>
<td>Cultural Awareness and the Impact on learning</td>
<td>Narrative clearly and accurately describes the components of the culture(s) of the student and the family; strong evidence of understanding of the impact of the prevalent culture on learning is present; objective analysis of data presented, and strong relevant</td>
<td>Narrative accurately describes the components of the culture(s) of the student and the family; general understanding of the impact of the prevalent culture on learning is present; objective analysis of some of the data presented; examples cited from case study data</td>
<td>Narrative has errors of analysis related to components of the culture(s) of the student and the family; little to no understanding of the impact of the prevalent culture on learning is present; narrative not backed up by evidence from case study</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Evidence Provided</td>
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</tr>
<tr>
<td>Culture and Impairment</td>
<td>Student’s background and history are referenced with strong insights into cultural and experiential differences; the cultural perception of visual impairment and disability is clearly addressed; clear evidence of research into cultural differences that influence development; educational opportunities associated with culture and impairment are examined and understood</td>
<td>Examples provided from case study data</td>
<td></td>
</tr>
<tr>
<td>Impact of Culture and Impairment on Learning Characteristics</td>
<td>Candidate displays a strong understanding of impact of both culture and visual impairment on the learning characteristics and differences in students</td>
<td>Student’s background and history are referenced with some insights into cultural or experiential differences. The cultural perception of visual impairment and disability is considered; Some research of cultural differences on development; educational opportunities associated with culture and impairment are examined</td>
<td></td>
</tr>
<tr>
<td>Importance of Cultural Awareness</td>
<td>Candidate reports results to all stakeholders highlighting the importance of cultural awareness and diversity and uses effective communication skills to mediate any challenges.</td>
<td>Little evidence of understanding student’s cultural and experiential background; lack of insight into influence of culture on development; Combined impact of visual impairment and culture are not addressed; poor recognition of impact of culture and visual impairment on learning and on student success in classroom</td>
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Impact of Culture and Impairment on Learning Characteristics

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</tr>
<tr>
<td>Reflection</td>
<td>Candidate reflects on his/her practice and cultural awareness to improve instruction to students from diverse backgrounds and clearly articulates planned changes that will be made in the future.</td>
<td>Candidate reflects on his/her practice and cultural awareness to related to students from diverse backgrounds; Candidate identifies opportunities to improve service and awareness</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate effectively communicates awareness and respect for cultural differences that may impact learning; learning needs of the student, related to culture are used to detail interventions and to plan instruction</td>
<td>Candidate communicates awareness of cultural differences; learning needs of the student, related to culture are part of interventions and instructional plans</td>
</tr>
<tr>
<td>Collaboration and Planning</td>
<td>Candidate effectively communicates and collaborates with families from diverse backgrounds to develop and environment of trust and cooperation in educational planning</td>
<td>Candidate communicates individual ECC learning need and plans of the student to education personnel</td>
</tr>
</tbody>
</table>

Minimum score of acceptable in each element required
### 4. Post Philosophy Rubric

*Educational Post-Philosophy Evaluation Rubric*

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Inadequate Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understands the Role of the Teacher of the Visually Impaired (TVI)</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Student strongly demonstrates dispositions which reflect an understanding of the daily duties and ethical responsibilities of the TVI. Content reflects strong affinity to the Unit’s values of academic excellence, life-long learning, collaboration, openness, integrity, and service.</td>
<td></td>
<td></td>
<td></td>
<td>Information was not presented.</td>
</tr>
<tr>
<td>Student demonstrates commitment to serve others. Content reflects some affinity to the unit’s values of academic excellence, life-long learning, collaboration, openness, integrity, and service. Student reflects some understanding of the roles and responsibilities of the TVI, but these understandings may be slightly unrealistic or exaggerated.</td>
<td></td>
<td></td>
<td></td>
<td>Information was not presented.</td>
</tr>
<tr>
<td>Student shows insufficient commitment to or understanding of the profession. The values of the Unit are minimally addressed or absent in the paper.</td>
<td></td>
<td></td>
<td></td>
<td>Information was not presented.</td>
</tr>
<tr>
<td><strong>Quality of Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student strongly demonstrates dispositions which reflect commitment to children, families and schools</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student’s response demonstrates some enthusiasm regarding pursuing a TVI certification. He or she may be overly motivated about “not being tied down to a classroom.”</td>
<td></td>
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</tr>
<tr>
<td>Student’s response demonstrates little or no reflective analysis or commitment to the profession.</td>
<td></td>
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<tr>
<td>Student demonstrated no evidence of attempting to reflect or write</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td>Student demonstrates excellent communication skills. Their work is highly organized and logical with well-constructed sentences and paragraphs. Presentation, formatting, and design show professionalism.</td>
<td>Student demonstrates good communication skills. The work shows organization and logic. Sentences and paragraphs are functional. Presentation, formatting, and design are casual or informal in nature.</td>
<td>Student demonstrates poor communication skills. Information is poorly written, disorganized and/or too brief. There are critical mistakes in presentation, formatting, and/or design.</td>
<td>Student did not attempt to format correctly. Composition is unprofessional, inappropriate, or reflects the inability to effectively communicate in a written format.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Grammatical and Spelling Errors</td>
<td>Student had no grammatical and spelling errors.</td>
<td>Student had no more than three grammatical and spelling errors.</td>
<td>Student had no more than five grammatical and spelling errors</td>
<td>Student had more than 5 grammatical and spelling errors</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

5. CEC/PRACTICUM EVALUATION SCORING RUBRIC

<table>
<thead>
<tr>
<th>NCATE/CEC Program Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs for the Preparation of Special Education Teachers</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Instructional Strategies</td>
<td>3 2 1 N/A</td>
</tr>
<tr>
<td>Possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with a visual impairment.</td>
<td></td>
</tr>
<tr>
<td>Select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula (including the expanded core curriculum) and to appropriately modify learning environments for individuals with a visual impairment.</td>
<td></td>
</tr>
<tr>
<td>Enhance the learning of critical thinking, problem solving, and performance skills of individuals with a visual impairment, and increase</td>
<td></td>
</tr>
</tbody>
</table>
their self-awareness, self-management, self-control, self-reliance, and self-esteem.

Emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

**Standard 5: Learning Environments and Social Interactions**

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively create learning environments for individuals with a visual impairment that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individual with a visual impairment</td>
<td></td>
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</tr>
<tr>
<td>Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world</td>
<td></td>
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</tr>
<tr>
<td>Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with a visual impairment.</td>
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</tr>
<tr>
<td>Help their general education colleagues integrate individuals with a visual impairment in regular environments and engage them in meaningful learning activates and interactions.</td>
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</tr>
<tr>
<td>Use direct motivational and instructional interventions with expectations.</td>
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</tr>
<tr>
<td>Use direct motivational and instructional interventions with individuals with a visual impairment to teach them to respond effectively to current expectations.</td>
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<td></td>
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</tr>
<tr>
<td>Can safely intervene with individuals with a visual impairment in crisis when necessary.</td>
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</tbody>
</table>

**Standard 6: Language**

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<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use individualized strategies to enhance language development and teach communication skills to individuals with a visual impairment including the use technology and visual/tactual adaptations</td>
<td></td>
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</tr>
<tr>
<td>Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.</td>
<td></td>
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</tr>
</tbody>
</table>
Match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Provide effective language models, and use communication strategies and resources to facilitate understanding of subject matter for individuals with a visual impairment whose primary media may be different and whose primary language is not English.

### Standard 7: Instructional Planning

**NOTE** Individualized decision-making and instruction is at the center of special education practice.

<p>| | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
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</table>

Develop long-range individualized instructional plans anchored in both general and special curricula.

Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.

Has an understanding of these factors as well as the implications of an individual's exceptional condition, guides the selection, adaptation, and creation of materials, and the use of powerful instructional variables.

Plans are modified based on ongoing analysis of the individual's learning progress.

Facilitate this instructional exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Develop a variety of individualize transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

Comfortable using appropriate technologies to support instructional planning and the individualize instructions.

### Standard 8: Assessment

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<tr>
<td>3</td>
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<td>1</td>
<td>N/A</td>
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Use the results of assessments to help identify exceptional learning needs and to develop and implement individualize instructional programs, as well as to adjust instruction in response to ongoing learning progress.
Understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with a visual impairment, including those from culturally and linguistically diverse backgrounds.

Understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessments results.

Understand the appropriate use and limitations of various types of assessments.

Collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with a visual impairment.

Use assessment information to identify supports and adaptations required for individuals with a visual impairment to access the general curriculum and to participate in school, system, and statewide assessment programs.

Regularly monitor the progress of individuals with a visual impairment in general and special curricula.

Use appropriate technologies to support their assessments.

<table>
<thead>
<tr>
<th>Standard 9: Professional and Ethical Practice</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are guided by the professions ethical and professional practice standards.</td>
<td></td>
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</tr>
<tr>
<td>Practice in multiple roles and complex situations across wide age and developmental ranges.</td>
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<tr>
<td>Practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</td>
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<tr>
<td>Engage in professional activates and participate in learning communities that benefit individuals with a visual impairment, their families, colleagues, and their own professional growth.</td>
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<tr>
<td>View themselves as lifelong learners and regularly reflect on and adjust their practice.</td>
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</tbody>
</table>
Understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with a visual impairment and their families.

Actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

Know their own limits of practice and practice within them.

<table>
<thead>
<tr>
<th>Standard 10: Collaboration</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. <strong>NOTE</strong> This collaboration assures that the needs of individuals with a visual impairment are addressed throughout schooling.</td>
<td></td>
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<td>Embrace their special role as advocate for individuals with a visual impairment.</td>
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<tr>
<td>Promote and advocate the learning and well being of individuals with a visual impairment across a wide range of settings and a range of different learning experiences.</td>
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<td>Are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with a visual impairment.</td>
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<tr>
<td>Use collaboration to facilitate the successful transitions of individuals with a visual impairment across settings and services.</td>
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</table>
6. Practicum Reporting Form (General)
7. **Student Summary (needed for students seen during on-site visits)**

Student: _______________________ Age: ___________________

Grade: _______________

Visual Acuity: __________________ Visual Fields: __________________

Visual Diagnosis: ________________________________________
Additional impairments: ________________________________________________________________

Primary Educational Setting: __________________________________________________________

Amount of current VI service: _________________________________________________________

Amount of current O&M service: _______________________________________________________

Vision Related IEP Objectives: _________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Questions, comments, and observations: _______________________________________________
_________________________________________________________________________________
<table>
<thead>
<tr>
<th>Course #</th>
<th>Section #</th>
<th>Semester</th>
<th>Year</th>
<th>Date of Activity (MM/DD/YY)</th>
<th>Description of Activity</th>
<th># of hours (8 hs max per)</th>
</tr>
</thead>
<tbody>
<tr>
<td>510</td>
<td></td>
<td>Fall</td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>517</td>
<td></td>
<td>Summer</td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>515</td>
<td></td>
<td>Fall</td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>512</td>
<td></td>
<td>Fall</td>
<td>2016</td>
<td></td>
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<td></td>
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<tr>
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<tr>
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<td></td>
<td>Spring</td>
<td>2016</td>
<td></td>
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</tr>
<tr>
<td>535</td>
<td></td>
<td>Fall/Spring</td>
<td>2016</td>
<td></td>
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</tbody>
</table>

**TOTAL:**

| Course requires 40 hours | 40 hours |
| Course requires 40 hours | 40 hours |
| Course requires 15 hours | 15 hours |
| Course requires 175 hours | 175 hours |

The program requires a TOTAL OF 300 hours

<table>
<thead>
<tr>
<th>504</th>
<th>ND</th>
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