James I. Perkins College of Education
Visual Impairment Preparation Program
Practicum in Visual Impairment
SPE 5158.907
1-2 Credit Hours
Spring 2024

Instructor: Michael Munro, Ph. D., TSVI
Email: Michael.munro@sfasu.edu
Office Hours: by appointment

Course Dates & Meeting times:
Wednesdays 7-8 pm central, via Zoom
1/24, 1/31, 2/7, 2/14, 2/21, 2/28, 3/6, 3/20, 3/27, 4/3, 4/10, 4/17, 4/24, 5/1

Credits: 1-2 credit hours. May be taken concurrently in the same semester. Three credit hours required for certification (180 student contact hours)

Prerequisites: Admission to the SFASU Graduate School; successful completion of both SPED 5316 (Function and Anatomy of the Visual System) and SPED 5317 (Communication Skills for Visual Impairment); assignment as a Teacher of Students with Visual Impairment (hired on Emergency Permit or probationary certification) and serving as the teacher of record for students with visual impairment; and/or serving as a student teacher/intern alongside of and in coordination with a certified Teacher of Students with Visual Impairment.

I. Course Description:

Practicum in Special Education: Visual Impairment. The practicum experience enables the candidate to apply academic learning experiences and to integrate the academic and practical aspects of his/her preparation program. Permission of advisor is required.

Credit Hour Explanation: 1 credit hour. May be taken concurrently for up to 3 total credit hours over one semester or split into two or three semesters depending on caseload and individual candidate practicum placement opportunities. Enrollment and successful completion in a minimum of three (3) credit hours of practicum is required for certification (180 total direct service hours with students with visual impairment + 170 other hours related to the field of visual impairment = 350 total practicum hours to be acquired across the entirety of the 3 course hours of practicum experience). Enrollment in one credit hour requires candidate’s completion of a minimum of 60 direct service delivery hours with students with visual impairments at the candidate’s practicum worksite per credit hour; weekly, 1-hour ZOOM meeting for small group instruction and lecture related to practicum assignments over the 15-week SFA semester; and various assignments related to students with visual impairments on the candidate’s practicum caseload, including lesson planning and implementation, collaboration with students’ team members, and other duties as assigned related to CEC and TEA standards for Teachers of Students with Visual Impairments.

1. Faculty contact
   1. Zoom meetings—1 hr/wk for 15 wks = 15 hrs/15 wk semester
   2. Module interaction—2 hrs/wk for 15 wks = 30 hrs/15 wk semester
   3. TOTAL faculty contact = 15 hrs + 30 hrs = 45 hrs/15 wk semester

2. Outside-of-class work
   1. Out-of-class academic preparation—4 hrs/wk for 15 wks = 60 hrs/15 wk semester per credit hour (1 credit hour = 60 hrs/15 wk semester; 2 credit hours = 120 hrs/15 wk semester; 3 credit hours = 180 hrs/15 wk semester)
   2. TOTAL outside-of-class work = 60 hrs/15 wk semester per credit hour

GRAND TOTAL: 1 credit hour = 45 hrs + 60 hrs = 105 hrs/15 wk semester
2 credit hours = 45 hrs + 120 hrs = 165 hrs/15 wk semester
3 credit hours = 45 hrs + 180 hrs = 225 hrs/15 wk semester
COLLABORATION WITH PROGRAM FACULTY IS ESSENTIAL TO MAKE THE APPROPRIATE PLAN TO MEET YOUR NEEDS.

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

COURSE JUSTIFICATION:
SPED 5158- Practicum in Special Education: Visual Impairment (1 credit; repeatable for up to 3 credits) is required for TSVI candidates who are not yet certified but hired on Emergency Permit or probationary certification (or working as a true student teacher/intern) and providing services to students with visual impairments. Three credit hours of practicum are required for completion of the training program. Candidates receive instruction as well as support in working with students with visual impairments as established in the goals and guidelines for the course. Typically, each semester requires a one-hour meeting held synchronously over the ZOOM meeting platform every week for the 15 weeks of the semester. The course requires the completion of several assignments that document the assessment, evaluation, and teaching of students on their caseloads. As part of this course, TSVI candidates will receive feedback for no less than three (3) lesson observations—scheduled directly with the University Supervisor/course instructor—during the practicum. These observations must be at least 45 minutes in length (or combination of lessons that equal 45 minutes per observation date scheduled). Candidates should provide the University Supervisor/course instructor with a lesson plan and description of the student(s) with visual impairments who will be observed during the observed lesson(s). Candidates will receive a feedback from the observation tool used (RIDE for TSVIs) after the observation and during the post-conference between the candidate and the Uni Supervisor. Candidates should plan for this one-on-one post-conference time about their teaching within a week after the observation date. The completion of the case study, post philosophy statement, functional vision evaluation/learning media assessment/ECC report, lesson plans, pre- and post-assessment of an ECC area for one student, and logging of contact hours are all required over the course of the practicum. In addition to the weekly ZOOM meetings, the practicum assignments and engagement with the course material average a minimum of 4 hours of outside-of-class prep work and direct service with students with visual impairment per week FOR EACH CREDIT HOUR. A minimum of sixty hours of direct service with students who are blind or visually impaired must be documented for each credit hour of practicum.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments and assessments are located on the PCOE website.

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 Nuventive 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 CAEP, specifically:

<table>
<thead>
<tr>
<th>CEC Standards &amp; Outcomes for Special Education and Visual Impairment</th>
<th>TEA Visual Impairment and Braille Competencies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completion of this course, students will have addressed the standards listed below.</strong>&lt;br&gt;<strong>Upon completion of this course, student:</strong></td>
<td><strong>Upon completion of this course, students will have addressed the competencies listed below.</strong></td>
<td><strong>Instruments such as rubrics, specific written criteria, or standards will measure student learning outcomes</strong></td>
</tr>
</tbody>
</table>
| Complies with all school, agency, and university policies, operating procedures and legal requirements (both state and federal regulations). | BVI.1.K2: Most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 22.  
BVI.1.K3: Terminology related to diseases and disorders of the human visual system, including cerebral/cortical visual impairment.  
BVI.3.K1: Relationship of individualized assessment, intervention planning/implementation, development of individualized education programs/individualized family service plans, progress monitoring, and placement specific to | 2.1k state and federal laws relating to the evaluation of students with visual impairments, including those with additional disabilities;  
2.2k legal guidelines and other key issues related to the evaluation of students with visual impairments (e.g., nondiscriminatory evaluation; early childhood evaluation; eligibility requirements for receiving vision services and orientation and mobility training; legal definitions of terms such as functionally blind and visual impairment; the significance of gender, home language, socioeconomic diversity, and cultural diversity);  
2.12k legal requirements and the role of the teacher of | Practicum Reporting Form (SFA/PCOE form) |
unique needs of visual impairment.

BVI.6.K6: Current knowledge of laws that impact and protect individuals with visual impairments.

BVI.7.S1: Collaborate with educational team and families on service delivery issues unique to visual impairment.

ICSI.6.K3: Relationship of special education to the organization and function of educational agencies.

ICSI.6.S4: Conduct professional activities in compliance with applicable laws and policies.

students with visual impairments in the development of IEPs and IFSPs.

6.1k historical foundations for the education of students with visual impairments;

6.2k Texas laws and rules designed to ensure a free and appropriate public education for students with visual impairments, including those with additional disabilities;

6.3k federal laws and regulations related to the educational rights of all students with disabilities (e.g., the Americans with Disabilities Act, the Individuals with Disabilities Education Act [IDEA], Sections 504 and 508) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials such as the American Printing House for the Blind Quota Funds);

6.4k ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development);

6.5k the process for accessing specialized instructional materials available through the American Printing House for the Blind Quota Funds and state-adopted textbooks available from the Texas Education Agency;
6.6k the functions of agencies, consumer organizations, and initiatives that promote nationwide standards of excellence for the provision of services to students with visual impairments; and

6.7k the functions of professional organizations, publications, and activities relevant to ongoing practice and professional development in the field of visual impairment

6.1s apply knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with the educational programming, materials, and services they need to achieve to their full potential.

6.2s apply knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality, and least restrictive environment;

6.3s apply knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options); and

6.4s reflect on one’s practice and develop a personal plan to enhance professional knowledge and skills related to education of students with visual impairments, including those with additional disabilities.
| BVI.1.S2: | Select and develop assessment and teaching strategies, accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics. |
| BVI.1.S3: | Use nonvisual/alternate strategies to promote attachment, early communication/literacy, orientation and mobility, and independent to address the effects of visual impairment on families and the reciprocal impact on individual's self-esteem. |
| BVI.3.S6: | Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and expanded core curriculum across settings. |
| ICSI.1.K5: | Cultural perspectives influencing the relationships among families, schools and communities as related to instruction. |
| ICSI.1.K6: | Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling. |
| ICSI.1.K7: | Characteristics and effects of the cultural and environmental milieu of the individual |
| 3.1k | factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments; |
| 3.2k | strategies for creating a positive, productive learning environment that fosters student achievement; |
| 3.3k | instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary); |
| 3.4k | techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments; |
| 3.5k | the roles of paraprofessionals in providing educational support to students |
| 3.6k | resources available for individuals with visual impairments, including deafblindness and those with additional disabilities (e.g., APH materials, textbooks, agencies); and |
| 3.7k | ways to adapt instruction to meet the learning needs of students with visual impairments, including those with additional disabilities. |
| 3.1s | develop management strategies for meeting students' needs effectively |

Lesson Plans, ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions
with exceptional learning needs and the family.
ICSI.1.K10: Effects an exceptional condition(s) can have on an individual's life.
ICSI.1.K11: Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
ICSI.1.K12: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

and efficiently in the context of various service delivery models and systems;

3.2s organize learning environments to facilitate students' acquisition of concepts and skills in both the general education and expanded core curriculum;

3.3s apply organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers);

3.4s collaborate with members of the educational team to implement organizational strategies to meet students' needs;

3.5s use visual, tactual, auditory, and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts;

3.6s modify or adapt instructional materials for students with visual impairments, and help teachers and students use these materials productively;

3.7s create, obtain, organize, and use special materials to meet students' individual learning needs;

3.8s select and use appropriate adaptive equipment and assistive technologies to enhance instruction and facilitate student learning;
| Selects learner-centered and developmentally appropriate instructional content and strategies within the core curriculum and expanded core curriculum. | BVI.3.S6: Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and expanded core curriculum across settings. BVI.3.S7: Identify and adapt general education and visual impairment specific curricula for instruction of literacy, other academic areas, and the expanded core curriculum. BVI.5.K2: Importance of creating positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments. BVI.5.K3: Knowledge of evidence-based practices for teaching students with visual impairments. | 3.9s work collaboratively with the educational team to implement adaptations designed to compensate for visual impairments; 3.10s help students learn how to organize their own work space, manage materials, and gain access to needed resources; and 3.11s create and structure learning environments that encourage the development of self-advocacy and independence in students with visual impairments, including those with additional disabilities. 4.1k the general education curriculum (i.e., the Texas Essential Knowledge and Skills [TEKS]); 4.2k the expanded core curriculum (i.e., the disability-specific curriculum for students with visual impairments and the compensatory skills needed for students with visual impairments to access the general education curriculum); 4.3k a variety of instructional approaches (e.g., cooperative learning, direct instruction, theme-based instruction, discovery learning) and ways to use these effectively with students who have visual impairments; 4.4k techniques for modifying instructional methods and materials (e.g., braille translation programs, tactile graphics) to promote achievement across the academic curriculum for students with visual impairments, including those | Lesson Plans, ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions |
| BVI.5.S4: Teach varied visual, nonvisual, and multisensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online. | with additional disabilities;  
4.5k strategies for helping classroom teachers implement instructional modifications for students with visual impairments;  
4.6k a variety of effective methods of reading and mathematics instruction;  
4.7k resources for accessing information on and providing instruction in specialty braille codes (e.g., music, foreign language, computer) and formats;  
4.8k strategies for promoting communication and literacy development in students with visual impairments, including those with additional disabilities;  
4.9k adaptive, augmentative, and assistive technologies for fostering students' development of expressive and receptive communication skills;  
4.10k a variety of methods for computation on the Cranmer abacus;  
4.11k instructional materials that facilitate academic achievement in the content areas for students with visual impairments (e.g., tactile graphics, abacus, talking calculator, adapted science equipment);  
4.12k sources of specialized materials for providing instruction for students with visual impairments;  
4.13k alternative methods for students who are blind or who have low vision to achieve conceptual |
| BVI.5.S14 | Teach and reinforce human guide techniques to students with visual impairment, their peers, and others who interact with them. |
| BVI.5.S15 | Orient students to unfamiliar environments. |
| BVI.5.S16 | Reinforce skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility. |
| BVI.5.S17 | Teach independent living and organization skills using alternate and nonvisual strategies. |
| BVI.5.S18 | Teach social communication skills related to appropriate body language, nonverbal communication, and social etiquette. |
| BVI.5.S19 | Teach development and monitoring of relationships and friendships, and knowledge of self, including human sexuality. |
| BVI.5.S20 | Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings. |
| BVI.5.S21 | Teach students to recognize and report behaviors that they may not perceive visually that may threaten their understanding; |

- 4.14k strategies for promoting students’ ability to use their vision effectively in functional contexts, including the development of basic visual skills (e.g., tracking, scanning), the use of environmental adaptations (e.g., adjustments in contrast, size, distance), and the use of low vision devices (e.g., monocular, magnifier);

- 4.15k strategies for developing students’ listening skills, including basic skills (e.g., sound recognition and localization), the use of sound in functional contexts (e.g., to orient themselves in space), and listening comprehension;

- 4.16k strategies for promoting students’ development of tactual and kinesthetic skills (e.g., tactual discrimination, systematic searching and exploration) and their use of smell and taste, as appropriate, to supplement information gained from other senses;

- 4.17k skills and behaviors that students with visual impairments, including those with additional disabilities, need for positive social interaction in a range of cultural contexts and for lifelong participation in personal recreation and leisure activities;

- 4.18k skills and behaviors that students with visual impairments, including those with additional disabilities, need for independent living and employment (e.g., methods for accessing...
| BVI.5.S22 | Teach students their legal rights and responsibilities related to being a citizen with a visual impairment. |
| BVI.5.S23 | Prepare students with progressive visual conditions to transition to alternative skills. |
| BVI.5.S24 | Collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities. |
| BVI.5.S26 | Select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities. |
| ICSI.5.S13 | Use strategies to facilitate integration into various settings. |
| ICSI.5.S14 | Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. |
| ICSI.5.S15 | Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities. |
| ICSI.5.S16 | Use strategies to facilitate maintenance and generalization of skills across learning environments. |
| ICSI.5.S17 | Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem. |
| ICSI.5.S18 | Use strategies that promote successful transitions for individuals with exceptionalities. |

| printed public information, public transportation, entertainment, and community resources; methods for keeping personal records, managing time, and conducting personal banking activities); |

| 4.19k | the role and function of, and the skills taught by, the certified orientation and mobility specialist, and the criteria for referral; |
| 4.20k | methods for teaching and supporting the basic orientation and mobility skills of students with visual impairments (birth through 21), including those with additional disabilities; |
| 4.21k | strategies for familiarizing students with career and vocational options; promoting awareness of their own interests and abilities; providing them with access to visually impaired role models; and helping them understand the education, training, and adaptations required for various jobs and how to obtain relevant services and equipment; |
| 4.22k | strategies for promoting students’ ability to set and work toward realistic personal goals and to manage transitions in their lives; |
| 4.23k | research-based best practices and model educational programs, including career-vocational and transition programs, that are effective for students with visual impairments, including those with additional disabilities; |
| 4.24k | ways to use |
| 4.1s | apply strategies for ensuring that necessary modifications and adaptations are made so that the general education curriculum (i.e., the TEKS) becomes accessible to students with visual impairments; |
| 4.2s | apply strategies for promoting students' development of concepts and skills in the expanded core curriculum for students with visual impairments; |
| 4.3s | sequence skills, implement instruction, and evaluate progress toward disability-related learning objectives in students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs); |
| 4.4s | interpret and use assessment data for instructional planning for students with visual impairments; |
| 4.5s | use a variety of instructional methods, materials, and resources to promote students' expressive and receptive communication skills (e.g., low vision devices, brailled materials, slate and stylus, handwriting and signature writing, listening and compensatory auditory |
skills, keyboarding skills, alternatives to nonverbal communication, electronic notetakers);

4.6s teach braille literacy skills;

4.8s apply knowledge of various methods of reading and mathematics instruction to ensure alignment between direct instruction provided by the teacher of students with visual impairments and instruction in other educational settings;

4.9s use a variety of instructional materials and strategies to make subject matter concepts accessible to students with visual impairments;

4.10s select and use appropriate technologies to achieve instructional objectives for students with visual impairments, and integrate technologies appropriately into the instructional process;

4.11s teach students to use a variety of adaptive, augmentative, and assistive technologies to facilitate their own learning in the content areas;

4.12s teach students with visual impairments to use organization and study skills;

4.13s promote students’ ability to use a variety of cognitive strategies (e.g., logical reasoning, problem solving, critical thinking) to meet their own learning needs;

4.14s apply strategies for helping students with visual impairments develop ways
to express themselves creatively (e.g., through writing, music);

4.15s develop students' ability to make efficient and effective use of all their senses to interpret information about the environment and to guide their actions;

4.16s promote students' awareness of social skills typically learned through visual observation (e.g., facial expressions, body language) and their understanding and use of appropriate behaviors in varied social and interpersonal contexts;

4.17s promote students' understanding of various communicative functions (e.g., requesting, refusing) and contexts (e.g., casual versus formal), and help students make appropriate use of nonverbal behaviors (e.g., maintaining social distance, interpreting and using facial expressions) in daily interactions;

4.18s provide students with learning experiences to develop their understanding of body image and to teach them about human sexuality;

4.19s promote students' competence in performing tasks and functions required for independent daily living, including concept and skill development related to personal hygiene, eating, shopping, housekeeping, and time and money management;

4.20s work with students on basic orientation and mobility skills (e.g., guide
| Establishes an instructional environment that is safe, nurturing, inclusive, and productive. | BVI.2.S1: Identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, 1.7k cognitive, environmental, physical, and social-emotional needs of individuals with visual impairments; 1.11k the educational | Practicum Reporting Form, RIDE for TSVIs from University Supervisor, Case Study |
and active participation in, individual and group activities in general and expanded core curriculum environments.

**BVI.2.S2**: Collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.

**BVI.2.S5**: Facilitate incidental learning experiences to address nonvisual access to physical and virtual environments.

**BVI.2.S9**: Teach nonvisual and alternate strategies for promoting digital citizenship and secure online practices.

**BVI.5.S6**: Plan and implement explicit instruction in assistive technology, including digital citizenship, that integrates students' ability to meet, manage, and advocate for their own needs.

**ICSI.2.K1**: Demands of learning environments.

**ICSI.2.K2**: Basic classroom management theories and strategies for individuals with exceptionalities.

**ICSI.2.K3**: Effective management of teaching and learning.

**ICSI.2.K4**: Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities.

**ICSI.2.K5**: Social skills needed for educational and other environments.

implications of visual impairments;

- **1.5s** access information related to the characteristics and needs of students with visual impairments, including those with additional disabilities;

- **1.7s** help students with visual impairments understand societal attitudes toward visual impairment and promote students' development of positive and productive response strategies to become an effective self-advocate.

**2.13s** use appropriate communication skills to report evaluation results to students' parents/guardians, administrators, and other school and community personnel;

**2.14s** apply knowledge of visual impairments, evaluation findings, and the continuum of educational placements to recommend appropriate services and educational settings for individual students;

**2.15s** apply knowledge of human development and visual impairment to plan and implement appropriate curricula;

**2.16s** develop measurable goals and learning objectives to meet assessed needs and evaluate students' progress in achieving objectives; and

**2.17s** use evaluation results to identify individualized instructional strategies that enhance learning for students with visual impairments through

<p>| Rubric, Discussions |  |  |
| ICSI.2.K7: Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. |  |
| ICSI.2.K8: Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage. |  |
| ICSI.2.K9: Ways cultures are negatively stereotyped. |  |
| ICSI.2.K10: Strategies used by diverse populations to cope with a legacy of former and continuing racism. |  |
| ICSI.2.S1: Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. |  |
| ICSI.2.S2: Identify realistic expectations for personal and social behavior in various settings. |  |
| ICSI.2.S3: Identify supports needed for integration into various program placements. |  |
| ICSI.2.S4: Design learning environments that encourage active participation in individual and group activities. |  |
| ICSI.2.S5: Modify the learning environment to manage behaviors. |  |
| ICSI.2.S6: Use performance data and information from all stakeholders to make or suggest modifications in learning environments. |  |
| ICSI.2.S7: Establish and maintain rapport with individuals with and without exceptionalities. |  |</p>
<table>
<thead>
<tr>
<th>ICSI.2.S8: Teach self-advocacy.</th>
<th>Uses clear &amp; accurate oral and written communication in the teaching and learning process &amp; uses appropriate language and terms.</th>
<th>1.1k the development, structure, and function of the human visual system, including relevant terminology and diseases and disorders that affect vision;</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICSI.2.S9: Create an environment that encourages self-advocacy and increased independence.</td>
<td>BVI.6.S2: Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings including the expanded core curriculum.</td>
<td>2.6k specialized terminology used in evaluating individuals with visual impairments (e.g., FVE,</td>
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<tr>
<td>ICSI.2.S10: Use effective and varied behavior management strategies.</td>
<td></td>
<td>Lesson Plans,</td>
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<tr>
<td>ICSI.2.S11: Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.</td>
<td></td>
<td>ECC Project</td>
</tr>
<tr>
<td>ICSI.2.S12: Design and manage daily routines.</td>
<td></td>
<td>Rubric,</td>
</tr>
<tr>
<td>ICSI.2.S13: Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.</td>
<td></td>
<td>FVE/LMA/ECC</td>
</tr>
<tr>
<td>ICSI.2.S14: Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person.</td>
<td></td>
<td>rubric, RIDE for TSVIs from University Supervisor,</td>
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<tr>
<td>ICSI.2.S15: Structure, direct, and support the activities of paraeducators, volunteers, and tutors.</td>
<td></td>
<td>Case Study Rubric,</td>
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<tr>
<td>ICSI.2.S16: Use universal precautions.</td>
<td></td>
<td>Discussions</td>
</tr>
<tr>
<td>ICSI.1.K13: Effects of cultural and linguistic differences on growth and development.</td>
<td>LMA, LVE, primary learning media);</td>
<td></td>
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<tr>
<td>ICSI.1.K14: Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.</td>
<td>2.12s collaborate with parents/guardians and with other school and community personnel involved in the evaluation of students with visual impairments, including those with additional disabilities;</td>
<td></td>
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<tr>
<td>ICSI.1.K15: Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</td>
<td>2.13s use appropriate communication skills to report evaluation results to students' parents/guardians, administrators, and other school and community personnel;</td>
<td></td>
</tr>
<tr>
<td>ICSI.5.K3: Augmentative and assistive communication strategies.</td>
<td>5.1 factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel;</td>
<td></td>
</tr>
<tr>
<td>ICSI.5.S12: Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.</td>
<td>5.6k the collaborative and/or consultative roles of teachers of students with visual impairments in relation to administrators, classroom teachers, paraprofessionals, related service personnel, and other professionals;</td>
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<tr>
<td>ICSI.5.S19: Use strategies to support and enhance communication skills of individuals with exceptionalities.</td>
<td>5.1s apply skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments and ensure that students receive the services they need;</td>
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<tr>
<td>ICSI.5.S20: Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language.</td>
<td>5.10s use effective strategies for consulting with parents/guardians, keeping them informed, and</td>
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<tr>
<td>Plans &amp; applies instructional strategies to successfully and actively engage students in the learning process and promote critical thinking and problem solving.</td>
<td>BVI.1.S2: Select and develop assessment and teaching strategies, accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics. BVI.5.S25: Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety or well-being. BVI.3.S2: Obtain and organize specialized materials to implement instructional goals. ICSI.3.K1: Theories and research that form the basis of curriculum development and instructional practice. ICSI.3.K2: Scope and sequences of general and special curricula. ICSI.3.K3: National, state or provincial and local curricula standards. ICSI.3.K4: Technology for planning and managing the teaching and learning environment. ICSI.5.K1: Roles and responsibilities of the paraeducators related to</td>
<td>communicating with them about their child's progress and needs; 4.3k a variety of instructional approaches (e.g., cooperative learning, direct instruction, theme-based instruction, discovery learning) and ways to use these effectively with students who have visual impairments; 4.22k strategies for promoting students’ ability to set and work toward realistic personal goals and to manage transitions in their lives; 4.25k the importance of role models with visual impairments in promoting learning and personal growth in students with visual impairments. 4.2s apply strategies for promoting students' development of concepts and skills in the expanded core curriculum for students with visual impairments; 4.24s apply skills for working effectively as a member of an educational team to help students learn to manage life changes and make successful transitions; and 6.1s apply knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with the educational programming, materials, and services they need to achieve to their full potential.</td>
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<tr>
<td>Organizes activities, applies procedures, and manages time in ways to</td>
<td>BVI.6.S2: Articulate instructional and professional philosophies and ethical practices to address the specific needs of students</td>
<td>4.24s apply skills for working effectively as a member of an educational team to help students learn to manage life changes and make responsible decisions</td>
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<tr>
<td>instruction, intervention, and direct service.</td>
<td>ICSI.5.S1: Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.</td>
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<td>ICSI.5.S2: Involve the individual and family in setting instructional goals and monitoring progress.</td>
<td>ICSI.5.S3: Use functional assessments to develop intervention plans.</td>
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<tr>
<td>ICSI.5.S6: Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</td>
<td>ICSI.5.S7: Incorporate and implement instructional and assistive technology into the educational program.</td>
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<tr>
<td>ICSI.5.S8: Prepare lesson plans.</td>
<td>ICSI.5.S9: Prepare and organize materials to implement daily lesson plans.</td>
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<tr>
<td>ICSI.5.S10: Use instructional time effectively.</td>
<td>ICSI.5.S11: Make responsive adjustments to instruction based on continual observations.</td>
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<tr>
<td>ICSI.5.S12: Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.</td>
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<tr>
<td>Students with visual impairment across settings including the expanded core curriculum.</td>
<td>ICSI.2.K2: Basic classroom management theories and strategies for individuals with exceptionalities.</td>
<td>ICSI.5.S9: Prepare and organize materials to implement daily lesson plans.</td>
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<tr>
<td>Conducts skill and functional vision evaluations and prepares written reports for students with visual impairments.</td>
<td>BVI.1.K3: Terminology related to diseases and disorders of the human visual system including cerebral/cortical visual impairment.</td>
<td>BVI.4.K1: Challenges of assessing students with visual impairments and co-occurring disabilities.</td>
</tr>
<tr>
<td>BVI.4.S2</td>
<td>Use multiple sources of valid information/data, including data from formal/informal assessments to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment.</td>
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<tr>
<td>BVI.4.S3</td>
<td>Use valid assessment results and medical reports to determine eligibility for vision specific services, for students with and without specific visual diagnoses.</td>
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<tr>
<td>BVI.4.S4</td>
<td>Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for services is needed.</td>
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<td>BVI.4.S5</td>
<td>Adapt assessments when tests are not validated on individuals with visual impairments to determine baseline performance.</td>
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<td>BVI.4.S6</td>
<td>Identify assessment items and measures that are biased and make recommendations for non-visual or alternate accommodations and modifications.</td>
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<tr>
<td>BVI.4.S7</td>
<td>Collaborate with team members and families to plan and implement assessment and interpret assessment results on issues specific to visual impairment.</td>
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<tr>
<td>BVI.4.S8</td>
<td>Conduct individualized functional vision, learning media, assistive technology and other expanded core areas of the expanded core curriculum;</td>
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</table>

2.6k specialized terminology used in evaluating individuals with visual impairments (e.g., FVE, LMA, LVE, primary learning media); 

2.7k procedures used for screening, prereferral, referral, and determining eligibility for students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment; 

2.8k the role of referral procedures and the full and individualized evaluation process in determining eligibility for special education services as a student with a visual impairment; 

2.9k assessment techniques for students with visual impairments, including state-wide assessments (e.g., TAKS, SDAA, TPRI, STARR), locally determined alternative assessments (LDAAs), and district-wide assessments; 

2.10k legal versus functional definitions of blindness and low vision; 

2.11k relationships among evaluation, IEP development, and placement as they affect vision-related services; and 

2.12k legal requirements and the role of the teacher of students with visual impairments in the development of IEPs and IFSPs.
BVI.4.S9: Interpret and/or assess cognitive, motor, social, and language concepts unique to individuals with visual impairments.

BVI.4.S10: Use multiple sources of data to determine appropriate learning and literacy media (braille, print, or dual) and assistive technology.

BVI.4.S11: Interpret assessment results to determine individual needs to support acquisition of skills in the general and expanded core curriculum.

BVI.4.S12: Advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments.

BVI.4.S13: Address limitations of standard scores and non-standard data when communicating visual impairment specific assessment data to educational teams.

BVI.4.S14: Assess accessibility needs of individuals who are visually impaired who are English learners or from diverse backgrounds.

BVI.4.S15: Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optical assistive technology.

ICSI.4.K1: Basic terminology used in assessment.

| ICSI.4.K3: Screening, pre-referral, referral, and classification procedures. | history as they relate to a student's visual impairment; |
| ICSI.4.K4: Use and limitations of assessment instruments. | 2.8s apply procedures for creating and maintaining disability-related records and documenting ongoing progress for students with visual impairments; |
| ICSI.4.K5: National, state or provincial, and local accommodations and modifications. | 2.9s interpret and use information from formal and informal evaluations, including eye reports and vision-related and other diagnostic information; |
| ICSI.4.S1: Gather relevant background information. | 2.10s take individual factors into account (e.g., cultural background, age at onset of visual impairment, degree of visual functioning, home language) to ensure that evaluations and interpretations of test results are valid and nondiscriminatory; |
| ICSI.4.S2: Administer nonbiased formal and informal assessments. | 2.11s synthesize information from a variety of sources (e.g., formal and informal evaluations, parents' and teachers' observations, doctors' reports) to develop a comprehensive profile of students' strengths and needs, make educational recommendations, and prepare oral and written reports; |
| ICSI.4.S3: Use technology to conduct assessments. | 2.12s collaborate with parents/guardians and with other school and community personnel involved in the evaluation of students with visual impairments, including those with additional disabilities; |
| ICSI.4.S4: Develop or modify individualized assessment strategies. | 2.13s use appropriate communication skills to report evaluation results to students' parents/guardians, administrators, and other school and community stakeholders. |
2.14s apply knowledge of visual impairments, evaluation findings, and the continuum of educational placements to recommend appropriate services and educational settings for individual students;

2.15s apply knowledge of human development and visual impairment to plan and implement appropriate curricula;

2.16s develop measurable goals and learning objectives to meet assessed needs and evaluate students' progress in achieving objectives; and

2.17s use evaluation results to identify individualized instructional strategies that enhance learning for students with visual impairments through modification of the environment, adaptation of materials, and the use of disability-specific methodologies and technologies.

| Models ethical behavior and professionalism (punctuality, reliability, dependability) on a daily basis with staff, students, and colleagues. | BVI.6.S1: Develop and maintain professional learning and practice by actively participating in professional organizations.  
BVI.6.S2: Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings including the expanded core curriculum.  
BVI.6.S6: Articulate a plan for maintaining continuous | 5.7k the roles and responsibilities of teachers of students with visual impairments in various service delivery models (e.g., itinerant, resource room, residential);  
5.4s collaborate with teams to create coordinated teaching activities and environments (e.g., develop joint action routines, train all team members to carry out one another's roles) to promote learning and skills development in students with severe multiple and | Practicum Reporting Form, RIDE for TSVIs from University Supervisor |
<table>
<thead>
<tr>
<th>Professional development to remain current on all areas of the expanded core curriculum, with particular attention to assistive and instructional technology, most prevalent causes of and medical treatments for severe visual impairment, and co-occurring disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICSI.6.K11: Personal cultural biases and differences that affect one’s teaching.</td>
</tr>
<tr>
<td>ICSI.6.K12: Importance of the teacher serving as a model for individuals with exceptional learning needs.</td>
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<tr>
<td>ICSI.6.K14: Methods to remain current regarding research-validated practice.</td>
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<tr>
<td>ICSI.6.S1: Practice within the CEC Code of Ethics and other standards of the profession.</td>
</tr>
<tr>
<td>ICSI.6.S2: Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.</td>
</tr>
<tr>
<td>ICSI.6.S3: Act ethically in advocating for appropriate services.</td>
</tr>
<tr>
<td>ICSI.6.S4: Conduct professional activities in compliance with applicable laws and policies.</td>
</tr>
<tr>
<td>ICSI.6.S5: Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities.</td>
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<tr>
<th>Visual impairments; 5.13k unique services, networks, organizations, and publications for students with visual impairments, including those with additional disabilities, and methods for accessing these services, networks, organizations, and publications at the local, regional, state, and national levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4k ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development);</td>
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<tr>
<td>6.6k the functions of agencies, consumer organizations, and initiatives that promote nationwide standards of excellence for the provision of services to students with visual impairments; and</td>
</tr>
<tr>
<td>6.7k the functions of professional organizations, publications, and activities relevant to ongoing practice and professional development in the field of visual impairment.</td>
</tr>
<tr>
<td>6.1s apply knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with the educational programming, materials, and services they need to achieve to their full potential.</td>
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</table>
| 6.4s reflect on one’s practice and develop a personal plan to enhance professional
| ICSI.6.S6: | Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals. | knowledge and skills related to education of students with visual impairments, including those with additional disabilities. |
| ICSI.6.S7: | Practice within one’s skill limits and obtain assistance as needed. |  |
| ICSI.6.S8: | Use verbal, nonverbal, and written language effectively. |  |
| ICSI.6.S11: | Reflect on one’s practice to improve instruction and guide professional growth. |  |
| ICSI.6.S12: | Engage in professional activities that benefit individuals with exceptionalities, their families, and one’s colleagues. |  |

**Demonstrates skills in consulting and collaborating with professionals and parents to assure appropriate programming for students with visual impairments.**

| BVI.7.S1: | Collaborate with educational team and families on service delivery issues unique to visual impairment. |  |
| BVI.7.S2: | Collaborate with technology and curriculum development staff on accessibility needs. |  |
| BVI.7.S3: | Serve as liaison between medical care providers, families, and other members of the educational team. |  |
| BVI.7.S4: | Collaborate with vision care professionals to facilitate access to the general and expanded core curriculum. |  |
| BVI.7.S5: | Collaborate with families and orientation and mobility specialists |  |

5.1k factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel;

5.2k the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs and IFSPs;

5.3k strategies for working in teams to deliver child-centered services to meet the needs of young children

Practicum Reporting Form, Lesson Plans, ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions
| to reinforce orientation and mobility skills and other expanded core curriculum skills. BVI.7.S6: Collaborate with families and other team members to plan and implement transitions. BVI.7.S7: Instruct and supervise paraeducators, and provide information to families and the educational team in nonvisual strategies that promote independence and autonomy. BVI.7.S8: Instruct and supervise paraeducators and braille transcribers, and provide information to families and the educational team on the production of accessible media. BVI.7.S9: Collaborate with families and the educational team to promote literacy development. BVI.7.S10: Collaborate with assistive technology professionals to identify and support customized tools to meet the accessibility needs of the individuals with visual impairment. ICSI.7.K1: Models and strategies of consultation and collaboration. ICSI.7.K2: Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program. ICSI.7.K3: Concerns of families of individuals with exceptionalities and strategies to help address these concerns. ICSI.7.K4: Culturally responsive factors that promote effective communication and  |
| --- | --- |
| with visual impairments 5.4k strategies for working with collaborative teams to meet the needs of students with severe multiple and visual impairments (e.g., writing integrated IEPs, developing joint action routines, role releasing); 5.5k the collaborative roles of local education agencies (LEAs) and the Interagency Council on Early Childhood Intervention (ECI) in child find activities; 5.6k the collaborative and/or consultative roles of teachers of students with visual impairments in relation to administrators, classroom teachers, paraprofessionals, related service personnel, and other professionals; 5.7k the roles and responsibilities of teachers of students with visual impairments in various service delivery models (e.g., itinerant, resource room, residential); 5.8k the roles of regional educational service center personnel and other related service personnel (e.g., certified orientation and mobility specialists, physical therapists, assistive technology specialists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., sighted readers, transcribers) in the education of students with visual impairments, including those with additional disabilities; 5.9k ways in which a child's visual impairment and other |
| ICSI.7.S1: | Maintain confidential communication about individuals with exceptionalities. |
| ICSI.7.S2: | Collaborate with families and others in assessment of individuals with exceptionalities. |
| ICSI.7.S3: | Foster respectful and beneficial relationships between families and professionals. |
| ICSI.7.S4: | Assist individuals with exceptionalities and their families in becoming active participants in the educational team. |
| ICSI.7.S5: | Plan and conduct collaborative conferences with individuals with exceptionalities and their families. |
| ICSI.7.S6: | Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings. |
| ICSI.7.S7: | Use group problem-solving skills to develop, implement, and evaluate collaborative activities. |
| ICSI.7.S8: | Model techniques and coach others in the use of instructional methods and accommodations. |
| ICSI.7.S9: | Communicate with school personnel about the characteristics and needs of individuals with exceptionalities. |
| ICSI.7.S10: | Communicate effectively with families of individuals with disabilities. |

5.10k strategies for working and communicating effectively with parents/guardians, including those from diverse cultural, socioeconomic, and language backgrounds, and for helping parents/guardians understand their child's visual impairment and its impact on learning and experience;

5.11k strategies for working collaboratively with parents/guardians to help them participate actively in their child's education, including in the reinforcement of their child's learning goals;

5.12k strategies for working collaboratively with parents/guardians and other professionals to plan and implement transitions for students with visual impairments; and

5.13k unique services, networks, organizations, and publications for students with visual impairments, including those with additional disabilities, and methods for accessing these services, networks, organizations, and publications at the local, regional, state, and national levels.

5.1s apply skills for communicating and collaborating effectively with
exceptonalities from diverse backgrounds.

ICSI.7.S11: Observe, evaluate, and provide feedback to paraeducators.

teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments and ensure that students receive the services they need;

5.2s use effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training in the use of equipment, brailled materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources;

5.3s work collaboratively with professionals, family members, and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers, and school-age students with visual impairments;

5.4s collaborate with teams to create coordinated teaching activities and environments (e.g., develop joint action routines, train all team members to carry out one another's roles) to promote learning and skills development in students with severe multiple and visual impairments;

5.5s collaborate with teachers and other school and community personnel to integrate students with visual impairments, including those with additional disabilities, into various learning environments;
5.6s manage and direct the activities of paraprofessionals and peer tutors who work with students who have visual impairments;

5.7s demonstrate understanding and appreciation of human diversity in relation to students with visual impairments and their families;

5.8s use strategies for establishing partnerships with the parents/guardians of students with visual impairments and for helping parents/guardians recognize their child's strengths and respond positively to their child's needs;

5.9s encourage positive, constructive relationships between parents/guardians and school personnel that serve to promote and reinforce student development and learning;

5.10s use effective strategies for consulting with parents/guardians, keeping them informed, and communicating with them about their child's progress and needs;

5.11s use parents'/guardians' observations and knowledge of their child to help guide instructional planning and decision making; and

5.12s serve as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and
<table>
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<tr>
<th><strong>Incorporates the effective use of technology to plan, organize, deliver, evaluate, and modify instruction based on individual student needs.</strong></th>
<th><strong>address their needs.</strong></th>
<th><strong>Use of D2L, ZOOM, and other online/distance platforms for course assignments; ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions</strong></th>
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<tr>
<td><strong>BVI.5.K1:</strong> Proper use and care of braille and braille production devices and technology equipment, including maintenance of devices and software updates.</td>
<td>3.8s select and use appropriate adaptive equipment and assistive technologies to enhance instruction and facilitate student learning;</td>
<td><strong>4.4k techniques for modifying instructional methods and materials (e.g., braille translation programs, tactile graphics) to promote achievement across the academic curriculum for students with visual impairments, including those with additional disabilities;</strong></td>
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<td><strong>BVI.5.S3:</strong> Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.</td>
<td>4.9k adaptive, augmentative, and assistive technologies for fostering students' development of expressive and receptive communication skills;</td>
<td><strong>4.11k instructional materials that facilitate academic achievement in the content areas for students with visual impairments (e.g., tactile graphics, abacus, talking calculator, adapted science equipment);</strong></td>
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<td><strong>BVI.5.S4:</strong> Teach varied visual, nonvisual, and multisensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online.</td>
<td>4.24k ways to use technology to meet specific student needs and to help students achieve educationally; and</td>
<td><strong>4.5s use a variety of instructional methods, materials, and resources to promote students' expressive and receptive communication skills (e.g., low vision devices, brailled materials, slate and stylus, handwriting and signature writing, listening and compensatory auditory skills, keyboarding skills, alternatives to nonverbal communication, electronic</strong></td>
</tr>
<tr>
<td><strong>BVI.5.S5:</strong> Select and use various visual, nonvisual, multisensory, and adaptive methods to teach technology skills by integrating student's assessed needs into instructional methods for teaching sensory efficiency skills, use of learning media, individual keyboarding, reading, writing, editing, and listening skills.</td>
<td>4.5s use a variety of instructional methods, materials, and resources to promote students' expressive and receptive communication skills (e.g., low vision devices, brailled materials, slate and stylus, handwriting and signature writing, listening and compensatory auditory skills, keyboarding skills, alternatives to nonverbal communication, electronic**</td>
<td><strong>ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions</strong></td>
</tr>
<tr>
<td><strong>BVI.5.S6:</strong> Plan and implement explicit instruction in assistive technology, including digital citizenship, that integrates students’ ability to meet, manage, and advocate for their own needs.</td>
<td><strong>ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions</strong></td>
<td><strong>ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions</strong></td>
</tr>
<tr>
<td><strong>BVI.5.S7:</strong> Integrate basic principles of accessibility to select, create, adapt, and format text, images, and media to promote usability and</td>
<td><strong>ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions</strong></td>
<td><strong>ECC Project Rubric, FVE/LMA/ECC rubric, RIDE for TSVIs from University Supervisor, Case Study Rubric, Discussions</strong></td>
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accessibility to meet the individual needs of students with visual impairments.

**BVI.5.S8:** Provide systematic, explicit braille literacy instruction using embossed materials and digital technologies to meet individual needs.

**BVI.5.S9:** Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for mathematics and science instruction to meet individual needs.

**BVI.5.S10:** Teach students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs.

**BVI.5.S11:** Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information.

**BVI.5.S27:** Knowledge of a range of cost effective technological devices form low to high tech for the instructional needs specific to visual impairment.

**ICSI.5.K3:** Augmentative and assistive communication strategies.

**ICSI.3.K4:** Technology for planning and managing the teaching and learning environment.

**ICSI.4.S3:** Use technology to conduct assessments.

4.10s select and use appropriate technologies to achieve instructional objectives for students with visual impairments, and integrate technologies appropriately into the instructional process;

4.11s teach students to use a variety of adaptive, augmentative, and assistive technologies to facilitate their own learning in the content areas;
The following outcomes are linked directly to this course
Candidates 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 TSVIs perform.

This course is also designed to:
(1) provide candidates 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 with visual impairments in various settings;
(4) practice the skills necessary for fulfilling the primary roles of a TSVI;
(5) introduce, provide structure for, and/or deepen the student’s experience with the VI teaching profession;
(6) provide candidates with the opportunity to practice a variety of essential skills in teaching students with visual impairment in a hands-on setting;
(7) provide candidates with direct experience with the assessment and IEP meeting processes as they relate to candidates with visual impairment; and
(8) provide candidates 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 using what 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 James I. Perkins SFA 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 candidates, will also demonstrate these values as you develop as leaders in the field of visual impairment.

This course also supports the mission of the Visual Impairment Preparation Program.

It is the mission of the Visual Impairment Preparation Program to train Teachers of Students with Visual Impairments (TSVIs) 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. Completers from our program should be equipped to effectively deliver instructional services to students and clients with visual impairments to support these individuals to become more independent, to lead more meaningful lives, and to participate to their full potential in society at large. In order to meet these goals, 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 ability.

**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: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
This course supports the standards of the International Society of Technology Education (ISTE), specifically:

2.1b Pursue professional interests by creating and actively participating in local and global learning networks.

2.4d Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

2.6d Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.7c Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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 Impairment 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 Impairment, including those [students] 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). Specifically - (2.5k, 2.6k, 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 Impairment, 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. Specifically - (3.2s, 3.4s, 3.6s, 3.9s, 3.11s)

**Standard IV:** The Teacher of Students with Visual Impairment, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. Specifically - (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 Impairment, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. Specifically - (5.1k, 5.2k, 5.3k, 5.4k, 5.9k, 5.210k, 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 Impairment, 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. Specifically - (6.2s, 6.3s, 6.4s)

**Standard VIII:** The Teacher of Students with Visual Impairment, including those with additional disabilities, knows how to produce contracted and uncontracted literary braille and Nemeth Code.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [https://www.sfasu.edu/oie](https://www.sfasu.edu/oie)

**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 IMPAIRMENT. IN MOST CASES THIS WILL TAKE MORE THAN ONE SEMESTER. YOU MUST ALSO PASS ANY REQUIRED EXAMS FOR CERTIFICATION IN YOUR STATE.

**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. Candidates 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 BrightSpace/ D2L site.

**Graded Assignments**

> THE ASSIGNMENTS BELOW ARE BROKEN INTO CREDIT HOUR REQUIREMENTS AND MUST BE COMPLETED FOR YOU TO EARN CREDIT FOR THIS COURSE. ALL THESE REQUIREMENTS WORK TOWARD BECOMING CERTIFIED AS A TEACHER OF STUDENTS WITH VISUAL IMPAIRMENT. IN MOST CASES THIS WILL TAKE MORE THAN ONE SEMESTER. YOUR WORK FROM EACH PRACTICUM CLASS WILL BE COMBINED TO DEMONSTRATE COMPLETION OF ALL OF THE ASSIGNMENTS LISTED BELOW.

The plan below details what candidates will need to complete for 1, 2 & 3 credit hours of the practicum. Milestones were established for those taking less that the 3-hour maximum. As a practicum candidate, 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 TSVI caseload:
Requirements for candidates taking 1 credit hour (first semester taken):

Within the first 5-week period the candidate should-
- Attend online ZOOM meetings
- Observation of lesson delivery to student(s) with visual impairment. You will need to schedule an observation with your University Supervisor (Dr. Munro) before the end of the first six weeks of the school year (or within six weeks of your date of hire). Your University Supervisor will evaluate your teaching based on the feedback tool entitled the RIDE for TSVIs. The second observation will be completed during the third or fourth six weeks of the school year via a video of lessons for submission so that it can be reviewed, with feedback, by your University Supervisor. The third will be a lesson observation within the fifth or sixth six weeks of the school year.
- Submit a lesson plan on at least one student with visual impairment for the observations above.
- Attend at least one IEP or IFSP meeting and submit copies of any forms that demonstrate your participation in the meeting on this student with visual impairment. If your assessment is used to qualify a student for services as a student with visual impairment, the appropriate qualification supplemental documents may also be included.
- Begin the following list of items on all students on your caseload:
  - Keep a contact log of each contact made with students with visual impairments. A minimum total of 60 direct service hours will be required by the end of the semester for the 1 credit course.

Within the second 5-week period the candidate should-
- Attend online ZOOM meetings.
- Begin an observational case study. Interview the student with visual impairment, one of his/her peers, his parents, teacher/teachers, educational diagnostician, and any other team members working with this student. Find out about the student’s school day, what feelings/opinions 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 in light of 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.
- Continue the following list of items on all students on your caseload:
  - Keep a contact log of each contact made with students with visual impairments. A minimum of 60 direct contact hours will be required by the end of the semester for the 1 credit course.

Within third 5-week period the candidate should-
- Attend online ZOOM Meetings
- Complete an observational case study. Interview the student with visual impairment, one of his/her peers, his parents, teacher/teachers, educational diagnostician, and any other team members working with this student. Find out about the student’s school day, what feelings/opinions 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 in light of 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.
- Complete the following list of items on all students on your caseload:
  - Keep a contact log of each contact made with students with visual impairments. A total of 60 direct contact hours per 1 course credit hour is due at the end of the semester.
ANY COURSE ASSIGNMENTS completed in the first or second practicum semester will be graded and marked as complete. Candidates DO NOT need to repeat completed assignments. If candidates are taking three (3) credit hours of practicum, ALL assignments and hours must be completed in one semester.

All the items listed in the Practicum Contract will need to be compiled and loaded into Brightspace/D2L dropbox folder by no later than the completion date of your practicum. Assignments that have already been loaded into Brightspace/D2L may also need to be uploaded to Q-Classroom and/or TimeLog Hours as part of your final submission.

**QClassroom Statement:** This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu

**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 and other assignments. You should be in touch with your instructor regularly via email, phone, and through the submission of discussion posts in D2L. You cannot afford to get behind with your assignments.

**IV. Evaluation and Assessments (Grading):**

**University Supervisor Observations:**

Your University Supervisor will need to observe you in a service delivery model at least three (3) times during your entire practicum (fall and spring). The first observation is due by within the first six weeks of your hiring date, whichever comes later). The second observation falls in the second 1/3 of your placement, which will be during the third or fourth six weeks of your practicum year. The final observation will take place during the third 1/3 of your practicum, which will be during the fifth or sixth six weeks of the school year. You will be observed and given feedback on your lessons. The feedback tool used for your observations is called the **RIDE for TSVIs**.

You must fill out a “Student Summary Worksheet” on the student(s) with visual impairment with whom you will be working with during each observation and complete a lesson plan on each student who is scheduled to be seen that day. Please give it to your University Supervisor (me) before each observation, preferably during our pre-conference.

During those observations, the University Supervisor will observe you working with a student with visual impairment. You **MUST TEACH** a student with visual impairment during these observed lessons. Any student with visual impairment on your caseload may be the subject of your observed lessons.

**Time**

EACH observation must be a **minimum** duration of 45 minutes (or a combination of lessons in a day that will equal a total of 45 minutes) of direct service. These lesson times do not include travel between sites, campuses, or classes. You will need to schedule a PRE-CONFERENCE before the lesson observation and a POST-CONFERENCE after the lesson observation with your University Supervisor. The pre- and post-conferences can be conducted on ZOOM, the phone, or face-to-face, as needed. I want to be a resource for you, and I expect you to ask many questions. If you need more in-depth support and guidance with a particular student with visual impairment on your caseload, please try to schedule one of
your observed lessons with that student. We can work together to devise strategies and implement best practices for service delivery with that student. Your time meeting with your University Supervisor can be counted toward your 170 other practicum hours that are required, and all must be documented for successful completion of the practicum.

Support available from University Supervisor:
The University Supervisor (Dr. Munro) 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 call between the hours of 9pm and 8am., unless it is an emergency (for example a last-minute cancellation of a lesson observation).

Grading Criteria:

OBSERVATIONS – 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 and the RIDE for TSVIs. These forms can be found in the Appendices section of the D2L course. You will receive a copy of one or both of the RIDE forms at each observation. The CEC standards covered by the RIDE for TSVIs include:

- Standard 1: Learner Development and Individual Learning Differences
- 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

(ssections of the RIDE for TSVIs are aligned with standards on the tool)

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 or not 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. 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 per each credit hour register as described above; quality reflects extra time and effort; quality also reflects increase in expertise on the part of the practicum candidate; 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 during discussions). 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 state exam (TExES 182) in visual impairment (for Texas candidates). This has been VERY successful in the past.

Fail = Failure in the course will result from issues including: Assignments not completed; practicum candidate appears incompetent, uncooperative, disinterested, unprofessional, inadequately prepared; teaching shows lack of sensitivity and intuition; practicum candidate 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.

ASSIGNMENTS and PRACTICUM ACTIVITIES
Requirements for certification includes enrollment in 1-credit hour until all of the following are complete. Three hours of enrollment are required to complete practicum. You may take them concurrently. You will be expected to:

- Attend of regular class meetings on ZOOM
- Take part in a real-time observation (distance meeting platform or face-to-face) or video-recorded lesson to assess your teaching using the RIDE for TSVIs.
  - All observed lessons will be assessed using the RIDE for TSVIs
  - Documentation of a lesson plan for each student with visual impairment for each observation.
- Log student contact hours (60 direct service hours minimum for each credit hour in practicum taken, adding any additional hours for meetings/FBEs and observations). A total of 350 hours MUST be documented across the whole program. ***
- Demonstrate progress towards the completion of the assignments listed earlier and below

Progress must be made toward the completion of:

1. Observation documentation (three [3] in total for your practicum). You must have a lesson plan for each student per observation. Note: if you take a 3rd semester of practicum, the observation cycle resets and you will have to do 3 additional observations
2. Functional Vision Evaluation/Learning Media Assessment/ ECC report***
3. IEP or IFSP goals and objectives based on and linked to FVE/LMA/ECC report***
4. Reflection on the performance and/or presentation of the FVE/LMA/ECC at the IEP/IFSP meeting
5. Collect documentation of your participation in an IEP or IFSP meeting as the TSVI of record (or proof that you attended as a student teacher/intern with your assigned certified TSVI)
6. Log of student contacts (60 hours minimum of direct service with students with visual impairment for each hour of practicum)***
7. Case study***
8. Expanded Core Curriculum Evaluation Summary report or scale documentation (documents used) ***
   - Development of goals linked to the assessment
   - Evaluation of progress or plan to address progress
   - IEP or IFSP goals & objectives and lesson plan based on VI Specific ECC Evaluation ***
   - Narrative of the process to show Impact on Student Learning - Pre-and Post-Appraisal of Student Learning in Selected and Evaluated ECC Area***
9. Post-Philosophy Statement***
10. Submission of all designated assignments to Q-Classroom TimeLog hours

*** - these items will be loaded into Q-Classroom/Time Log Hours

IMPORTANT: Failure to complete three (3) hours of practicum with a Pass grade will result in the candidate having to sign up for and retake the practicum course at his or her own expense the following semester/school year. Our current model is to take one course hour of practicum in the fall semester and two course hours in the spring semester of your first year as a TSVI hired on Emergency Permit or probationary certification. Additional years of being hired as a TSVI hired on Emergency Certification will be required for any practicum that begins a new school year of teaching (Emergency Permits and probationary certifications must be renewed each August). Resubmission of documentation and payment of administrative fees to the SFASU certification office will be required if you are participating in practicum on a self-pay basis.

V. Tentative Course Outline/Calendar
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class 1</strong>&lt;br&gt;University Supervisor will make a lesson observation within first 6 weeks of school (scheduled individually)</td>
<td>Orientation to the course</td>
<td>• Syllabus and information about course</td>
</tr>
<tr>
<td><strong>Class 2</strong></td>
<td>Overview of course assessments and Q-Classroom/TimeLog Hours</td>
<td>• Information sheet&lt;br&gt;• RIDE</td>
</tr>
<tr>
<td><strong>Class 3</strong></td>
<td>Cultural Awareness and Collaboration</td>
<td>• Schedule observations 1-2&lt;br&gt;• TTESS/PTESS</td>
</tr>
<tr>
<td><strong>Class 4</strong></td>
<td>Evaluations and Assessments</td>
<td>• Pre and post conference</td>
</tr>
<tr>
<td><strong>Class 5</strong></td>
<td>Expanded Core Curriculum</td>
<td>• Lesson Plans</td>
</tr>
<tr>
<td><strong>Class 6</strong>&lt;br&gt;University Supervisor will make second observation during the third or fourth six weeks of school year (scheduled individually)</td>
<td>Expanded Core Curriculum (continued)</td>
<td>• VI supplement/consent forms (C8)</td>
</tr>
<tr>
<td><strong>Class 7</strong></td>
<td></td>
<td>• FVE/LMA/ECC report (C1)</td>
</tr>
<tr>
<td><strong>Class 8</strong></td>
<td></td>
<td>• FVE/LMA/ECC report (C1)&lt;br&gt;• Related goals</td>
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<tr>
<td><strong>Class 9</strong></td>
<td></td>
<td>• Case study (C9)</td>
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<td><strong>Class 10</strong></td>
<td></td>
<td>• ECC evaluation data (C3)</td>
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<tr>
<td><strong>Class 11</strong></td>
<td></td>
<td>• ECC goals/objectives (C4)</td>
</tr>
<tr>
<td><strong>Class 12</strong></td>
<td></td>
<td>• ECC lesson plan&lt;br&gt;• ECC lesson pre-assessment</td>
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<tr>
<td><strong>Class 13</strong></td>
<td></td>
<td>• ECC lesson post-assessment</td>
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<tr>
<td><strong>Class 14</strong></td>
<td></td>
<td>• Log of hours&lt;br&gt;• Post-Philosophy statement (C10)</td>
</tr>
<tr>
<td><strong>Class 15</strong></td>
<td>Final assignment submissions: D2L &amp; Q-Classroom/TimeLog Hours</td>
<td>•</td>
</tr>
</tbody>
</table>

Each candidate will also work individually with the faculty (University Supervisor) to three (3) lesson observation times based on individual available schedules. Initial contact will be made with you within the first six (6) weeks of your job assignment and **weekly 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 Brightspace/D2L page). Please note: I MUST OBSERVE YOU providing direct service to your student(s) with visual impairment within the first six weeks of your placement, as well as once during the third or fourth six weeks of the school year and once more during the fifth or sixth six weeks of the school year. In this section, regularly scheduled online discussion times are noted. Candidates’ attendance is required, and the instructor of record will be the one who hosts these meetings.

QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

If you have questions about obtaining or registering your LiveText/Q-Classroom/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText/Q-Classroom@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the Q-Classroom system may result in course failure.

TimeLog Hours:
TimeLog is used for field experiences, practica, and internships in a way to document the offsite experiences.

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 candidates 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.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor 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 the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Institutional Absences (HOP 04-110)

• An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra-
cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of
the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities

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, and Room 325, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

• Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the **Handbook of Operating Procedures (HOP)**

IX: Resources

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
      - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
      - 936.468.4008
      - thehub@sfasu.edu
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation (only add if educator preparation):

- **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.

- Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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

- 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.

- 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
  - 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.

- 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 SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Caveat: The above schedule and procedures in this course are subject to change due to circumstances.

Principals in Texas are assessed using the Texas Principals Evaluation and Support System (TPESS). Texas educators are assessed using the Texas Teacher Evaluation and Support System (TTESS). Both are systems designed to support professional growth.