



Division of Special Education and Counseling
California State University, Los Angeles

Fall 2024

**EDSP 4651L: - Learning Media Assessment for Students with Visual Impairments
(2 units)**

Instructor: Cheryl Kamei-Hannan
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Class Location: ZOOM
Class Day/Time: Saturdays
Office Hours: Thursdays 2:30-6pm

Catalog Description:

Pre/Co-requisite: EDSP 4650, EDSP 4650L, EDSP 4660
Practicum experience conducting specialized assessment; determining appropriate learning media for students with visual impairment or blindness, including students with neurological, visual impairment, autism, English Learners, and students with multiple disabilities

Email Policy:

Please email me ckameih@calstatela.edu

I check my e-mail several times during the week and on weekends. If you send a message I will get back to you as soon as possible. However, please note that I receive several hundred emails each day, and sometimes emails occasionally are missed. If that is the case, and you do not hear from me within a week, please attend office hours before the scheduled class. I will be available 30 minutes before and after scheduled synchronous classes (see syllabus for the schedule). If necessary, please do not hesitate to send a friendly reminder or second email. As always, professional discourse and courtesy is appreciated in the tone of all emails.

For immediate assistance during business hours call the division of Special Education and Counseling, 323-343-4400.

In addition, weekly office hours will be held and you may sign up on Sign Up Genius:

Sign up for Office Hours: <https://www.signupgenius.com/go/70A0B4FA8A62CA7F49-fall5>

Office Hours Zoom Link: <https://calstatela.zoom.us/j/94002481146>

Notes:

In accordance with the California Commission on Teacher Credentialing, candidates in the Education Specialist Credential Program in Visual Impairment and Blindness must participate in a minimum of 600 hours of fieldwork and be observed by a university supervisor a minimum of

24 times throughout the duration of their program. This course provides candidates with **30 hours of fieldwork** experiences and **3 formal fieldwork observations**.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/student-services/cal-fresh>
- **Graduate Writing Support Program:** <http://www.calstatela.edu/graduate-resource-center/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms:

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations.

Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

D. Technology

Courses in the Charter College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.

- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the Charter College of Education.

Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Vicki Kim at vkim6@calstatela.edu.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Demonstrate skills and knowledge in assessment of unique education needs of students with visual impairment or blindness in regard to appropriate selection and effective use of reading and writing media (print, braille, or aural)
- **SLO 2:** Interpret medical and functional vision reports as related to learning medium (print, large, print, braille, auditory)
- **SLO 3:** Describe the impact of visual impairment on the reading process
- **SLO 4:** Use data to make recommendations for print size, based on assessment and alternative reading media
- **SLO 5:** Describe the impact of cultural and linguistic diversity and family values on decisions related to learning medium
- **SLO 6:** Determine appropriate learning medium for initial and continuing assessments based on relevant factors
- **SLO 7:** Identify need for ongoing assessments based on changes in functional vision.
- **SLO 8:** Describe differences in approach to assessment (i.e. multidisciplinary, interdisciplinary and transdisciplinary)
- **SLO 9:** Write assessment reports using evidence from a systemic evaluation of students' use of various learning media.

California Commission on Teacher Credentialing Teacher Performance Expectations (TPEs) Addressed in this Class

This course meets the following California Teaching Performance Expectations:

Universal	VI
<p>5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p> <p>5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p> <p>6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</p>	<p>1.2 Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).</p> <p>1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.</p> <p>2.11 Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p> <p>3.9 Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).</p> <p>3.10 Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings.</p> <p>4.15 Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency/independence and independently use dual learning media such as visual and auditory information, or auditory and tactile information.</p> <p>5.1 Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p> <p>5.2 Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments</p>

	<p>with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p> <p>5.3 Use results from multiple, valid assessment/evaluation sources and medical reports to determine eligibility for vision specific services, with and without specific visual diagnoses</p> <p>5.4 Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.</p> <p>5.7 Identify assessment/evaluation items and measures that are biased and make recommendations for learning media, low vision, and/or non-visual accommodations and modifications.</p> <p>5.8 Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.</p> <p>5.9 Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p> <p>5.10 Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.</p> <p>5.16 Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.</p> <p>5.17 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p> <p>6.3 Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.</p> <p>6.4 Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.</p>
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	6.10 Serve as liaison between medical care providers, families, and other members of the educational team to clarify findings and provide further information regarding functional implications unique to visual impairment.
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Course Schedule

Date	Learning Topics	Activities	Assignments/ Readings Due
Day 1 2/5/22	Day 1 – Introduction to Learning Media Assessments Types of Learning Media Assessments (e.g. initial, continuing) Components of LMA Factors in reading readiness and pre-literacy Decision tree Conducting sensory channels assessment using low vision goggles and simulators Conducting mock sensory channels assessment using video assessment	Module 1: • Identify the case study student • Complete Sensory channels with a student Complete quiz on CA guidelines	READ: FOE3 – Chapter 4 pages 125 to 143 ETT – pages 217 to 244, and 260-264 Canvas – see readings embedded in the module Students must read the CA Program Guidelines and understand the comprehensive assessment process
Day 2 2/12/22	Day 2 – Determining Print size Conduct visual acuity and print size determination assessments Braille assessment Putting it all together - using the Decision Tree Steps in conducting reading inventories as a component of the LMA - choosing the correct forms Word lists and passages Complete Basic Reading Inventory Assessment with a student in multiple mediums	Module 2: • Complete word lists and passages with a student	READ: ETT – pages 249 to 258 ABLS Canvas – see readings embedded in the module 2003 Bailey, et. al. article
Day 3 3/19/22	Day 3 – minor check-in on words lists Completing all necessary forms Assessing English language skills of students who are English learners with visual impairment or blindness using the English Language Matrix (Kamei-Hannan & Ricci, 2015) Conduct team assessment of listening and speaking sections of the English Language Matrix (Kamei-Hannan & Ricci, 2015) based on student observations	Module 3: • Complete ELL portion of the LMA	READ: ETT pages 259 to 289 Canvas – see readings embedded in the module

	Complete the reading and writing sections of the English Language Matrix (Kamei-Hannan & Ricci, 2015)		
Day 4 4/16/2 2	Day 4 – minor check-in on passages and report writing Analyze data to determine recommendations for learning media Writing learning media assessment reports, including recommendations	Module 4: • Complete data analysis	READ: Canvas – see readings embedded in the module
Final	Turn in final report		FINAL LMA REPORT due 4/30

Required Texts and Articles

Required:

- Cleveland, J., Grimmer, E., Lindsey-Ramirez, L. McGrath, J. & Sewell, D. (2018). *Essential Tools of the Trade: A “How-To” Guide for Completing Functional Vision, learning Media, and ECC Evaluations*. Texas School for the Blind and Visually Impaired. – **[Referred to on the syllabus as ETT]**
- Holbrook, M. C., Wright, D., Presley, I., (2017). Chapter 4: Specialized assessments. In M. C. Holbrook, T, McCarthy, & C. Kamei-Hannan, (Eds.), *Foundations of education Volume 2: Instructional strategies for teaching children and youths with visual impairments (3rd Ed.)*, (pp. 108-164). New York, NY: American Foundation for the Blind Press. – **[Referred to on the syllabus as FOE3]**

Recommended:

- Sokoloski, S. Barrett, C. & Kamei-Hannan, C. (2021). *Assessment of Braille Literacy Skills (4th Ed.)*. Region 4 Service Center. Found at:
<https://www.region4store.com/Catalog.aspx?catid=347927&itmid=1196188> – **[Referred to on the syllabus as ABLS]**
- Kamei-Hannan, C. & Ricci, L. A., (2015). *Reading Connections: Strategies for Teaching Students with Visual Impairments*. AFB Press, New York: New York.
- Region 4 VI Webpage and Templates: <https://www.esc4.net/services/special-education-solutions/visual-impairment>

Grading

Assignments	Points
Module 1	25
Module 2	25
Module 3	25
Module 4	25
LMA Report	70

3 Fieldwork Observations	30 (10 points each)
	200

Division Grading Scale

Points	Percentage	Grade
188-200	94% -100%	A
180-187	90% - 93.99%	A-
174-179	87% - 89.99%	B+
168-173	84% - 86.99%	B
160-167	80% - 83.99%	B-
154-159	77% - 79.99%	C+
148-153	74% - 76.99%	C
140-147	70% - 73.99%	C-
134-139	67% - 69.99%	D+
128-133	64% - 66.99%	D
122-127	61% – 63.99%	D-
<122	0% – 60.99%	F

Instructor Policy about Late Assignments:

Late assignments will not be accepted or graded. Please contact the instructor for extenuating circumstances. If an extenuating circumstance occurs, the instructor may accept a late assignment with a minimum late penalty deduction of 10 points per assignment.

Incompletes will be granted only in accordance with university policy.

Assignment Descriptions and Rubrics

ASSIGNMENTS: Course Modules 1-4

Purpose

The purpose of each module is to learn concepts of learning and literacy media assessments. The information is foundational to being able to conduct an evaluation of a student's learning media including factors related to language and literacy development. There will be four modules to complete on the following topics:

1. Introduction to LMA
2. Sensory Channels
3. English Language (EL) Learning
4. Determining print size and conducting reading inventories

Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

- **SLO 1:** Demonstrate skills and knowledge in assessment of unique education needs of students with visual impairment or blindness in regard to appropriate selection and effective use of reading and writing media (print, braille, or aural)
- **SLO 2:** Interpret medical and functional vision reports as related to learning medium (print, large, print, braille, auditory)
- **SLO 3:** Describe the impact of visual impairment on the reading process
- **SLO 4:** Use data to make recommendations for print size, based on assessment and alternative reading media
- **SLO 5:** Describe the impact of cultural and linguistic diversity and family values on decisions related to learning medium
- **SLO 6:** Determine appropriate learning medium for initial and continuing assessments based on relevant factors
- **SLO 7:** Identify need for ongoing assessments based on changes in functional vision.
- **SLO 8:** Describe differences in approach to assessment (i.e. multidisciplinary, interdisciplinary and transdisciplinary)

Knowledge

U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

VI 1.2 Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).

VI 1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.

VI 3.9 Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

VI 5.7 Identify assessment/evaluation items and measures that are biased and make recommendations for learning media, low vision, and/or non-visual accommodations and modifications.

VI 5.9 Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.10 Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.

VI 5.16 Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.

VI 5.17 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

VI 6.3 Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.

VI 6.4 Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.

Tasks

Each module will have specific tasks. Please visit the Canvas website for additional details.

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The Canvas module will be graded based on completeness, accuracy, and thoroughness of the responses. Questions and activities within each module may include multiple choice and short answer.

Each Module assignment is worth 25 points

ASSIGNMENT: Learning Media Assessment

Purpose

Skills

- **SLO 1:** Demonstrate skills and knowledge in assessment of unique education needs of students with visual impairment or blindness in regard to appropriate selection and effective use of reading and writing media (print, braille, or aural)
- **SLO 2:** Interpret medical and functional vision reports as related to learning medium (print, large, print, braille, auditory)
- **SLO 3:** Describe the impact of visual impairment on the reading process
- **SLO 4:** Use data to make recommendations for print size, based on assessment and alternative reading media
- **SLO 5:** Describe the impact of cultural and linguistic diversity and family values on decisions related to learning medium
- **SLO 6:** Determine appropriate learning medium for initial and continuing assessments based on relevant factors

- **SLO 7:** Identify need for ongoing assessments based on changes in functional vision.
- **SLO 8:** Describe differences in approach to assessment (i.e. multidisciplinary, interdisciplinary and transdisciplinary)
- **SLO 9:** Write assessment reports using evidence from a systemic evaluation of students' use of various learning media.

Knowledge:

This assignment **assesses** the following CTC TPEs.

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

VI 1.2 Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).

VI 1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.

VI 2.11 Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).

VI 3.9 Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

VI 3.10 Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings.

VI 4.15 Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency/independence and independently use dual learning media such as visual and auditory information, or auditory and tactile information.

VI 5.1 Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.2 Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of

abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.3 Use results from multiple, valid assessment/evaluation sources and medical reports to determine eligibility for vision specific services, with and without specific visual diagnoses

VI 5.4 Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.

VI 5.9 Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.10 Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.

VI 5.16 Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.

VI 5.17 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

VI 6.3 Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.

VI 6.4 Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.

VI 6.10 Serve as liaison between medical care providers, families, and other members of the educational team to clarify findings and provide further information regarding functional implications unique to visual impairment.

Tasks

You will assess an individual who is visually impaired via video. Interviews of student, teacher and parents will be included, as well as information regarding the student's vision and current prognosis (you will not have access to the student's most current eye report and functional vision assessment- however, best practices would be to do so, if this were a child on your caseload).

- a. *Using the protocols found in your textbook, determine if the assessment is a "continuing assessment" or an "initial assessment." Then, determine and locate the correct forms from your book.*
- b. *Assess the student using the procedure and protocols discussed in class and found in your book.*
- c. *Write up a **formal, professional assessment** report using the template and sample reports found in your textbook for guidance. In the report, be sure to:*
 - i. *Use a pseudonym for the student's name*
 - ii. *Use a heading*
 - iii. *State the purpose of the assessment*
 - iv. *State the name the assessment tools and checklists you used*

- v. Write a brief statement that includes background information – (i.e. the student’s name and age; description of the student’s placement/service delivery; cognitive ability; visual functioning/ prognosis (from eye report – in this case from the interview with the teacher).
- vi. Write a brief summary of your interview data
- vii. Write-up a summary report of observations of the student based on the protocols and your observations. Describe each component of the assessment separately, see textbook for flow-chart of components needed and a list of sections to include.
- viii. Write recommendations for the student based on the findings of the LMA
- ix. Sign and date your report

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The following grading rubric will be used to grade the assignment

Learning Media Assessment (LMA) - Grading Rubric

Name: _____

Report must include the following information:	Comments	Grade
All necessary LMA protocols are completely filled out and included with the report [5]		
Heading, purpose statement, and list of assessment strategies [5]		
Introduction – A brief narrative description of the student’s general information (i.e. age, placement, classification, background, history) Medical History/Background - A summary of the student’s most current FVA information, medical history, and information regarding the student’s eye condition. [5]		
Student/Teacher/Parent Interviews – Narrative summary of the all interview data [5]		
Summary of data from necessary forms (initial selection of literacy media, cognitive, etc.) [10]		
Sensory Channels – A summary of the observations and data acquired through sensory channels assessment including		

a clear determination of primary and secondary sensory channels. [10]		
Literacy Assessment – Summary of assessment including reading fluency (including WPM), reading inventory, etc. [10]		
A list of recommendations – A list of recommendations organized by eligibility, visual efficiency needs, instructional strategies, environmental accommodations, materials adaptations, and requests for additional testing/evaluation/information. [10]		
Learning Media Statement - A clear and accurate determination of learning and literacy media is made (5)		
Report is well written, uses observational information, includes information from protocols, has minimal grammar/spelling errors, is organized with appropriate headings throughout, is written in parent friendly language, professional, and includes a signature and date at the end of the report. [5]		
TOTAL Points (out of 70 points)		

**ASSIGNMENT: Fieldwork Observation – University Supervisor Observation
Grading Rubric – EDSP 4651L
Sensory Channels/Reading Inventory/Learning Media Assessment**

Purpose

The purpose of this observation is to assess particular performance skills addressed by the fieldwork component of this class. Observations will take place during the practicum and fieldwork experiences. The rubric will be used to address selected TPES.

Skills

- **SLO 1:** Demonstrate skills and knowledge in assessment of unique education needs of students with visual impairment or blindness in regard to appropriate selection and effective use of reading and writing media (print, braille, or aural)
- **SLO 3:** Describe the impact of visual impairment on the reading process
- **SLO 4:** Use data to make recommendations for print size, based on assessment and alternative reading media

Knowledge

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school. The assignment **assesses** the following CTC TPEs:

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

VI 1.2 Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).

VI 1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and

VI 2.11 Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).

VI 3.9 Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

VI 5.2 Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.4 Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.

VI 5.8 Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.

VI 5.10 Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.

VI 5.16 Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.

Tasks

This fieldwork observation assignment is conducted by a university supervisor.

1. **Step 1: Learn** about Sensory Channels, Reading Inventories, and LMAs through the course readings and by completing activities and assignments in the course modules.
2. **Step 2: Practice** Apply your knowledge about the topic to conduct a) a sensory channel observation, b) an informal reading inventory in multiple formats, and c) a complete learning media assessment.
3. **Step 3: Perform** video tape yourself implementing the assessment techniques for each of the three areas above.

4. **Step 4: Submit** your video tapes on Canvas.

Submission Format

- There are two submission options:
 - Video tape submissions using Studio may be uploaded to canvas
 - You may upload a link to a video on Canvas in the submission portal

Criteria for Success

The video tapes will be evaluated by the university supervisor using the following rubric:

**Fieldwork Observation – University Supervisor Observation
Grading Rubric – EDSP 4651L
Sensory Channels/Reading Inventory/Learning Media Assessment**

Name:

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Observation (10 points):

Grading is scored on a scale of 1-5 (1 = TPE is not met; 2 = TPE is emerging; 3 = TPE met at expected level of a beginning teacher; 4 = TPE met at advanced level; 5 = TPE met at mentor or master teacher level. (Note: when there is no opportunity to observe a competency use rating n/o = not observed):

Criteria	Points
U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
VI 1.2 Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).	
VI 1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and	
VI 2.11 Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).	

<p>VI 3.9 Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).</p>	
<p>VI 5.2 Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p>	
<p>VI 5.4 Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.</p>	
<p>VI 5.8 Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.</p>	
<p>VI 5.10 Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.</p>	
<p>VI 5.16 Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.</p>	
<p>Comments:</p>	



CONCEPTUAL FRAMEWORK

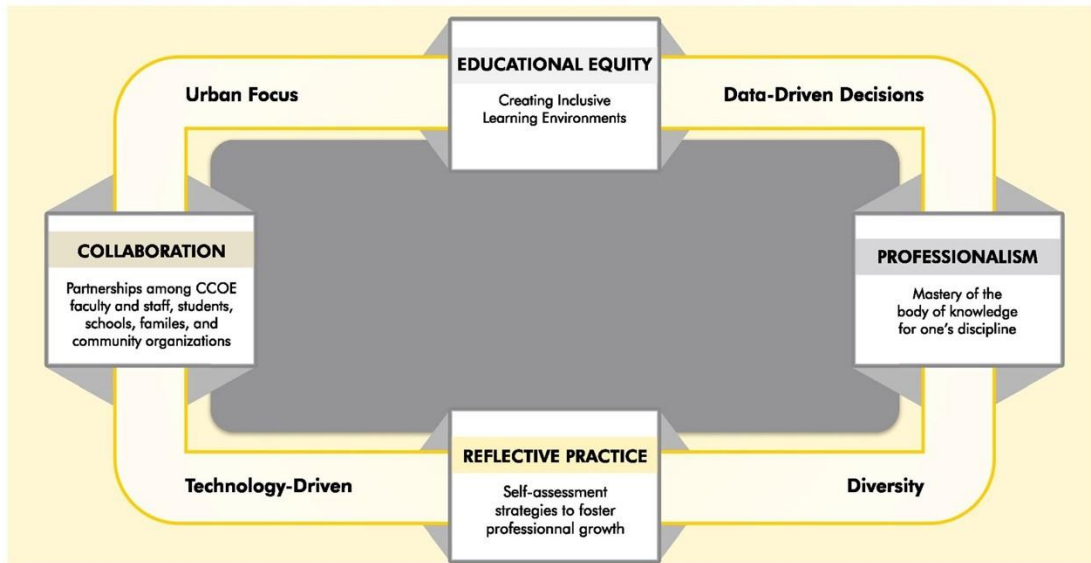
VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment as

shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.