



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

Spring, Year 2025

EDSP 4652: - Specialized Literacy Instruction for Students with Visual Impairments (3 units)
Section 01

Instructor: Cheryl Kamei Hannan

Class Location: Zoom

Office: Zoom

<https://calstatela.zoom.us/j/94002481146>

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Class Day/Time: Thursday 4:30p-7:15p

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Office Hours: Mondays 5:00 pm-6:00 pm

For COVID-19-related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

Catalog Description:

Pre/Co-requisite: EDSP 4010, EDSP 4050, EDSP 4660

Advanced understanding of the impact of visual impairment and blindness on literacy and language performance, including assessment and individualized programs and evidence-based practices.

Email Policy:

To Contact the Instructor: Please email me at ckameih@calstatela.edu

I check my e-mail several times during the week. If you send a message, I will reply as soon as possible. However, I miss emails occasionally. 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). Please do not hesitate to send a friendly reminder or a second email if necessary. As always, professional discourse and courtesy are appreciated in the tone of all emails. Call the Division of Special Education and Counseling at 323-343-4400 for immediate assistance during business hours.

Sign up for Office Hours: Office hours sign-up will be sent out in weekly announcements when necessary.

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

Notes:

Following the California Commission on Teacher Credentialing requirements, candidates in the Education Specialist Credential Program in Visual Impairment and Blindness must participate in at least 600 hours of fieldwork and be observed by a university supervisor at least 24 times throughout their program. This course provides candidates with **45 hours of fieldwork** experience. Candidates can receive **a minimum of 2 observations** during this course.

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/studentervices/calfresh>
- **Graduate Writing Support Program:**
<http://www.calstatela.edu/graduateresourcecenter/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 of 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.

D. Technology

Courses in the Charter College of Education require a high level of technological literacy and access to current technology 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 technological 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.

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 the 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.

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 in 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:** Use the library database to search for scholarly articles and discern credible sources of information, while engaging in a community of practice
- **SLO 2:** Identify evidence based and practiced based interventions that support literacy instruction, including support of students with co-occurring disabilities and students who are English learners
- **SLO 3:** Use multiples sources of data and non-digital accessible materials for students with visual impairments to plan instruction
- **SLO 4:** Identify and implement an appropriate literacy intervention to a student who is visually impaired, including use of adapted materials, environmental accommodations, and best practices that support instruction of students with visual impairments.
- **SLO 5:** Continuously monitor learning objectives and goals.
- **SLO 6:** Use reflective and collaborative teaching practices
- **SLO 7:** Understand and articulate the impact of a visual impairment on foundational theory and skills required for literacy proficiency, including language development and strategies that support English learners.

Course Schedule

Date	Learning Topics	Activities	Assignments/Readings Due Dates	
WK1 1/25 ZOOM	Welcome to EDSP 4652 Introduction Foundations of Reading Impact of visual impairments on reading Digital Literacy and the Digital Citizen Dyslexia in Special Education and 504 Plans (Dyslexia Guidelines: Chapter 10 & 14)	Candidates discuss special education vs 504 program plans. They reflect on Ch. 10	<ul style="list-style-type: none"> • Introduction • Chapter 1 Foundations of Reading (Kamei-Hannan & Ricci) • Chapter 2 Impact of Visual Impairment on Reading (Kamei-Hannan & Ricci) • Wall Emerson, Holbrook, D’Andrea (2009) Acquisition of Literacy Skills by young children who are blind: Results from the ABC Braille Study • Kamei-Hannan & Tuttle (in Progress) Digital Competence 	Literacy TPE Foundational Skills VI 5.18, 5.19 VI 6.7 VI 6.8 VI 6.9 VI 6.7, 6.8, 6.9
WK2 2/1 ZOOM	Asynchronous Module 1 & Quiz Understanding the impact of VI on literacy and language assessment, special assessment of English Learners (EL) who are visually impaired Is my student receiving intensive reading instruction? Dyslexia in Special Education and 504 Plans (Dyslexia Guidelines: Chapter 10 & 14)	Fieldwork – Student Assessment Start forming your Fieldwork Calendar and contacting parents. Candidates conduct a review of records on their case study student and discuss if	<ul style="list-style-type: none"> • Begin ACTIVITY 1 Reading Program Assessment (Kamei-Hannan & Ricci) • Rojas, R. & Iglesias, A. (2012). The Language Growth of Spanish-Speaking English Language Learners. <i>Child Development</i> 82(2), 630-646. • Chapter 3 & 4 Sidebars on EL within the Reading Connections textbook. (Kamei-Hannan & Ricci). • Chen, D. & Dote-Kwan, J. (2018). Promoting emergent literacy skills in toddlers with visual impairments. <i>Journal of Visual Impairment and Blindness</i> 112(3), 542-550. • Bara, F. (2018). The effect of tactile illustrations on comprehension of storybooks by three children with visual impairments: An exploratory study. <i>Journal of Visual Impairment and Blindness</i> 112(4), 759-765. • Leavitt, R. R., Athanasiou, M. S., & Sanchez, K. (2018). Vocabulary instruction for an English language learner with visual impairment: A multiple-components 	U1.6 U3.5 U5.6 U5.7 VI 5.16, 5.17

		the literacy services/ supports a student receives, and if it is reflected in their IEP or 504.	intervention including tactile representations. <i>British Journal of Visual Impairment</i> 36(3), 238-250. <ul style="list-style-type: none"> • Language Sampling Support Materials – TBD, please see Canvas 	
WK3 2/8 ZOOM	Understanding Reading Instruction Balanced, structured, and explicit reading instruction Assessing current instruction	Fieldwork – Reading Instruction Evaluation	<ul style="list-style-type: none"> • Chapter 3 Understanding Reading Instruction (Kamei-Hannan & Ricci) • Wall Emerson et al. (2009) The effect of consistent, structured reading instruction on high and low literacy achievement in young children who are blind • Chapter 4 Assessment of Student Performance (Kamei-Hannan & Ricci) 	VI 1.2; 1.4, 5.6, 5.7 5.8, 6.3, 6.4 VI 1.2; 1.4 VI 3.12
WK4 2/15 ZOOM	Literacy assessments Demystifying Dyslexia	ACTIVITY 1 DUE 2/21	<ul style="list-style-type: none"> • DIBELS; Curriculum Based Reading Assessments/Measures; Specific assessments from chapters 5-10; Additional optional assessments: Phonology Checklist; 1000 Instant Words; The Best Thing in the World • Begin ACTIVITY 2 Assess student performance and design an intervention program (Kamei-Hannan & Ricci) • Handler, S. M., & Fierson, W. M. (2011). Learning disabilities, dyslexia, and vision. <i>Pediatrics</i>, 127(3), e818–e856. https://doi-org.mimas.calstatela.edu/10.1542/peds.2010-3670 	VI 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14
WK5 2/22 Asynch	Choosing a reading intervention Planning instruction based on student data	On-line Asynchronous Module Quiz 1	<ul style="list-style-type: none"> • Barclay, Herlich, & Sacks (2010) Effective Teaching Strategies: Case studies from the ABC Braille Study • Roe, J., Rogers, S., Donaldson, M., Gordon, C. & Meager, N. (2014). Teaching literacy through braille in mainstream settings while promoting inclusion: 	VI 3.5, 3.6, 3.8, 3.11 VI 2.11, 5.13, 5.14 VI 3.5

		<p>DUE 3/14 Fieldwork – Student Assessment Activity – text analyzer (determining print reading level) Discussion #1 First post-Due 02/29/24. Response post by 03/12</p>	<p>Reflections on our practice. International Journal of Disability, Development and Education, 61(2), 165-177.</p> <ul style="list-style-type: none"> • Luckner, J. L., Bruce, S. Ferrell, A. K. (2016). A Summary of the Communication and Literacy Evidence-Based Practices for Students Who Are Deaf or Hard of Hearing, Visually Impaired, and Deafblind. Communications Disorders Quarterly. • Erickson, K. & Hatton, D. (2007). Literacy and Visual Impairment. Seminars in Speech and Language, 28(1): 058-068 	
<p>WK6 2/29 ZOOM</p>	<p>MTSS/Response to Intervention (RTI) and progress monitoring Developing progress monitoring measures and tracking methods</p>	<p>Fieldwork – Week 1 Intervention Fieldwork Calendar Due 02/29</p>	<p>Be prepared to share the results of reading instruction and student assessment in small breakout groups</p> <ul style="list-style-type: none"> • Kamei-Hannan, C., Holbrook, M. C., & Ricci, L. A., (2012). Applying a Response-to-Intervention Model to Literacy Instruction for Students Who Are Blind or Have Low Vision. Journal of Visual Impairment and Blindness. • Kamei-Hannan, et. al. (in press) Investigating the Efficacy of <i>Reading Adventure Time!</i> For Improving Reading Skills. Journal of Visual Impairment and Blindness. 	<p>VI 3.6, 3.13, 5.2, 5.4 VI 6.3, 6.4 VI 3.6, 3.8, 3.11, 3.12, 3.13</p>
<p>WK7 3/07 Asynch</p>	<p>Asynchronous Module 2 & Quiz Foundational Literacy Skills (TPE 7.5) Supports for Students with Dyslexia by Grade and Information for Parents and Guardians (Dyslexia</p>	<p>ACTIVITY 2 DUE 3/12 Fieldwork – Week 2 Intervention Quiz 1 DUE by 3/14</p>	<p>Intervention should be started (5 weeks of progress monitoring data required; 1 week = 3 data points)</p> <ul style="list-style-type: none"> • Chapter 5 & 6 Reading Connections • Hatton, D. D., Erickson, K. A., & Brostek Lee, D., (2010). Phonological awareness of young children with visual impairments. Journal of Visual Impairment and Blindness. 	

	<p>Guidelines: Chapter 13), developing literacy interventions.</p>	<p>Discussion Board #2 Initial Post Due 03/14 Final Post due 03/21/24</p> <p>Text Analysis Activity Due 3/16</p> <p>Candidates develop and discuss a reading intervention that is aligned with assessment data. Candidates conduct a 5-week literacy intervention.</p>	<ul style="list-style-type: none"> • Englebretson, R., Holbrook, M. C., Treiman, R., & Fischer-Baum, S. (2023). The primacy of morphology in English braille spelling: an analysis of bridging contractions. <i>Morphology</i>, 34(2), 125–150. • Savaiano, M., & Kearns, D. M. (2022). An examination of Unified English Braille and its efficiency in representing print. <i>British Journal of Visual Impairment</i>, 40(2), 289–300. https://doi-org.mimas.calstatela.edu/10.1177/0264619620973710 	
<p>WK8 3/14 ZOOM</p>	<p>The impact of VI on Meaning Making: vocabulary and language development</p> <p>Collect a language sample (5 minute transcript) – consider one of the story assessments</p>	<p>Quiz 2 DUE by 3/16 Fieldwork – Week 3 Intervention</p>	<ul style="list-style-type: none"> • Chapter 8 & 10 Reading Connections • Anderson, R. C. & Nagy, W. E. (1993). The Vocabulary conundrum. Technical Report. Center for the Study of Reading, Urbana, IL. • Brambring, 2007. Divergent development of verbal skills in children who are blind or sighted. <i>Journal of Visual Impairment and Blindness</i>, 749-762. 	<p>VI 1.5 VI 1.5</p>

			<ul style="list-style-type: none"> Tadic, Pring & Dale (2013). Story discourse and use of mental state language between mothers and school-aged children with and without visual impairment 	
<p>WK 9 3/21 ZOOM</p>	<p>Focus on students with VI who are EL - Multi-sensory oral storytelling, listening comprehension, and EL Development Story retelling and language samples</p>	<p>Start Your Language Sample Transcript DUE 4/6</p>	<ul style="list-style-type: none"> Miller, R. D., Mackiewicz, S. M, & Correa, V. I. (2017). A Multi-Modal Intervention for English Language Learners: Preliminary Results. <i>Education and Treatment of Children</i> 40(2), 209-232. Kamei-Hannan, C, Chang, Y., & Fryling, M. (2020). Using a multisensory storytelling approach to improve language and comprehension. <i>British Journal of Visual Impairment</i>, August 6, 2020. Conroy (2006). English language learners with visual impairments: Strategies to enhance learning 	<p>U1.6 U3.5 U5.6 U5.7</p> <p>VI 5.16, 5.17 VI 4.10, 4.11</p>
<p>WK10 3/28 ZOOM</p>	<p>Language sampling of EL who are VI</p>	<p>Fieldwork – Week 4 Intervention</p> <p>Language Sample Transcript DUE 4/6</p> <p>Quiz #4 Due 04/06/24</p> <p>Discussion Board Post #3 due 04/06/24</p>	<ul style="list-style-type: none"> Kapantzoglou, M., Restrepo, M. A., Gray, S. & Thompson, M. S., (2015). <i>Journal of Speech, Language, and Hearing Research</i> 58, 1549-1562. Edmonds, C., & Pring, L. (2006). Generating inferences from written and spoken language: A comparison of children with visual impairment and children with sight. <i>British Journal Of Developmental Psychology</i>, 24, 337-351. 	
<p>SPRING BREAK April 1st – April 7th 2024 Class will not meet April 4th. Have a great break!</p>				
<p>WK12 4/11 ZOOM</p>	<p>Fluency and comprehension</p>	<p>Fieldwork – Week 5 Intervention</p>	<ul style="list-style-type: none"> Chapter 8 & 9 Reading Connections Wright, T., Wormsley, D. P., & Kamei-Hannan, C. (2009) Hand movements and braille reading efficiency: 	<p>U6.1</p>

	Mid-point Reflection: Evaluating the <i>Response</i> to Your Intervention	If Intervention is not complete by 04/13 schedule office hours Discussion post #4 Due 04/20/24	Data from the Alphabetic Braille and Contracted (ABC) braille study. Journal of Visual Impairment and Blindness, 649-661. <ul style="list-style-type: none"> • Stanfa & Johnson (2017). Improving Reading Fluency in Braille Readers Using Repeated Readings. • Savaiano, Mackenzie E. (2013). Using Repeated Reading to Improve Reading Speed and Comprehension in Students with Visual Impairments. <i>Journal of Visual Impairment & Blindness.</i>, 107(2), 93-106. • D'Andrea, F., McCarthy, T., Kamei-Hannan, C., & Holbrook, M. C. (in press). Investigating Comprehension Measures of the <i>Reading Adventure Time!</i> for improving reading skills. <i>British Journal of Visual Impairment.</i> • Be prepared to discuss 3 weeks of data collection 		
WK 13 4/18 Asynch	Asynchronous Module 3 Exploring Creative Writing	Team Language Sample Analysis Due 4/20 One-page Tips For Families Due 04/21/24	See additional readings on Canvas		Submit R May 6th.
WK 14 4/25 ZOOM	Evaluating writing conventions: speed, accuracy, and spelling	Quiz 5 DUE by 4/29	Sogkhao, R. (2019). Writing Dictation in Students with Visual Impairments Who Use Contracted Braille with an Electronic Device. An unpublished dissertation. See additional readings on Canvas		Reports I
WK 15 5/4 ZOOM	Analyzing data: Measuring the <i>Response</i> to your intervention	Fieldwork: Analyze data and create	Foundations of Education (3rd Ed.), V2. Chapter 5. Moving from Assessment to Instruction See additional readings on Canvas	VI 3.9, 3.10 VI 3.9, 3.10, 5.2, 5.4, 5.13	

	Preparing presentations and writing research reports	graphs for your project		
WK 16 5/02 ZOOM	Presentations	Presentations DUE 05/02 Video and Lesson Plan Due May 11th		
Finals 5/09 Asynch	FINAL Reports Due May 8th	5 Week Intervention Report DUE 05/06/23		

Required Texts and Articles

Kamei-Hannan, C., & Ricci, L.A. (2015). *Reading connections: Strategies for teaching students with visual impairments*. American Printing House for the Blind.

Grading

Assignments	Due	Points
Activity #1		50
Activity #2		50
5 Week Intervention FINAL report		100
Group Presentation		20
Language Sample Transcript		20
Language Sample Analysis (Matrix and LST)		30
Weekly participation & asynchronous modules/Quizzes		90
4 Fieldwork Observations (Flipgrid posts)		40 (10 points each)
	TOTAL	400

Division Grading Scale

Points	Percentage	Grade
376-400	94% -100%	A
360-375	90% - 93.99%	A-
348-359	87% - 89.99%	B+
336-347	84% - 86.99%	B
320-335	80% - 83.99%	B-
308-319	77% - 79.99%	C+
296-307	74% - 76.99%	C
280-295	70% - 73.99%	C-
268-279	67% - 69.99%	D+
256-267	64% - 66.99%	D
244-255	61% – 63.99%	D-
<244	0% – 60.99%	F

Instructor Policy about Late Assignments:

Late assignments will not be accepted or graded. Assignments submitted past the due will receive a 0. Please contact the instructor for extenuating circumstances. If an extenuating circumstance occurs, the instructor may accept a late assignment (except for the final report) with a minimum late penalty deduction of 10 points per assignment and a 1-point deduction daily up to 7 days.

Incompletes will be granted only in accordance with university policy.

Assignment Descriptions and Rubrics

The major culminating project for this class will be to design, implement, and evaluate reading instruction for one student. The project begins with activity 1 in which you will assess the current reading program and is followed by activity 2 in which you will assess the individual child's reading ability and use the data from both activities to come up with an instructional plan. The reading intervention program should address reading skills of a student who is visually impaired and struggling at an area in literacy. The student must be reading. You will then implement the instruction for 5 weeks, collecting 15 data points. At the end of the semester, you will present your findings in a report and group presentation. Additional assignments in the class are attached to weekly modules and will be counted towards your grade. The assignment descriptions are below.

Activity 1: Understanding and Evaluating Reading Instruction

Purpose

The purpose of this assignment is to evaluate the current reading instruction being provided to a student with a visual impairment. Consideration should be given to the structure of reading instruction (who, how often, consistency, etc.), and quality of the instruction (is it balanced, are materials adapted appropriately, etc.). The activity is based on **Appendix 3A of Reading Connections (pages 57-61)** and samples of the completed forms are scattered throughout the book.

Skills

This assignment will 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 2:** Identify evidence based and practiced based interventions that support literacy instruction, including support of students with co-occurring disabilities and students who are English learners
- **SLO 4:** Identify and implement an appropriate literacy intervention to a student who is visually impaired, including use of adapted materials, environmental accommodations, and best practices that support instruction of students with visual impairments.

Knowledge

This assignment covers the following 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 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 3.13 Collaborate with the educational team to promote literacy and STEAM development.

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 5.12 Use multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, to determine appropriate learning and literacy media (braille, print, or combination of both) and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners.

Tasks

Read Pages 57-61 and use it as a guide to respond to the following prompts:

Step 1: General information about the current reading instruction

1. Who provides reading instruction?
2. In total, how many hours of direct instruction are dedicated toward reading?
 - a. How many minutes/hours of reading instruction are provided by the General Education Teacher?
 - b. How many minutes/hours of reading instruction (including braille instruction) are provided by the teacher of children with visual impairments?
 - c. Who else teaches reading? How many minutes of instruction does that person provide?
3. Does a paraeducator support reading instruction? If so, how?
4. What is going well in your student's reading program?
5. Are there areas you feel may need improvement in your student's reading program?

Step 2: Describe activities within the current reading instruction

Using the evidence of essential components in reading instruction for below, observe activities in each of the five essential skills in reading. Consider how instruction was provided in the past two weeks. Think about whether the activities constituted formal or supplemental

reading instruction. Think about who was responsible for instruction and if any accommodations or modifications were made to those activities so that the student could fully participate.

Name of Reading Curriculum: _____			
School: _____		Date: _____	
Reading Component	Activity/es	Primary person responsible	Adaptations Needed
Phonemic Awareness			
Phonics			
Reading Fluency			
Vocabulary			
Reading Comprehension			

Step 3: Evaluate the current reading instruction

Using the diagram on page 59, rate how well the reading instruction delivered by the general education teacher and the teacher of children with visual impairments students focuses on each of the following components of reading (on a scale of 1-4: 1 being the lowest in consistency, structure, and explicitness, and 4 being the highest). See PDF on Canvas.

See also page 60 in the book for steps 4-6.

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The following grading rubric will be used to grade the assignment

<u>ACTIVITY 1</u>	<u>Comments</u>	<u>Points</u>
Components: The following components are written in narrative form:		
A summary of the general information about the current reading program is included (step 1).		(out of 5 points)
A description of the activities being taught is detailed and includes examples of what		(out of 10 points)

was observed using the table found on page 58 (step 2).		
Figure 3.3 is filled out and embedded into the document (step 3, page 59).		(out of 5 points)
A narrative explanation about the general education and specialized reading instruction is included (step 3).		(out of 5 points)
Effective practices, special considerations, key players and their roles, and collaborative practices are summarized in narrative form (steps 4 and 5).		(out of 5 points)
Questions from step 6 are answered in detail with examples and written in narrative form (step 6).		(out of 5 points)
An assessment plan is included that details the names of the parts of the Kamei-Hannan and Ricci assessment that are appropriate and any alternate assessments that will be used.		(out of 5 points)
Thoughtful, thorough, and insightful reflections from the observation are included and written in narrative form.		(out of 5 points)
Professionalism (5 points): paper is well written, with minimal grammar and spelling errors, Figure 3.3 is embedded within the document and legible, tone is professional and presentation and clarity of writing is of high quality.		(out of 5 points)
Total (out of 50)		

Activity 2: Assessing Individual Reading Performance

Purpose:

The purpose of this assignment is to evaluate an individual's reading performance. You will begin by identifying a student who is receiving additional support in reading. The student must be at a pre-literacy level or higher and must be receiving instruction in reading. You will use the assessment data, along with data collected from Activity 1 to plan an intervention.

Skills

This assignment will 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 2:** Identify evidence based and practiced based interventions that support literacy instruction, including support of students with co-occurring disabilities and students who are English learners.
- **SLO 3:** Use multiples sources of data and non-digital accessible materials for students with visual impairments to plan instruction.

- **SLO 4:** Identify and implement an appropriate literacy intervention to a student who is visually impaired, including use of adapted materials, environmental accommodations, and best practices that support instruction of students with visual impairments.
- **SLO 7:** Understand and articulate the impact of a visual impairment on foundational theory and skills required for literacy proficiency, including language development and strategies that support English learners.

Knowledge

This assignment covers the following 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 3.5 Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency.

VI 3.8 Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.

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 5.6 Adapt assessments/evaluations when tests are not validated on individuals with visual impairments, such as provision of appropriate accommodations to ensure students can access evaluation materials, and interpret results with caution

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

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 5.11 Assess cognitive, motor, social, and language concepts unique to individuals 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 5.12 Use multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, to determine appropriate learning and literacy media (braille, print, or combination of both) and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners.

VI 5.13 Interpret assessment/evaluation results to determine individual needs to support acquisition of skills in both the general and expanded core curriculum, and interpret how a visual impairment may impact behavior.

Tasks:

Complete activity 2. The assignment is based on "Steps in a Diagnostic Assessment of Individual Reading Performance" found on pages 72-74 and the "Considerations in Planning Instruction" found on pages 74-79. Samples of completed forms are scattered throughout the book. A grading rubric is in the syllabus.

<u>ACTIVITY 2</u>	<u>Comments</u>	<u>Points</u>
Components: The following components are written in narrative form:		
1. Summary of FVA and LMA and any relevant background information is included (step 1).		(out of 5 points)
2. Kamei-Hannan & Ricci Assessment results are summarized specific data collected from the tools and observational/anecdotal information that is relevant. Also include your reflections about assessment results (step 2).		(out of 5 points)
3. Assessment results from additional assessments are summarized. Include 1) the names of the tools, 2) description or scope the tool, 3) description of the data collected (must be specific) from the tools, 3) observational/anecdotal information that is relevant (step 3).		(out of 5 points)

4. Thoughtful, thorough, and insightful reflections from the observation are included and written in narrative form. This section is an analysis of the data not a reflection of you, your views, or your teaching skills. (step 3)		(out of 10 points)
5. Figure 4.3 is completed and embedded into your plan and includes specific activities and the skills they address are named (see page 75).		(out of 5 points)
6. A brief lesson plan and schedule for your 45-60 minute lesson is included.		(out of 5 points)
7. Data collection and data points are identified and described. Include a copy of your data collection worksheet.		(out of 5 points)
Professionalism: paper is well written, with minimal grammar and spelling errors, Figure 4.3 is embedded within the document and legible, tone is professional, and presentation and clarity of writing is of high quality.		(out of 5 points)
Intervention matches identified needs. Planned intervention activities and progress monitoring match with subskill/s identified as areas of weakness		(out of 5 points)
Total (out of 50)		

5 Week Intervention Final Report

Purpose

Skills

This assignment will 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 3:** Use multiples sources of data and non-digital accessible materials for students with visual impairments to plan instruction
- **SLO 4:** Identify and implement an appropriate literacy intervention to a student who is visually impaired, including use of adapted materials, environmental accommodations, and best practices that support instruction of students with visual impairments.
- **SLO 5:** Continuously monitor learning objectives and goals.
- **SLO 6:** Use reflective and collaborative teaching practices

Knowledge

This assignment covers the following TPEs:

- **VI 3.6** Develop, collaboratively implement, and continuously monitor communication goals, objectives, and systems for students 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 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 3.11** Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.
- **VI 3.12** Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.
- **VI 3.13** Collaborate with the educational team to promote literacy and STEAM development.
- **VI 4.4** Use and teach device/software navigation features for efficient and equitable navigation of information.
- **VI 4.5** Use visual, nonvisual, and adaptive methods to teach technologies to students with visual impairments to access information stored online.
- **VI 4.10** Create, adapt, and format documents, including text, images, graphics, and video to improve accessibility based on individual needs.
- **VI 4.11** Use basic methods to adapt and format inaccessible media, text, images, graphics, and video to improve usability for students with visual impairments.
- **VI 4.12** Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet individual needs.
- **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 5.14** Identify and advocate for reasonable accommodations and modifications for standardized assessments/evaluations.
- **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 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 incorporating the expanded core curriculum to respond to the specific implications of visual impairment across settings.

(100 points): Based on the assessment assignment, your class project will be to design an intervention program to address the student's area of need in literacy. You will create a schedule, carry out the intervention for 5 weeks, collect data over the 5 weeks (1 week = 3 data points), and write a 5-10 page summary report regarding the interpretation of data from baseline to the final week of intervention. Each week requires a minimum of 3 sessions of 45-60 minutes. Additional details will be provided in class. This signature assignment meets the CTC and OSEP requirements for teacher performance assessment and child outcome measures.

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The following grading rubric will be used to grade the assignment

5 WEEK INTERVENTION FINAL REPORT	<u>Comments</u>	<u>Points</u>
Components:		
1. Narrative includes a description of the intervention, type of data, and data collection procedures. Systematic, explicit, and consistent structured lessons are thoroughly described. Attention is given to describing the program and materials, including adapted materials, use of technology during instruction, and integration of ECC skills being addressed within instruction.		(out of 10 points)
2. Narrative includes a description of the data collection procedures and results from baseline to the final week of intervention (e.g. what were the progress monitoring results - state pre/post differences or a description of progress over time)		(out of 15 points)
3. Results are graphed visually using either a line graph, bar graph, pie chart, or table, and visual analysis reflects 15 points of data. Presented in APA format.		(out of 15 points)
4. Narrative includes a discussion about the results and student performance – what did the progress monitoring data indicate (e.g. growth, non-growth, regression) and what is the relationship between the intervention and the results		(out of 15 points)
5. Narrative includes thoughtful, thorough, and insightful reflections regarding the intervention and student performance		(out of 10 points)
6. Narrative includes a discussion about future plans for continued support in reading. In addition, an instructional philosophy regarding reading instruction is included, and a reflection regarding service delivery and integration of and collaboration regarding language and reading goals within service is discussed.		(out of 15 points)
7. All forms are filled out and included		(out of 10 points)

8. Professionalism: paper is well written, with minimal grammar and spelling errors. The document is legible, the tone is professional, and the presentation and clarity of writing is of high quality.		(out of 10 points)
Total (out of 100)		

Group Presentation regarding the 5 Week Interventions

Purpose

Skills

This assignment will 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 6:** Use reflective and collaborative teaching practices
- **SLO 7:** Understand and articulate the impact of a visual impairment on foundational theory and skills required for literacy proficiency, including language development and strategies that support English learners.

Knowledge

This assignment covers the following TPEs:

VI 3.13 Collaborate with the educational team to promote literacy and STEAM development.

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 6.7 Conduct internet and library database searches to locate information specific to visual impairment

VI 6.9 Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.

Tasks:

Collaborate with your team to analyze the data across all students in your group. Discuss the interventions, the adapted materials, and students' performance over time. Then, prepare a 10 minute presentation summarizing the pre-intervention data (baseline assessments from reading program and individual student performance), evidence base for the intervention and subskills addressed, data collected during intervention phase, results of the data analysis, visual analysis, implications, future plans, and reflections. In your presentation, base all conclusions and implications on data. Highlight progress made, next steps in instruction, and any changes to the program that should be made.

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The following grading rubric will be used to grade the assignment

GROUP PRESENTATION: 5 WEEK INTERVENTIONS	<u>Comments</u>	<u>Points</u>
Components:		
1. Describe baseline data from Reading Program assessment		(out of 2 points)
2. Describe baseline assessment of individual student's reading performance		(out of 2 points)
3. State the subskills that were chosen		(out of 1 points)
4. Describe the intervention in detail including a description of the schedule that was followed, the activities that were conducted, the instruments used for measurement of progress and the type of data that was collected		(out of 3 points)
5. Summarize the data analysis – what did the progress monitoring data indicate (e.g. growth, non-growth, regression) and what is the relationship between the intervention and the results		(out of 2 points)
6. Present results visually using either a line graph, bar graph, pie chart, or table		(out of 2 points)
7. Highlight progress made. Discuss implications for future plans and continued support in reading such as next steps in instruction and any changes that need to be made to the program		(out of 3 points)
8. State reflections that are thoughtful, thorough, and insightful regarding the intervention and student performance. Reflections identify appropriate evidence and scholarly sources of information that support the interventions.		(out of 3 points)
9. Professionalism: presentation is delivered with a professional tone, clear diagrams and notes, and it is of high quality		(out of 2 points)
Total (out of 20)		

Language Sample Transcript

Purpose

Skills

This assignment will 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 3:** Use multiple sources of data and non-digital accessible materials for students with visual impairments to plan instruction
- **SLO 7:** Understand and articulate the impact of visual impairment on foundational theory and skills required for literacy proficiency, including language development and strategies that support English learners.

Knowledge

This assignment covers the following TPEs:

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.

Language Sample Transcript (LST) (20 points): Students will audio record a 5-10 minute story retelling of a child who is visually impaired and who is an English learner. Students will choose a reading passage appropriate for the Student's reading level (leisure reading, textbook, reading inventory) Then, transcribe the audio recording and code it according to SALT conventions. Additional details will be provided in class. This signature assignment meets the CTC and OSEP requirements for teacher performance assessment and child outcome measures for English learners.

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The following grading rubric will be used to grade the assignment

Language Sample Transcript (LST) Rubric

Components:		
The transcript includes a minimum of 20 child utterances. Each utterance should be presented on it's own line.		(out of 10 points)
The transcript is coded using SALT conventions. Each line should have at least one code.		(out of 10 points)
	Total (out of 20)	

Language Analysis (Matrix and LST)

Purpose

Skills

This assignment will 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 7:** Understand and articulate the impact of a visual impairment on foundational theory and skills required for literacy proficiency, including language development and strategies that support English learners.

Knowledge

This assignment covers the following TPEs:

U1.6 Provide a supportive learning environment for students first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrating an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

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 1.5 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/ semantic development as they relate to the acquisition of academic knowledge and skills.

Tasks

(30 points): Students will analyze the Language Sample Transcript and compare the results to a completed 3 person team EL matrix (see Reading Connections). The transcript will be analyzed for mean length of utterance, total number of words, and number of word roots. The matrix must be completed by at least 3 people. Compare the results of the LST and Matrix in a discussion. Additional details will be provided in class. This signature assignment meets the CTC and OSEP requirements for teacher performance assessment and child outcome measures for English learners.

Submission Format

Your completed assignment will be submitted on Canvas.

Criteria for Success

The following grading rubric will be used to grade the assignment

Language Sample Analysis (Matrix and LST)

Components:		
Narrative includes a description and purpose of Matrix and LST including the type of data collected, data collection procedures, and data analysis for each assessment.		(out of 5 points)
Results are described in narrative form and in a visual graph such as a table, pie chart, bar graph. The narrative also includes a discussion about the impact of a visual impairment and language development based on the interpretation of data.		(out of 15 points)
Professionalism: paper is well written, with minimal grammar and spelling errors. The document is legible, the tone is professional, and the presentation and clarity of writing is of high quality. The narrative includes thoughtful, thorough, and insightful reflections regarding the intervention and student performance		(out of 5 points)
Narrative includes a discussion about future plans for continued support in reading		(out of 5 points)
Total (out of 30)		

Fieldwork Observation – University Supervisor Observation

Purpose

The purpose of this observation rubric 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. Students will upload a 10 minute video of one lesson.

Skills

- **SLO 2:** Identify evidence based and practiced based interventions that support literacy instruction, including support of students with co-occurring disabilities and students who are English learners
- **SLO 3:** Use multiples sources of data and non-digital accessible materials for students with visual impairments to plan instruction
- **SLO 4:** Identify and implement an appropriate literacy intervention to a student who is visually impaired, including use of adapted materials, environmental accommodations, and best practices that support instruction of students with visual impairments.
- **SLO 5:** Continuously monitor learning objectives and goals.
- **SLO 6:** Use reflective and collaborative teaching practices
- **SLO 7:** Understand and articulate the impact of a visual impairment on foundational theory and skills required for literacy proficiency, including language development and strategies that support English learners.

Knowledge

This assignment will 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:

U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

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.

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 1.5 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/ semantic development as they relate to the acquisition of academic knowledge and skills.

VI 3.5 Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency

VI 3.8 Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.

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 3.11 Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.

VI 3.12 Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.

VI 3.13 Collaborate with the educational team to promote literacy and STEAM development.

VI 4.12 Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet individual needs.

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 5.16 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 6.4 Articulate an instructional philosophy incorporating the expanded core curriculum to respond to the specific implications of visual impairment across settings.

Tasks

This assignment has multiple steps, culminating in a fieldwork observation conducted by a university supervisor.

1. **Step 1: Learn** about literacy instruction and instructional planning through the course readings. Complete the various modules related to individualized reading instruction, including conducting assessments, planning instruction, and writing lesson plans.
2. **Step 2: Practice** Apply your knowledge to write an assessment lesson plan and/or instructional lesson plan.
3. **Step 3: Perform** and implement the assessment techniques or instructional plan. Videotape the assessment or instruction.
4. **Step 4: Submit** the videotape by navigating to Canvas and uploading your lesson plan and video to the Portal. Then click **Submit Assignment** to complete the submission.

Submission Format

Your completed assignment should include:

- An assessment or lesson plan
- One 10-minute video clip of instruction. Choose three areas from the observation rubric you intend to demonstrate. Note these areas on the bottom of your written lesson plan.
- Time stamp and annotate the areas you have chosen to target on your video or include a transcript of your annotation with your lesson plan.
- Submit your assignment by uploading a video and Microsoft Word Document or a PDF file to Canvas.

Criteria for Success

The assessment/lesson plan and video will be evaluated by the university supervisor using the following rubric:

**Fieldwork Observation – University Supervisor Observation
Grading Rubric – EDSP 4652**

Name: _____

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
<p>U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>	
<p>U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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).</p>	
<p>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.</p>	
<p>VI 1.5 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/ semantic development as they relate to the acquisition of academic knowledge and skills.</p>	

VI 3.5 Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency	
VI 3.8 Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.	
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 3.11 Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.	
VI 3.12 Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.	
VI 3.13 Collaborate with the educational team to promote literacy and STEAM development.	
VI 4.12 Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet individual needs.	
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 5.16 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 6.4 Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.	
Comments:	



COLLEGE OF EDUCATION

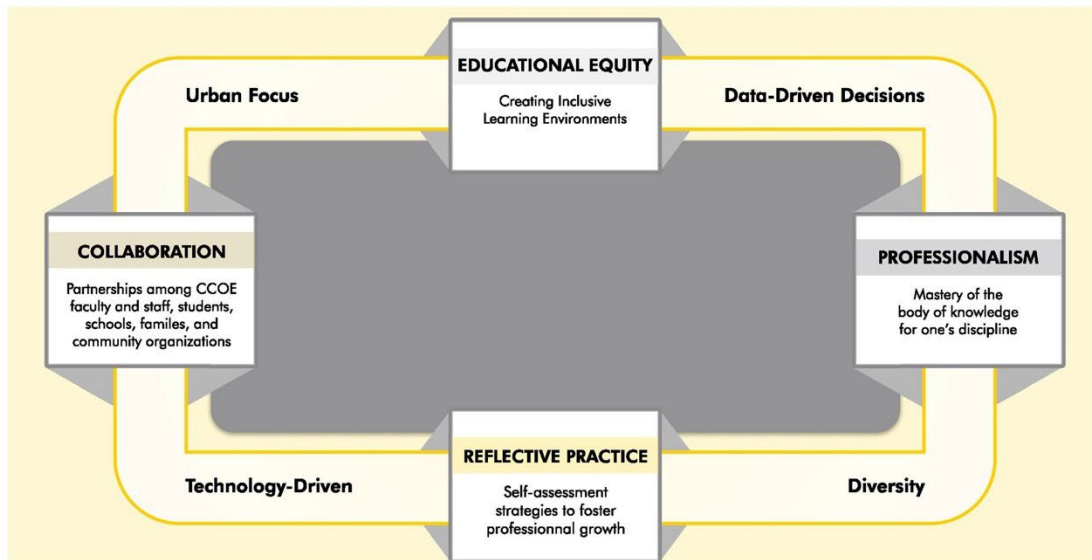
CONCEPTUAL FRAMEWORK

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 of 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.



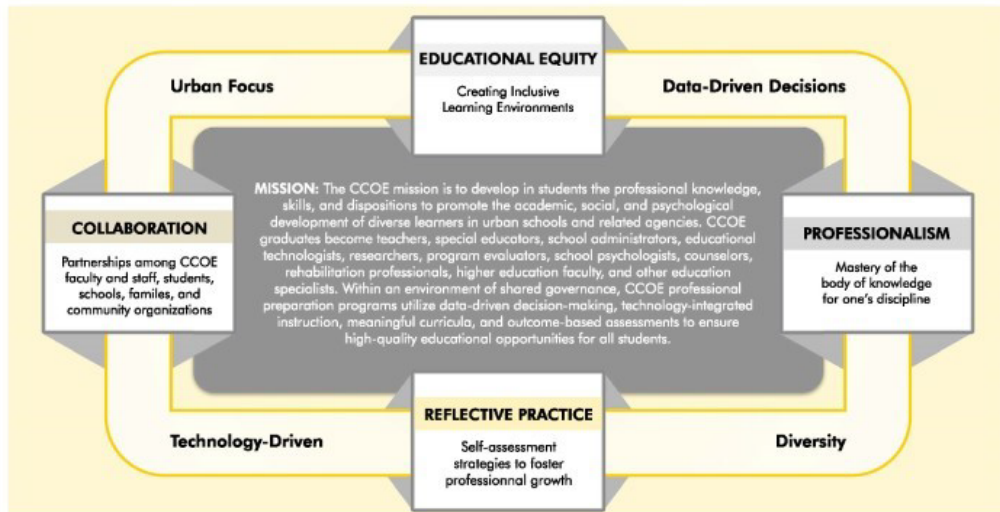
CORE VALUES:

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.



CONCEPTUAL FRAMEWORK

VISION: The Charter College of Education (CCOE) 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.



Core Values: The Charter 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.

<p>EDUCATIONAL EQUITY</p> <p>We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.</p>	<p>REFLECTIVE PRACTICE</p> <p>We believe that CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.</p>
<p>PROFESSIONALISM</p> <p>We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.</p>	<p>COLLABORATION</p> <p>We believe that collaborations and partnerships among CCOE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.</p>