



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

Spring, 2025

EDSP 5074/5094:

Final Directed Teaching with a Master Teacher: Visual Impairments (9 units)

Instructors: Anne Bell & Cheryl Kamei-Hannan

Class Location: Assigned School Sites

Office: KH-D2074A

Class Day/Time: Seminars are on Fridays, See Canvas for specific dates and links to Zoom <https://calstatela.zoom.us/j/94002481146>

Telephone: 323-343-4400

Catalog Description:

Pre/Co-requisite: All courses for the Preliminary Education Specialist Credential in Visual Impairments and approval of division chair or designee. Demonstration of instructional competencies specified for the Education Specialist Credential in Visual Impairments under supervision and guidance of a master teacher and university supervisor. Maybe repeated for credit.

Email Policy:

To Contact the Instructor, please email each instructor individually at:

Anne Bell: Please contact via email annejbell@gmail.com to schedule an appointment

Cheryl Kamei-Hannan: ckameih@calstatela.edu

Office Hours Thursdays 2:30-4:40, Zoom Link:

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

Each instructor will also establish a method of communication for the semester. Please note that sometimes emails are occasionally missed. If that is the case, and you do not hear from an instructor within a week, please attend office hours. 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.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the 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 College of Education faculty.

B. Statement of Reasonable Accommodation

The 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 College of Education. The 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 eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

Subject: Statement on Professionalism for Fieldwork/ Student Teaching Placements in Special Education courses at Cal State LA

The following guidelines outline the expectations for student conduct and performance during fieldwork/student teaching:

- **Two Opportunities for Success:** Candidates have two opportunities to pass any one fieldwork/student teaching course successfully. The fieldwork/student teaching placement starts on Day 1 of the semester. Successful completion of the course requires a sustained demonstration of professionalism and competence throughout the placement period (i.e., the whole semester).
- **Professional Work Ethic:** Candidates are expected to uphold a professional work ethic consistently while at their fieldwork placement. This encompasses fulfilling all responsibilities associated with the placement beyond the explicit requirements of the course.
- **Punctuality and Readiness:** Students are expected to arrive at their assigned site promptly each scheduled day, prepared and ready to engage in meaningful work. Punctuality is a hallmark of professionalism, reflecting a commitment to the value of time and the responsibilities inherent in the educational setting.
- **Adherence to Course and Site Requirements:** All rules and regulations specified by the course and fieldwork site must be strictly adhered to by candidates. This includes participation in required meetings, completion of planning assignments, and engagement in activities required by the course and site. Compliance with these expectations is integral to a successful fieldwork experience.

- **Consequences for Lack of Professionalism:** Failure to meet the standards of professionalism, as determined by the fieldwork site or the supervising faculty, may result in termination from the placement. Examples can include the lack of professionalism, inability to show improved competences, etc. Termination from the fieldwork site results in failure (grade of F/NC) in that semester.
- **Repeating the Course:** If a candidate is terminated from the site, they will not be eligible for placement at a different site within the same semester. This will result in NC/failing grade for fieldwork for the semester. This will also be considered as one of the two attempts to successfully complete the course. The candidate must reapply and retake the course in a subsequent semester. Previous hours and coursework from a previous attempt will not be carried over. The candidate will be required to complete all assignments and activities within the new placement.
- **Grading:** Fieldwork is a credit/no credit or graded course. A grade of “incomplete” will not be given if a student is terminated from a site. Incomplete assignments due to extenuating circumstances, with documentation provided, may be discussed with the instructor.

*****Please read relevant sections of the APA manual regarding plagiarism and academic scholarship*****

D. Technology

Courses in the 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 COE 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 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 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.

California Commission on Teacher Credentialing Standards OR Other Professional Standards (e.g., CACREP, CORE, ABAI, IRA, AER, and so on)

This course is required in the following Program Education Specialist Credential in Visual Impairment and Blindness. Core standards marked with an asterisk are covered in depth in this course. These competencies are as follows:

Please see standards Matrix for the Education Specialist Credential in Visual Impairment and Blindness at the end of the syllabus.

Notes regarding the standards:

- This course may address discipline-specific standards as well.
- 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 **480 hours of fieldwork** experiences and **6 formal fieldwork observations**.

Student Learning Outcomes (SLO) [to be taken from the course proposal]

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

- **SLO 1:** Plan and conduct comprehensive educational assessments for students with visual impairment and blindness.
- **SLO 2:** Write a professional report describing assessment results and corresponding instructional plans.
- **SLO 3:** Collaborate with other professional in the design and implementation of appropriate assessments, instructional plans, and accommodations/modifications for students with visual impairment and blindness, including students with deaf-blindness and English learners.

- **SLO 4:** Recommend individualized goals and benchmarks, based on assessment results.
- **SLO 5:** Use data-based decision making to ensure effective instruction practices.
- **SLO 6:** Reflect on professional skills for collaboration, assessment, and instructional planning.
- **SLO 7:** Provide appropriate strengths-based instruction, including implementation of Universal Design for Learning (UDL) support of the expanded core and academic, curriculum, and appropriate non visual strategies for students with visual impairment and blindness.

Assignment Checklist (All activities and assignments must be completed to receive a passing grade – any item with a “-” will result in an automatic failure).

Date	Assignment	+/-
Week 1/2 – Orientation Seminar & Introduction to forms		
Topics:	TOPICS: <ul style="list-style-type: none"> • Orientation to the fieldwork expectations and requirements • Orientation to fieldwork placement site • Rapport building with assigned master teacher and students 	
Summary of Activities:	Attendance at Mandatory CSULA Orientation including scheduling of seminars and introduction to the following forms: <ul style="list-style-type: none"> • Getting to know your students/contextual information (pg. ____) For each formal observation: <ul style="list-style-type: none"> • Student Profiles/Goals (x4) (pg. __) • Lesson planning template (x4) (pg. ____) • University Supervisor lesson observations evaluations (x4) (pg. ____) For each peer-group video observation: <ul style="list-style-type: none"> • Video recorded lessons (x2) (pg. ____) • Video commentary (x2) (pgs. ____) Final documents due during the exit interview <ul style="list-style-type: none"> • Midterm/Final evaluation (pg. ____) • VI specific skills (pg. ____) • Administrator evaluation rubric (pg. ____) • Evidence of Diversity Chart (pg. ____) • Transition to Induction Plan form (pg. ____) 	
SEMINAR	Mandatory CSULA Orientation/Online Seminar 1: Orientation January 21 at 4:30-5:30 PM Orientation VI Final Fieldwork https://calstatela.zoom.us/j/94002481146 TBD at 5:00-6:30 PM Orientation for all Candidates <ul style="list-style-type: none"> • Dr. Robin Dodds • https://calstatela.zoom.us/j/83758288977 (Meeting ID: 837 5828 8977) NOTE: Check for ZOOM updates in Canvas, if needed 	
Week 3/4 - Lesson Plan 1 & Seminar		
Topics:	<ul style="list-style-type: none"> • Instructional planning in the core curriculum, expanded core curriculum, math and science • Planning instruction to support the IEP goals 	
Activity	University Supervisor Observation 1, Lesson Plan (pg. ____), & Getting to Know your Student Profile/Goals (pg. ____)	
	Getting to know your students/contextual information (pg. ____)	
Video	Peer Observation and University Supervisor Observation 2, Video and Video Commentary (pg. ____)	
SEMINAR	Online Seminar 2: PEER VIDEO OBSERVATIONS on Math Instruction Week 5: February 21, 4:30-6:30pm	

	https://calstatela.zoom.us/j/94002481146 NOTE: Check for ZOOM updates in Canvas, if needed	
Week 5/6 - Lesson Plan 2		
Topics:	<ul style="list-style-type: none"> • Managing healthy and effective learning environments • Positive behavior support for individual students 	
Activity	University Supervisor Observation 3 , Lesson Plan, & Getting to Know your Student Profile/Goals	
Week 7/8 – Lesson Plan 3 & Seminar		
Topics:	<ul style="list-style-type: none"> • Effective communication and collaboration skills • Professional, legal, and ethical practices in the field of visual impairments 	
Activity	University Supervisor Observation 4 , Lesson Plan, & Getting to Know your Student Profile/Goals	
Activity	Midterm Evaluation & VI Specific Skills (by the end of week 7)	
Activity	Administrator evaluation rubric (pg. ____)	
Activity	Evidence of Diversity Chart (pg. ____)	
SEMINAR	Seminar 3: PEER VIDEO OBSERVATIONS on ASSESSMENT Week 8: March 14, 4:30-6:30pm <ul style="list-style-type: none"> • Zoom link: https://calstatela.zoom.us/j/94002481146 NOTE: Check for ZOOM updates in Canvas, if needed	
Week 9/10/11 - Lesson Plan 4		
Topics:	<ul style="list-style-type: none"> • Reflecting on assessment, teaching and collaboration skills • Monitor student progress by collecting data for each student, and analyzing the data 	
Video	Peer Observation and University Supervisor Observation 5 , Video and Video Commentary (pg. ____)	
Week 12/13/14 - Lesson Plan 5 & Seminar		
Topics:	<ul style="list-style-type: none"> • Apply thoughtful insight and meaningful data driven changes to the instructional cycle for future lessons • Working with family members and para-professionals 	
Activity	University Supervisor Observation 6 , Lesson Plan, & Getting to Know your Student Profile/Goals	
SEMINAR	CSULA optional Induction Online Seminar 4: TBD at 4:30-5:30 PM <ul style="list-style-type: none"> • Dr. Erica Hamilton (TBD) • https://calstatela.zoom.us/j/86487972488 • NOTE: Check for ZOOM updates in Canvas, if needed 	
Week 15/16 Exit Interview		
Activity	Exit Interview	
Activity	Transition to Induction Plan form (pg. ____)	
Activity	Final Evaluation & VI Specific Skills	

Required Text

1. Allman, C. B. & Lewis, S. (2016). ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. AFB Press: New York.
2. Koenig, A. & Holbrook, M. C., (2004). Foundations of Education (2nd Ed.). AFB Press: New York.
3. Additional Readings will be posted on the course website and available in the library database.

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).

Grading

Assignments	Due	Points
A. Attendance at Mandatory Seminars (10 points each)	TBD	40
B. Getting to Know your Students/Contextual Information about your Caseload		10
C. 4 Lesson plans and Student profiles (10 points each)	TBD	40
D. 2 Videos, photo release, and commentaries	TBD	40
E. 6 formal observations (10 points each)	TBD	60
F. Working file	TBD	10
G. Evidence of diversity chart	TBD	10
H. Master teacher/administrator evaluation	TBD	10
I. Transition to induction plan	TBD	10
J. Exit Interview & University Supervisor form	TBD	20
		250

Division Grading Scale:

This is a pass/ no credit course. Passing credit is set at 84% or higher, with completion of ALL assignments. Anything below 84% or failure to turn in an assignment will result in no credit. The following scale will be used:

100.00 %	94.00 %	A
93.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	84.00 %	B

83.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	74.00 %	C
73.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	64.00 %	D
63.99%	61.00%	D-
60.99 %	0.00 %	F

Instructor Policy about Late Assignments:

Assignment Descriptions and Rubrics

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

- A. **Directed Teaching Seminars** – Several seminars will be held during the semester. Students are required to participate in the **online OR face-to-face seminars**. Each seminar will have a different focus area for discussion (see Assignment Checklist).
- B. **Getting to Know Your Students and Contextual Information about your caseload** – complete a description of your caseload by filling out the template provided.
- C. **4 formal Lesson Plans and Student profiles (for observations with your UNIVERSITY supervisor)**. Four face to face visits with your UNIVERSITY supervisor will be an opportunity for you to *show-off* your wonderful teaching skills, and to ask questions about things for which you may be needing help. **You will complete 4 formal lesson plans and Getting to Know your Student (student profiles) for each of these formal observations** (use templates provided). The lesson plan should be aligned to standards, identify student learning goals and outcomes, provide a schedule for the lesson, and describe the activities in which you are going to have the student engaged. As you plan for lessons, choose lessons and lesson plans that assist you in meeting all the skills on the VI Specialized Skills List. Also, choose lessons for students from a range of abilities, ages, and disabilities so that you are able to show competence in working with students from diverse populations. The student profile should provide background information about the student – see sample lesson plan and profile (failure to provide lessons and profiles may result in failure of the course – also, your supervisor may ask you to revise the lesson plans to meet minimum standards as part of your assignment).

- D. **2 Videos, photo release forms, and Video commentaries** -Two video-taped observations presented virtually via Zoom to the class will be an opportunity to gather peer feedback. Be sure to collect photo release forms prior to video taping the student and upload these to Canvas. Videos should be between 5-10 minutes in length. Do not include other children in the video, unless you have received permission from all people in the video. Be sure to position the camera so that we can see you and the student, as well as the instruction being provided. You will complete 2 Video Commentary forms (see templates provided) for each of these peer-group observations.
- E. **6 formal Observations** - A CSULA faculty member will conduct a minimum of **6 evaluations**. During each of these individual and group observations, the university supervisor will take observation notes and provide the candidate with written feedback. ***A copy of all evaluation observation forms must be turned into Dr. Kamei-Hannan in the VI office.***
- F. **Working File:** Your working file should include a summary of lessons, such as a lesson plan book which includes a brief summary of the activities for each student on your schedule. It may be on a calendar, in a computerized organizer, or in a teacher's lesson plan book. It must have a daily account of your lessons and reflect data collection for each student receiving direct instruction. It also must provide evidence of collaboration with other professionals.
- G. **Evidence of Diversity Chart:** Complete the Evidence of Diversity Chart by documenting the students being served on your caseload. You need to provide evidence of a range of experiences across ages and disability categories. ***A copy of the evidence of diversity chart must be turned into Dr. Kamei-Hannan in the VI office.***
- H. **Master Teacher, Support Provider, or Administrator Evaluation:** If you are an Intern, then your Support Provider must conduct an evaluation of your teaching. If you are not an intern, then a Master Teacher, Mentor, or an Administrator may evaluate you. ***A copy of the master teacher evaluation must be turned into Dr. Kamei-Hannan in the VI office.***
- I. **Transition to Induction Plan:** With your mentor and university supervisor, complete a transition plan. The purpose of the transition plan is to identify skills of focus for the induction period following completion of the preliminary credential. All signatures must be on the transition plan. ***A copy of the transition plan must be turned into Dr. Kamei-Hannan in the VI office.***
- J. **Exit Interview** - You will be rated on several competencies and your overall performance in all SPED and VI standards that you have encountered throughout your experiences in the CSULA VI program. In an interview like format, you will reflect on your culminating experiences and progress in the VI program: ***A copy of the final evaluation signed by the university supervisor and student must be turned into the CANVAS assignment portals.***

Getting to Know Your Students and Contextual Information Template

Directions: Respond to each prompt thoroughly in narrative format. Type your responses under each prompt. Do not edit any of the prompts. To protect the privacy of your focus students, refer to the student as the Focus Student (FS). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

- a. **Describe your position:**
 - a. **What is the name of your LEA/district?**
 - b. **Describe your service delivery model (e.g. itinerant, resource room), include the a description of the number of schools you serve, driving times, and geographic environment (e.g. rural, sub-urban, urban).**
- b. **Describe your caseload:**
 - a. **How many total students do you serve?**
 - b. **How many students do you serve with direct services?**
 - c. **How many students have consultative services?**
 - d. **How many students have IEPs this semester?**
 - e. **How much time in indirect services do you provide?**
- c. **Describe the overall cultural and linguistic assets of the students you serve:**
 - a. **Briefly describe students' assets, including cultural and linguistic assets**
 - b. **Grade level, age ranges of students on your caseload**
 - c. **Identified learning needs, including braille usage and, as appropriate, and English language learning levels and/or language development of students you serve**
 - d. **Geographic area you serve**

Lesson Plan and Student Profile Template

Directions: Respond to each prompt thoroughly in narrative format. Type your responses under each prompt. Do not edit any of the prompts. To protect the privacy of your focus students, refer to the student as the Focus Student (FS). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Student Profile

1. Describe your focus student:

Describe the student, including his/her age, grade level, and identified learning needs.

Describe the student's cultural and linguistic assets.

Describe the student's functional vision, learning media, access, and ECC needs.

Describe how vision impacts the student's access to the curriculum and learning.

Describe any materials adaptations, accommodations, environmentally modifications, or instructional strategies used when providing instruction.

2. Describe the instructional setting (in-person, online synchronous, hybrid), the instructional delivery model (e.g., co-teaching, inclusion, self-contained classrooms, state special school, small group), and instructional support personnel (e.g., paraprofessionals, interpreters, speech and language pathologists).

3. Describe the student's prior knowledge regarding the content that will be presented. Provide all available assessment data that is pertinent to the lesson.

Lesson planning

1. What is the student's identified IEP goal that will be reflected in the lesson planned? If the IEP goal is not targeted, then what is the lesson plan goal or objectives? Also provide background regarding the language goal related to the lesson, if appropriate.

2. What ELA/Math/ELD/ECC/CA Braille standards will be addressed in the lesson?

Respond to each prompt below in narrative format:

1. **FS1's Vision and Learning Media Needs:** Explain how the math activity/lesson plan incorporates FS1's vision and learning media needs related to the math content and practices, ECC, and Braille Mathematics Standards of the activity/lesson.
 2. **FS1's Assets and Interests:** Explain how the math activity/lesson plan incorporates FS1's cultural and linguistic assets and interests related to the math content and practices ECC, and Braille Mathematics Standards.
 3. **Connections to Prior Learning:** Explain how the content connects to FS1's prior math learning. If applicable, include prior experiences with the functional and/or life skills that will be integrated into the activity/lesson.
 4. **Learning Activities and Instructional Strategies**
 - a. **Preschool:** Explain why you selected the frontloading, adapted materials/resources, instructional strategies, and concepts that may need additional instruction/support after the lesson. Describe how your choices incorporate the social interaction skills, sensory efficiency skills, and/or play-based activities that are aligned with the routines and experiences of the child's preschool day.
 - b. **TK–12:** Explain why you selected frontloading, adapted materials/resources, instructional strategies, concepts that may need additional instruction/support after the lesson, and how your choices will engage FS1 in social interaction skills (respectful, collaborative interactions), and sensory efficiency skills.
 5. **Academic Language Development:** Explain your rationale for how your instructional approach will support the mathematical academic language development needs of FS1. What vocabulary or terminology is necessary to access the content?
 6. **Monitoring Student Learning:** Explain why you chose the student monitoring strategies and why they are appropriate for this activity/lesson.
 7. **Strategies for Engaging in Dialogue¹:** Explain how your planned questions will support your understanding and interpretation of FS1's math thinking (e.g., making sense of
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FS1's non-standard problem-solving procedures, errors or ineffective methods, strategies for modeling).

8. **Collaboration:** Explain how your collaboration with FS1's math teacher supports their access to the math learning goals.
9. **Schedule:** Provide a detailed outline of the lesson. Include the time it will begin, what activities will take place, how long each activity will take, and what materials are needed for each activity.

Video Commentary – Math Instruction **Submit your Photo release to Canvas**

- **Providing Access:** Describe any adaptations made during instruction (e.g. lighting, materials adaptations, modality, environmental, adjustments to time). In what ways did you instruct the focus student to use assistive technology and/or adapted materials and frontload concepts to support their progress toward meeting the math and ELD learning goals?
- **Monitoring Student Learning:** How did you support and monitor the focus student's progress toward meeting the math and ELD learning goals during math instruction? Why did you make these instructional choices?
- **Providing Additional Instruction:** How did you provide support for the focus student after initial instruction through nonvisual/alternate strategies to address math concepts that require additional support? Why did you make these instructional choices?

Video Commentary – Assessment **Submit your Photo release to Canvas**

- **Assessment:** What assessment is being conducted? Describe the assessment construct (what are you assessing), the instrument being used (name the tool), and the procedures that will be used during assessment. Also describe any adaptations during the assessment (e.g. lighting, materials adaptations, modality, environmental, adjustments to time).
- **Rationale:** Explain why you chose this construct to assess and the tool being used to assess it.
- **Reflect:** What did you learn about the student from the assessment? How effective was the assessment in providing the information you sought? What follow up information will you gather?

California State University, Los Angeles/Division of Special Education
University Supervisor Site Visit Evaluation
CALTPA/WORKING FILE CHECKLIST

Candidate's Name _____ Date: _____

Course (circle): EDSP 4064 EDSP 4084 EDSP 5094 EDSP 5074 Fall
Spring

CA Teaching Performance Assessment (CalTPA)	
EDSP 4064/4084 - Cal TPA Templates are complete and thorough (Note: one complete Cycle 1 is required in EDSP 4064/4084): <ul style="list-style-type: none"><input type="checkbox"/> Getting to Know your Student<input type="checkbox"/> Planning Your Lesson<input type="checkbox"/> Lesson Plan Template<input type="checkbox"/> 3 Annotated Videos<input type="checkbox"/> Lesson Plan Rationale<input type="checkbox"/> Reflection on What you Learned<input type="checkbox"/> Application of What you Learned	EDSP 5074/5094 - Cal TPA Templates are complete and thorough (Cycle 2 NOT required): <ul style="list-style-type: none"><input type="checkbox"/> Cycle 2 Template TBD<input type="checkbox"/> Cycle 2 Template TBD<input type="checkbox"/> Cycle 2 Template TBD<input type="checkbox"/> Cycle 2 Template TBD<input type="checkbox"/> Cycle 2 Template TBD<input type="checkbox"/> Cycle 2 Template TBD
Working file Checklist	
Working file includes the following evidence (check all items included): <ul style="list-style-type: none"><input type="checkbox"/> Student profiles or completed template - "Getting To Know Your Student"<input type="checkbox"/> A variety of developmentally appropriate assessments (TPE 1.2, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11)<input type="checkbox"/> Professional initial, tri-annual, specialized service reports and/or at least one Comprehensive Assessment (TPE 1.1, 5.1, 5.5, 5.6, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19)<input type="checkbox"/> Professional initial, tri-annual IEPs, ITPs, and IFSPs<input type="checkbox"/> Evidence of planning and implementing transitions (TPE 4.27)<input type="checkbox"/> A system for documenting collaboration, communication, and followup with other specialists, family members, and paraprofessionals (TPE 1.6, 1.7, 4.28)<input type="checkbox"/> A system for ongoing data collection (TPE 1.2)<input type="checkbox"/> An updated and detailed schedule/lesson plan book	

- Developmentally appropriate instructional lesson plans and rationales (TPE 1.2, 6.1, 6.2, 6.3)
- Documentation of accommodations, modifications, adaptations provided (TPE 2.1)
- Developmentally appropriate instructional lesson plans and rationales (TPE 1.2, 6.1, 6.2, 6.3)
- A wide variety of evidence based, culturally responsive, and effective teaching strategies to engage students, including individuals who are EL learners (TPE 1.3, 1.4)
- Evidence of a diverse caseload (see Evidence of Diversity Table; TPE 4.1)
- Medical, educational, psychological implications of diagnosed eye condition (TPE 5.5, 5.9, 5.11)

California State University, Los Angeles/Division of Special Education
University Supervisor - LESSON EVALUATION

Candidate's Name _____ **Date:** _____

Course (circle): EDSP 4064 EDSP 4084 EDSP 5094 EDSP 5074

Semester (circle): FALL SPRING **Observation # (circle):** 1 2 3 4 5 6

Lesson Planning (to be used with observations)		
Student Profile (Check all that apply)		
<input type="checkbox"/> Getting to Know Your Student (3.9) <input type="checkbox"/> Student Profile (3.9) <input type="checkbox"/> Literacy Profile (7.2, 7.3)		
Lesson Plan includes the following:		
<input type="checkbox"/> Primary Core & ECC area is identified (3.10, 3.11, 7.1) <input type="checkbox"/> Pre-requisite, assets, or baseline knowledge are described (3.9, 7.3) <input type="checkbox"/> Components of the lesson plan should include (4.9, 4.10): <ul style="list-style-type: none"> ○ Lesson overview ○ Content of the lesson ○ Assessment/Checking for Understanding ○ Structured Student Learning Activities ○ Instruction to Support Learning <input type="checkbox"/> Duration/timing of activities is clearly articulated <input type="checkbox"/> Evaluation criteria is identified <input type="checkbox"/> A data collection system is in place		
California ELA/ELD Framework		
Does this lesson address the integrated California ELA/ELD Framework (if so, then TPE Domain 7 must be reflected in the lesson plan and evaluated below)?		
YES NO		
What VI skills are covered in the Lesson Plan (check all that apply)?		
<input type="checkbox"/> Braille (4.12; domain 7) <input type="checkbox"/> Abacus/STEAM/Graphics (4.11, 4.13, 4.14) <input type="checkbox"/> Visual Efficiency (4.15) <input type="checkbox"/> Sensorimotor/physical (4.16) <input type="checkbox"/> Basic O&M (4.17- 4.19) <input type="checkbox"/> Independent Living Skills (4.19)	<input type="checkbox"/> Social Interaction Skills (4.20) <input type="checkbox"/> Fitness/Leisure/Recreation (4.21) <input type="checkbox"/> Career Education Skills (4.22) <input type="checkbox"/> Self Determination (4.23) <input type="checkbox"/> Personal Safety/Well Being (4.24)	<input type="checkbox"/> Legal Rights/Responsibility/Digital Citizenship (4.25) <input type="checkbox"/> Access/ Assistive Technology (4.4, 4.5, 4.6, 4.7, 4.8)

California State University, Los Angeles/Division of Special Education
University Supervisor - LESSON EVALUATION (pg. 2 cont.)

Candidate's Name _____ Date: _____

Semester (circle): FALL SPRING Observation # (circle): 1 2 3 4 5 6

Observation Rating Scale – Rate the teacher’s performance and the quality of the lesson

Directions: rate each of the following competencies on a scale of 1-5 (1 = competency not met; 2 = competency met at a minimal level; 3 = competency met at average level; 4 = competency met at above average level; 5 = competency met at outstanding level).

Note: n/o = not observed.

TPE 1: Engaging and Supporting Students in Learning	1	2	3	4	5	N/O
1. Uses effective teaching strategies that promote non-visual learning (1.2, 1.3, 1.4)						
2. Uses effective communication strategies and supports language development during instruction to engage individuals, including EL learners (e.g. questioning, wait time/pace, language level) (1.5)						
3. Uses a multi-sensory approach and/or multiple strategies to address a concept, including individualized approaches and differentiating instruction (1.3, 1.4)						
4. Uses the skills of paraprofessionals appropriately and consistently, including providing training, mentoring, and modeling as needed to support instruction (1.6)						
5. Collaborates as needed to adapt and incorporate direct instruction in technology (TPE 1.7, 1.8, 1.9)						
6. Considers psychosocial, multilingual, and cultural factors while engaging and supporting students in learning (1.10)						
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4	5	N/O
7. Modifies materials and implements appropriate adaptations for all learners, including infusing UDL and differentiating instruction (2.1)						
8. Uses appropriate language and terminology for non-visual learners (2.3)						
9. Identify and incorporates behavioral, environmental, ergonomic, and technology modifications (2.2, 2.4)						
10. Provides meaningful opportunities for choice making, self-determination, advocacy, problem-solving, coping responses, incidental learning, and other adaptive interaction (2.5)						

11. Modifies and adjusts teaching as needed during a lesson, including what is needed for digital and virtual environments (2.3)						
12. Continuously evaluates social interaction, digital citizenship, and behavior during the lesson (2.6, 2.9)						
13. Incorporates strategies to support basic O&M (2.7, 2.9)						
14. Collaborates and communicates with specialists, AT supports (e.g. ITS), vision care professionals, and paraprofessionals to support ECC, technology, and instructional activities (2.10, 2.11, 2.12)						
TPE 3: Understanding and Organizing Subject Matter for Student Learning						
15. Communicates the day's objective clearly and establishes a clear routine, with a well defined beginning, middle, and end						
16. Communicates the rules, expectations, and consequences to the student, while establishing positive rapport and using supportive/engaging/respectful language						
17. Collaborates and communicates with others to effectively to organize materials, content, and subject matter when designing lessons, while providing meaningful instruction, and in order to monitor goals (3.5, 3.6, 3.7, 3.8)						
TPE 4: Planning Instruction and Designing Learning Experiences for All Students						
18. Collaborates and communicates effectively (written and orally) with individuals including staff, family members, and community agency personnel (4.26, 4.27, 4.28)						
19. Uses highly effective organizational and time management skills (e.g. pacing) (4.9)						
20. Provides instruction on the ECC using an age-appropriate and developmental approach (see Specialized Skills areas)						
21. Uses strategies to optimize student engagement using appropriate materials, technology access, and adaptations (4.3, 4.10)						
TPE 5: Assessing Student Learning						
22. Uses multiple sources of data and requisite knowledge to plan instruction (5.2, 5.3, 5.4, 5.12)						
23. Has an organized data collection system to track progress over time and uses data and skills continuum to develop next steps in lesson planning (5.13, 7.10)						
24. Communicates ongoing results of lesson/s with educational team (e.g. parent letter, note home, communication log, email, etc.) particularly as it relates to the vision related needs, adaptations, accommodations, and modifications (5.14, 5.15)						
TPE 6: Developing as a Professional Educator						
25. Reflects on the lesson and identifies areas of professional growth (6.1)						

26. Articulates a professional philosophy in the rationale for instruction (6.2, 6.4)						
27. Demonstrates a consistent level of professionalism in personal conduct (e.g. adherence to work hours, professional appearance)						
28. Accepts constructive feedback from peers, support staff, and colleagues						
TPE 7: Effective Literacy Instruction for Students with Visual Impairments						
29. Plans and implements evidence based literacy instruction grounded in ELA/ELD Framework (7.1)						
30. Incorporates clear understanding of the implications of a visual impairment on language and literacy development (7.2)						
31. Incorporates an asset-based approach that is culturally responsive (7.3)						
32. Considers functional vision, learning media, access, and ECC in language and literacy lesson planning (7.4)						
33. Addresses at least one area (Check all that apply): <input type="checkbox"/> Foundational Skills (7.5) <input type="checkbox"/> Meaning Making (7.6) <input type="checkbox"/> Language Development (7.7) <input type="checkbox"/> Effective Expression (7.8) <input type="checkbox"/> Content Knowledge (7.9) <input type="checkbox"/> English Language Development (7.11)						
34. Collaborates as needed to plan and/or support instruction (7.12, 7.13)						
35. Effectively incorporates AT (7.14)						
Comments:						
Supervisor's signature _____ Date _____						

Evidence of Diversity Chart Experience with Diverse Populations in a Variety of Settings

Students in the Ed. Sp. program in Visual Impairments must provide evidence of teaching students across ages and disabilities, and in a variety of settings. Students do not need to have experience in every grade level nor with all abilities; however, they do need to provide evidence of a range of experiences across ages and abilities, including students with autism and students who are Deaf Blind. (VI TPEs 4.1, 4.4, 4.5, 4.6, 4.7, 4.9, 4.12, 4.13, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4. 24, & 4.25)

Directions: Complete the following table by entering the initials of your students being served on your caseload and during fieldwork in each of the boxes below. Do not put a student in more than one box. Submit this table as a required assignment during fieldwork.

	Infant- preschool	Elementary Grades	Middle School Grades	High School Grades	Post High School Grades
Academic Students with low vision					
Academic Students who are blind					
Students with low vision who have mild/ extensive needs					
Students who are blind who have mild/ extensive needs					
Students who are blind/low vision and have severe/profound disabilities					
Students who are identified as having autism spectrum disorder					
Students who are Deaf Blind					

* NOTE: In each box indicate the setting, service delivery model, and approximate number of hours in each setting/service delivery model. Use the following abbreviations (SDC) = self contained class room, residential placement, or special day class; (P) = partial self contained; (FI) = full inclusion; (C) = Consult only; (DI) = Direct Instruction; (R) = Remote Instruction.

Administrator/Master Teacher Evaluation

**California State University, Los Angeles-Division of Special Education and Counseling
Educational Specialist Credential in Visual Impairment**

Candidate's Name _____ **Date:** _____
Course: **EDSP 5074** **EDSP 5094** **Semester (circle):** **FALL** **SPRING**

Observation Rating Scale – Rate the teacher’s performance and the quality of the lesson

Directions: rate each of the following competencies on a scale of 1-5 (1 = competency not met; 2 = competency met at a minimal level; 3 = competency met at average level; 4 = competency met at above average level; 5 = competency met at outstanding level). Note: n/o = not observed.

TPE 1: Engaging and Supporting Students in Learning	1	2	3	4	5	N/O
36. Uses effective teaching strategies that promote non-visual learning (1.2, 1.3, 1.4)						
37. Uses effective communication strategies and supports language development during instruction to engage individuals, including EL learners (e.g. questioning, wait time/pace, language level) (1.5)						
38. Uses a multi-sensory approach and/or multiple strategies to address a concept, including individualized approaches and differentiating instruction (1.3, 1.4)						
39. Uses the skills of paraprofessionals appropriately and consistently, including providing training, mentoring, and modeling as needed to support instruction (1.6)						
40. Collaborates as needed to adapt and incorporate direct instruction in technology (TPE 1.7, 1.8, 1.9)						
41. Considers psychosocial, multilingual, and cultural factors while engaging and supporting students in learning (1.10)						
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4	5	N/O
42. Modifies materials and implements appropriate adaptations for all learners, including infusing UDL and differentiating instruction (2.1)						
43. Uses appropriate language and terminology for non-visual learners (2.3)						
44. Identify and incorporates behavioral, environmental, ergonomic, and technology modifications (2.2, 2.4)						
45. Provides meaningful opportunities for choice making, self-determination, advocacy, problem-solving, coping responses, incidental learning, and other adaptive interaction (2.5)						
46. Modifies and adjusts teaching as needed during a lesson, including what is needed for digital and virtual environments (2.3)						
47. Continuously evaluates social interaction, digital citizenship, and behavior during the lesson (2.6, 2.9)						
48. Incorporates strategies to support basic O&M (2.7, 2.9)						
49. Collaborates and communicates with specialists, AT supports (e.g. ITS), vision care professionals, and paraprofessionals to support ECC, technology, and instructional activities (2.10, 2.11, 2.12)						
TPE 3: Understanding and Organizing Subject Matter for Student Learning						
50. Communicates the day’s objective clearly and establishes a clear routine, with a well defined beginning, middle, and end						
51. Communicates the rules, expectations, and consequences to the student, while establishing positive rapport and using supportive/engaging/respectful language						
52. Collaborates and communicates with others to effectively to organize materials, content, and subject matter when designing lessons, while providing meaningful instruction, and in order to monitor goals (3.5, 3.6, 3.7, 3.8)						

TPE 4: Planning Instruction and Designing Learning Experiences for All Students						
53.	Collaborates and communicates effectively (written and orally) with individuals including staff, family members, and community agency personnel (4.26, 4.27, 4.28)					
54.	Uses highly effective organizational and time management skills (e.g. pacing) (4.9)					
55.	Provides instruction on the ECC using an age-appropriate and developmental approach (see Specialized Skills areas)					
56.	Uses strategies to optimize student engagement using appropriate materials, technology access, and adaptations (4.3, 4.10)					
TPE 5: Assessing Student Learning						
57.	Uses multiple sources of data and requisite knowledge to plan instruction (5.2, 5.3, 5.4, 5.12)					
58.	Has an organized data collection system to track progress over time and uses data and skills continuum to develop next steps in lesson planning (5.13, 7.10)					
59.	Communicates ongoing results of lesson/s with educational team (e.g. parent letter, note home, communication log, email, etc.) particularly as it relates to the vision related needs, adaptations, accommodations, and modifications (5.14, 5.15)					
TPE 6: Developing as a Professional Educator						
60.	Reflects on the lesson and identifies areas of professional growth (6.1)					
61.	Articulates a professional philosophy in the rationale for instruction (6.2, 6.4)					
62.	Demonstrates a consistent level of professionalism in personal conduct (e.g. adherence to work hours, professional appearance)					
63.	Accepts constructive feedback from peers, support staff, and colleagues					
TPE 7: Effective Literacy Instruction for Students with Visual Impairments						
64.	Plans and implements evidence based literacy instruction grounded in ELA/ELD Framework (7.1)					
65.	Incorporates clear understanding of the implications of a visual impairment on language and literacy development (7.2)					
66.	Incorporates an asset-based approach that is culturally responsive (7.3)					
67.	Considers functional vision, learning media, access, and ECC in language and literacy lesson planning (7.4)					
68.	Addresses at least one area (Check all that apply): <input type="checkbox"/> Foundational Skills (7.5) <input type="checkbox"/> Meaning Making (7.6) <input type="checkbox"/> Language Development (7.7) <input type="checkbox"/> Effective Expression (7.8) <input type="checkbox"/> Content Knowledge (7.9) <input type="checkbox"/> English Language Development (7.11)					
69.	Collaborates as needed to plan and/or support instruction (7.12, 7.13)					
70.	Effectively incorporates AT (7.14)					
Comments:						

Administrator's signature _____ Date _____
 Student's signature _____ Date _____

Ed. Sp. Candidate in Visual Impairments Self-Evaluation
California State University, Los Angeles-Division of Special Education and Counseling
Educational Specialist Credential in Visual Impairment

Candidate's Name _____ Date: _____

Course: **EDSP 5074** **EDSP 5094** Semester (circle): **FALL** **SPRING**

Observation Rating Scale – Rate the teacher’s performance and the quality of the lesson

Directions: rate each of the following competencies on a scale of 1-5 (1 = competency not met; 2 = competency met at a minimal level; 3 = competency met at average level; 4 = competency met at above average level; 5 = competency met at outstanding level).

Note: n/o = not observed.

TPE 1: Engaging and Supporting Students in Learning	1	2	3	4	5	N/O
1. Uses effective teaching strategies that promote non-visual learning (1.2, 1.3, 1.4)						
2. Uses effective communication strategies and supports language development during instruction to engage individuals, including EL learners (e.g. questioning, wait time/pace, language level) (1.5)						
3. Uses a multi-sensory approach and/or multiple strategies to address a concept, including individualized approaches and differentiating instruction (1.3, 1.4)						
4. Uses the skills of paraprofessionals appropriately and consistently, including providing training, mentoring, and modeling as needed to support instruction (1.6)						
5. Collaborates as needed to adapt and incorporate direct instruction in technology (TPE 1.7, 1.8, 1.9)						
6. Considers psychosocial, multilingual, and cultural factors while engaging and supporting students in learning (1.10)						
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4	5	N/O
7. Modifies materials and implements appropriate adaptations for all learners, including infusing UDL and differentiating instruction (2.1)						
8. Uses appropriate language and terminology for non-visual learners (2.3)						
9. Identify and incorporates behavioral, environmental, ergonomic, and technology modifications (2.2, 2.4)						
10. Provides meaningful opportunities for choice making, self-determination, advocacy, problem-solving, coping responses, incidental learning, and other adaptive interaction (2.5)						

11. Modifies and adjusts teaching as needed during a lesson, including what is needed for digital and virtual environments (2.3)						
12. Continuously evaluates social interaction, digital citizenship, and behavior during the lesson (2.6, 2.9)						
13. Incorporates strategies to support basic O&M (2.7, 2.9)						
14. Collaborates and communicates with specialists, AT supports (e.g. ITS), vision care professionals, and paraprofessionals to support ECC, technology, and instructional activities (2.10, 2.11, 2.12)						
TPE 3: Understanding and Organizing Subject Matter for Student Learning						
15. Communicates the day's objective clearly and establishes a clear routine, with a well defined beginning, middle, and end						
16. Communicates the rules, expectations, and consequences to the student, while establishing positive rapport and using supportive/engaging/respectful language						
17. Collaborates and communicates with others to effectively to organize materials, content, and subject matter when designing lessons, while providing meaningful instruction, and in order to monitor goals (3.5, 3.6, 3.7, 3.8)						
TPE 4: Planning Instruction and Designing Learning Experiences for All Students						
18. Collaborates and communicates effectively (written and orally) with individuals including staff, family members, and community agency personnel (4.26, 4.27, 4.28)						
19. Uses highly effective organizational and time management skills (e.g. pacing) (4.9)						
20. Provides instruction on the ECC using an age-appropriate and developmental approach (see Specialized Skills areas)						
21. Uses strategies to optimize student engagement using appropriate materials, technology access, and adaptations (4.3, 4.10)						
TPE 5: Assessing Student Learning						
22. Uses multiple sources of data and requisite knowledge to plan instruction (5.2, 5.3, 5.4, 5.12)						
23. Has an organized data collection system to track progress over time and uses data and skills continuum to develop next steps in lesson planning (5.13, 7.10)						
24. Communicates ongoing results of lesson/s with educational team (e.g. parent letter, note home, communication log, email, etc.) particularly as it relates to the vision related needs, adaptations, accommodations, and modifications (5.14, 5.15)						
TPE 6: Developing as a Professional Educator						
25. Reflects on the lesson and identifies areas of professional growth (6.1)						

26. Articulates a professional philosophy in the rationale for instruction (6.2, 6.4)						
27. Demonstrates a consistent level of professionalism in personal conduct (e.g. adherence to work hours, professional appearance)						
28. Accepts constructive feedback from peers, support staff, and colleagues						
TPE 7: Effective Literacy Instruction for Students with Visual Impairments						
29. Plans and implements evidence based literacy instruction grounded in ELA/ELD Framework (7.1)						
30. Incorporates clear understanding of the implications of a visual impairment on language and literacy development (7.2)						
31. Incorporates an asset-based approach that is culturally responsive (7.3)						
32. Considers functional vision, learning media, access, and ECC in language and literacy lesson planning (7.4)						
33. Addresses at least one area (Check all that apply): <input type="checkbox"/> Foundational Skills (7.5) <input type="checkbox"/> Meaning Making (7.6) <input type="checkbox"/> Language Development (7.7) <input type="checkbox"/> Effective Expression (7.8) <input type="checkbox"/> Content Knowledge (7.9) <input type="checkbox"/> English Language Development (7.11)						
34. Collaborates as needed to plan and/or support instruction (7.12, 7.13)						
35. Effectively incorporates AT (7.14)						
Comments:						

Student's signature _____ Date _____

**California State University, Los Angeles/Division of Special Education
University Supervisor FINAL Evaluation of Fieldwork in VI**

Candidate's Name

Course (circle): **EDSP 4064** **EDSP 4084** **EDSP 5094** **EDSP 5074**

Directions for rating: rate each of the following standards/competencies on a scale of 1-5 (0 = grave concern; 1 = competency emerging/not met; 2 = competency met at a minimal level; 3 = competency met at average level; 4 = competency met at above average level; 5 = competency met at outstanding/mastery level). Note: when there is no opportunity to observe a competency use rating n/o = not observed. **All competencies must be 2 or more to pass Final Fieldwork (min 12 points total to pass). Any skill scored with a "0" or Grave Concern in the Final Fieldwork FINAL Evaluation will result in failure of the class. Evidence may be demonstrated in the CalTPA or the Supplemental VI Skills Checklist– Supervisor, please indicate with a "P."**

Skills	4064 Evaluation	4094 Mid-Evaluation	4094 Final-Evaluation
TPE 1: Engaging and Supporting Students in Learning			
Interprets medical reports and incorporates medical and educational background information during assessment, instruction, and with families (TPE VI1.1, 5.1)			
Selects and develops appropriate assessment and teaching strategies (TPE VI1.2 & 5.1)			
Selects, adapts, and uses alternate, visual, and/or nonvisual instructional strategies to address student needs, promote attachment and communication, and encourage independence (TPE VI 1.3 & 1.4)			
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. (TPE VI 1.5)			
Collaborate with members of the instructional team, including coaching, counseling, instructing,			

and supervising implementation of nonvisual strategies, discussing cultural implications and age of onset of VI, and working with specialists regarding technology needs (TPE VI 1.6, 1.7, & 1.10)			
Adapt, assess, and instruct students on the use of technology (TPE VI 1.8 & 1.9; see also SUPPLEMENTAL VI SKILLS CHECKLIST)			
AVERAGE SCORE FOR TPE 1: Engaging and Supporting Students in Learning			
TPE 2: Creating and Maintaining Effective Environments for Student Learning			
Identify and implement appropriate environmental accommodations and modifications, including collaborating with others to design and implement environments that promote optimal learning (TPE VI 2.1 & 2.2)			
Identify, instruct, and implement appropriate access technology that meets students' visual and learning media needs, including communicating and collaborating with others to ensure use of technology (TPE VI 2.3, 2.4, & 2.10)			
Facilitate incidental learning experiences (TPE VI 2.5)			
Evaluate social interaction and design behavior management strategies (TPE VI 2.6)			
Teach and support basic orientation and mobility (O&M) (TPE VI 2.7 & 2.8; see also SUPPLEMENTAL VI SKILLS CHECKLIST)			
Teach strategies for promoting digital citizenship and secure online practices (TPE VI 2.9; see also SUPPLEMENTAL VI SKILLS CHECKLIST)			
Collaborate with other to identify appropriate accommodations and modifications to optimize the use of vision (TPE VI 2.11)			
Instruct and structure activities of para-educators (TPE VI 2.12), including supervising their implementation of non-visual strategies (TPE VI 1.6); see also SUPPLEMENTAL VI SKILLS CHECKLIST			
AVERAGE SCORE FOR TPE 2: Creating and Maintaining Effective Environments for Student Learning			
TPE 3: Understanding and Organizing Subject			

Matter for Student Learning			
Identify specialized resources to support communication needs, and use them to collaborate, collaboratively implement, and continuously monitor communication goals, objectives, and systems for students with VI (TPE VI 3.5 & 3.6)			
Collaborate with others to modify augmentative/alternative communication devices (VI TPE 3.7)			
Identify the individual needs of the full range of learners to optimize sensory efficiency during learning and adapt materials for learners based on individual need (TPE VI 3.8 & 3.9)			
Design, obtain, and organize specialized materials including adapting materials and curriculum as appropriate to meet the individual needs of the full range of learners (TPE VI 3.8 & 3.9)			
Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings (TPE VI 3.10)			
Collaborate to identify specific curricula to support and promote instruction of literacy, STEAM, and the general and expanded core curriculum (TPE VI 3.11 & 3.13)			
Implement consistent, systematic, structured, explicit, and differentiated reading instruction of individuals who read in braille using balanced approaches (TPE VI 3.12 & VI 4.12; see also SUPPLEMENTAL VI SKILLS CHECKLIST & Literacy Evaluation)			
<u>BRaille STANDARDS</u> : Demonstrates proficiency in reading and writing digital and manual braille codes including literary UEB, Nemeth, Computer braille, foreign language, and music (TPE VI 3.1, 3.2, 3.3, & 3.4) – as evidenced through passing grade in EDSP 5661			
AVERAGE SCORE FOR TPE 3: Understanding and Organizing Subject Matter for Student Learning			
TPE 4: Planning Instruction and Designing Learning Experiences for All Students			

Teach specialized skills based on individual needs, including implementing appropriate supports and materials as appropriate to meet the individual needs of the full range of learners (TPE VI 4.4, 4.5, 4.6, 4.7, 4.9, 4.12, 4.13, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4. 24, & 4.25; see also SUPPLEMENTAL VI SKILLS CHECKLIST)			
Develop, coordinate, and implement appropriate programs for infants and young children (TPE VI 4.1; see also EVIDENCE OF DIVERSITY CHART)			
Use digital resources, hardware, software and electronic sources (including obtaining resources on current codes) to produce accessible media, convert print to braille, improve graphic and media access, using appropriate formatting techniques (TPE VI 4.2, 4.3, 4.10, & 4.11)			
Use and teach access and assistive technology skills based on individual needs of the full range of learners, including device/software navigation, visual/nonvisual access, materials adaptations, troubleshooting and device maintenance (TPE VI 4.5, 4.6, 4.7, 4.8 & 4.9; see also SUPPLEMENTAL VI SKILLS CHECKLIST)			
Teach STEAM concepts and access to graphics through accessible means such as abaci, accessible calculators, tactile graphics, adapted equipment, and through access, interpretation, and creation of increasingly complex forms, based on individual needs (TPE VI 4.13 & 4.14; see also SUPPLEMENTAL VI SKILLS CHECKLIST)			
Collaborate with families to reinforce O&M and ECC skills (TPE VI 4.26)			
Collaborate with families and other team members to plan and implement transitions across the lifespan (TPE VI 4.27)			
Instruct educational team members (e.g. para-educators) on how to produce accessible materials and implement appropriate adaptations (TPE VI 4. 28)			
AVERAGE SCORE FOR TPE 4: Planning Instruction and Designing Learning Experiences for All Students			

TPE 5: Assessing Student Learning			
Plans and implements appropriate assessment based on background information (medical reports and previously collected data), including adapting assessments if needed, as well as identifying items and measures that are biased and making recommendations for nonvisual accommodations and modifications (TPE VI 5.1, 5.6, and 5.7)			
Uses multiple sources of data to plan and evaluate instructional programming (TPE VI 5.2) (TPA Cycle 1 Lesson Plan)			
Selects appropriate methods/procedures/tools and conducts FVA, CVI range, LMA, AT, ECC, cognitive/motor/social/language concept assessments (TPE VI 5.4, 5.10, & 5.11)			
Interprets and communicates assessment results to individuals on the educational team and write comprehensive assessment reports, including evidence from multiple sources (e.g. medical reports) and evaluations of FVA, CVI range, LMA, AT, ECC, cognitive/motor/social/language concept assessments (TPE VI 5.9 & 5.15)			
Uses multiple sources of data to determine appropriate learning and literacy media, individual needs, optimal technology and digital adaptations, and specific accommodations and modifications for standardized assessment/evaluations (TPE VI 5.12, 5.13, 5.14, 5.18)			
Uses multiple sources of data and collaborates with others to make appropriate referrals for psychosocial and psychoeducational assessment/evaluation and behavior assessments (TPE VI 5.5 & 5.8)			
Collaborates with others and uses results from multiple valid assessment/evaluation sources and medical reports to determine eligibility for vision specific services, as well as make recommendations for placement and specialized services. (TPE VI 5.3 & 5.19)			
Assess and incorporate student assets including cultural and linguistic funds of knowledge in planning instruction, as well as distinguishing assets related to disability, culture, and language differences (TPE VI 5.16 & 5.17) (TPA Cycle 1: Getting to know your students)			

AVERAGE SCORE FOR TPE 5: Assessing Student Learning			
TPE 6: Developing as a Professional Educator			
Develop and maintain professional learning and practice, including developing a plan for continuous professional development (TPE VI 6.1 & 6.6)			
Articulate a professional philosophy and instructional philosophy that incorporates the ECC and ethical practices (TPE VI 6.2 & 6.4)			
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. (TPE VI 6.3)			
Advocate for evidence based policy (TPE VI 6.5)			
Conduct internet and library database searches to locate information and use tools for online engagement in communities of practice (TPE VI 6.7 & 6.8)			
Evaluate and discern credible and scholarly sources of information (TPE VI 6.9)			
Serve as a 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 (TPE VI 6.10)			
AVERAGE SCORE FOR TPE 6: Developing as a Professional Educator			
TPE 7: Effective Literacy Instruction for Students with Visual Impairments			
Plans and implements evidence based literacy instruction grounded in ELA/ELD Framework (7.1)			
Incorporates clear understanding of the implications of a visual impairment on language and literacy development (7.2)			
Incorporates an asset-based approach that is culturally responsive (7.3)			
Considers functional vision, learning media, access, and ECC in language and literacy lesson planning (7.4)			

<p>Addresses at least one area (Check all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foundational Skills (7.5) <input type="checkbox"/> Meaning Making (7.6) <input type="checkbox"/> Language Development (7.7) <input type="checkbox"/> Effective Expression (7.8) <input type="checkbox"/> Content Knowledge (7.9) <input type="checkbox"/> English Language Development (7.11) 			
<p>Monitors progress in language and literacy skills (7. 10)</p>			
<p>Collaborates as needed to plan and/or support instruction (7.12, 7.13)</p>			
<p>Effectively incorporates AT (7.14)</p>			
<p>AVERAGE SCORE FOR TPE 7: Effective Literacy Instruction for Students with Visual Impairments</p>			

EDPS 4064 Eval:	Category:	
Comments:	TPE 1: Engaging and Supporting Students in Learning	
	TPE 2: Creating and Maintaining Effective Environments for Student Learning	
	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
	TPE 5: Assessing Student Learning	
	TPE 6: Developing as a Professional Educator	
	TPE 7: Literacy	
Candidate Signature _____ Date _____	Supervisor Signature _____ Date _____	TOTAL
EDPS 5094 Mid-eval:	Category:	
Comments:	TPE 1: Engaging and Supporting Students in Learning	
	TPE 2: Creating and Maintaining Effective Environments for Student Learning	
	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
	TPE 5: Assessing Student Learning	
	TPE 6: Developing as a Professional Educator	
	TPE 7: Literacy	
Candidate Signature _____ Date _____	Supervisor Signature _____ Date _____	TOTAL
EDPS 5094 Final eval:	Category:	
Comments:	TPE 1: Engaging and Supporting Students in Learning	
	TPE 2: Creating and Maintaining Effective Environments for Student Learning	
	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
	TPE 5: Assessing Student Learning	
	TPE 6: Developing as a Professional Educator	
	TPE 7: Literacy	
Candidate Signature _____ Date _____	Supervisor Signature _____ Date _____	TOTAL

VI Specialized Skills List

Additional VI Specific Skills: Student must demonstrate the following competencies by the end of their final fieldwork with a score of 3 or higher on EACH of the following items – the minimum passing score is 36 or higher (EDSP 5094/5074). In early fieldwork, the minimum passing score is 18 (EDSP 4064), with a minimum score of 3 in at least 6 areas, using the following scale:

5 (Mentor Level) Student is highly competent at teaching & assessing the student’s use of device/skill; Student is highly competent at using the device AND the Student demonstrates exceptional instructional strategies using innovative techniques, motivating activities, and creative materials individualized for the learner

4 (Skilled) Student is competent at teaching & assessing the student’s use of device; Student is competent at using the device or demonstrates skills AND Student demonstrates adequate instructional strategies and techniques; activities and materials are adapted for the individual learner

3 (Proficient) Student is competent at using the device or demonstrates skills; OR student is competent at teaching & assessing the student’s use of device Student demonstrates some instructional strategies and techniques, activities are not motivating and/or activities and materials are not individually adapted

2 (Emerging) Student is not competent at teaching/assessing the student’s use of device; Student is not competent at using the device Student demonstrates inappropriate instructional strategies and techniques, activities are not motivating and/or activities and/or materials are not adapted appropriately

1 (Introduced but not observed) Student has not been introduced to the skills yet.

	Comments (EDSP 4064 Evaluation)	Points	Comments (Midpoint Evaluation EDSP 5094)	Points	Comments (Final Evaluation EDSP 5094)	Points
Technology (VI TPEs 1.8, 1.9, 4.4 4.5-4.9) & digital citizenship (VI TPE 2.9)						
O&M (VI TPE 1.7, 1.8, 2.7 & 2.8, 4.17, 4.18)						
Paraeducators collaboration (VI TPE 1.6, 2.12)						
Reading instruction (VI TPE 3.12, 4.12; domain 7)						
Braille (VI TPE 3.1, 3.2, 3.3, 3.4, 4.12; domain 7)						

Evaluation Rubric Continued

	Comments (EDSP 4064 Evaluation)	Points	Comments (Midpoint Evaluation EDSP 5094)	Points	Comments (Final Evaluation EDSP 5094)	Points
STEAM instruction and materials (VI TPE 4.13, 4.14, 4.13, 4.14)						
Adaptive methods and materials (VI TPE 4.9-4.11)						
Optical & non-optical devices visual efficiency (VI TPE 4.15)						
Sensorimotor skills (VI TPE 4.16)						
Living skills (VI TPE 4.19)						
Social Skills & Self Determination (VI TPE 4.20, 4.23)						
Fitness/leisure/recreation (VI TPE 4.21)						
Career education (VI TPE 4.22)						

Personal safety and well-being (VI TPE 4.24)						
Legal rights & responsibilities (VI TPE 2.9, 4.25)						
DATE OF EVALUATION						
Comments:						
	Faculty Reviewer's name:	Total points:	Faculty Reviewer's name:	Total points:	Faculty Reviewer's name:	Total points:
Faculty Signature						
Student Signature						



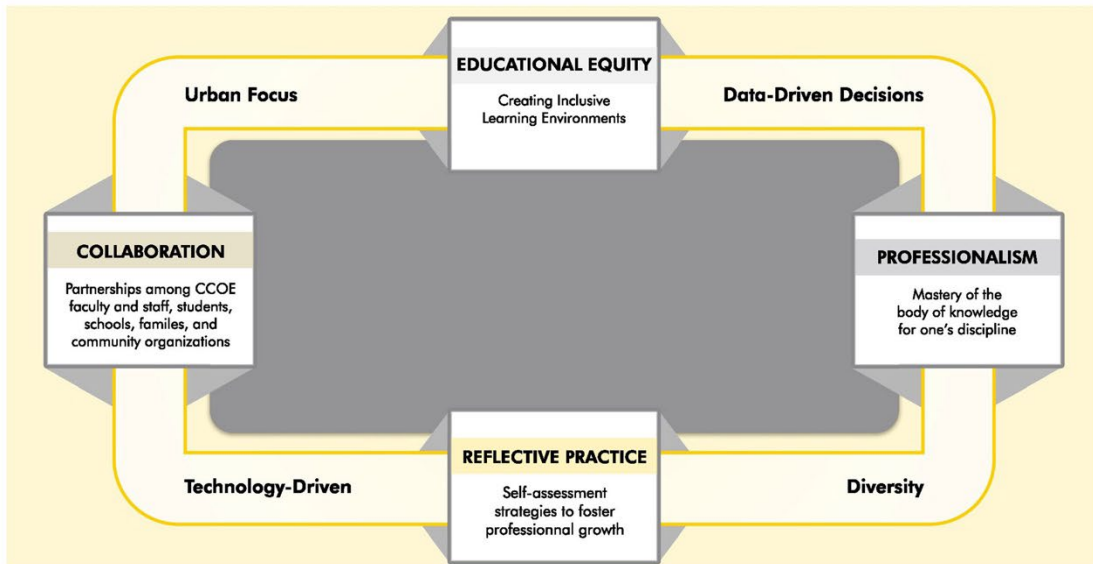
CONCEPTUAL FRAMEWORK

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.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, 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.

REFLECTIVE PRACTICE

We believe that COE 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.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's

discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE 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 COE professional preparation programs build collaborations and partnerships.

Education Specialist Visual Impairments (VI) Program Standards

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate **introduces (I), practices (P), and assesses (A)** the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
TPE 1	TPE 1: Engaging and Supporting Students in Learning Elements: TVI Candidates will:																				
	VI 1.1 Accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the educational team to individualize services.						A	IP A	I P A										IP	A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<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 A	P A		I P A	P		P A	P A		I P A		I P A	I P A	P	P A	1 & 2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>VI 1.3 Use alternate visual and nonvisual strategies to promote attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals' self-esteem.</p>					P A	P A										P A		P A	P A	
	<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 A	P A		I P A	IP		IP A	IP A		I P A	I P A	I P A	I		P A	1 & 2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<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>					I P A	P A				P A							P A	I	A	1 & 2
	<p>VI 1.6 Instruct and supervise para-educators, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy.</p>					I P A	P A									P A	I		I	P A	1 & 2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>VI 1.7 Collaborate with assistive technology specialists, assistive technology vendors, instructional technology specialists, and other professionals to support the inclusion of the most appropriate, customized tools into the educational programming and accessibility needs of individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) including learners with co-occurring disabilities (including autism and deaf blindness).</p>						A			I		I	P		I	P				P	2
	<p>VI 1.8 Assess and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum.</p>					IP	A			IP		IP	A		P	A				A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 1.9 Adapt mainstream technology software/hardware including adjusting visual and auditory output based on individual characteristics.						A									P A				A	2
	VI 1.10 Counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment.				P A	A				I	IP A	IA							I	A	1 ?
T P E 2	TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements: TVI Candidates will:																				

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
VI 2.1 Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, 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).		I?				P A	P A		I P A	P		P	P A		P	P A		P	A	A	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>VI 2.2 Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.</p>					IP A	P A			I A	IP A	I A	IP A			P A	A			P A	1 & 2
	<p>VI 2.3 Identify unique issues specific to visual impairment for accessing digital multimedia and virtual built environments such as software programs, websites, and virtual classrooms.</p>					IP A	A									P A				P A	1 & 2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>VI 2.4 Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouseless computing (tactile) settings, and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum.</p>					P A	A			P		P	P A		P A				P A	1 & 2	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 2.5 Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, 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 A			–		–					–			P A	2
	VI 2.6 Evaluate social interaction skills and design behavior management strategies appropriate for learners with visual impairments to maximize positive social engagement/interaction across all environments.					IP A	P A					IP					P A			P A	1

Standard	Candidate Competency																			
	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
VI 2.7 Teach and support students with visual impairments' skills in using human guide, spatial orientation and self-familiarization within school environments, protective techniques for safe travel across classroom and school campus environments.					IP A	A													P A	
VI 2.8 Teach students with visual impairment to develop orientation skills using physical and virtual environmental features, identify and advocate for optimal physical and virtual environmental accommodations and modifications, and to request and refuse assistance as needed.					IP A	A			I		IP								P A	
VI 2.9 Teach students with visual impairment nonvisual and alternate strategies for promoting digital citizenship and secure online practices.	I				IP A	A													A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 2.10 Communicate with technology, web, and curriculum developers and IT staff on accessibility needs of learners with visual impairments.						A									P				P A	2
	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).					IP A	A	IP A	I A						P A	P A		A	IP	P A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE	
	VI 2.12 Structure and supervise the activities of para-educators who support students with visual impairments.					IP A	P A									P A	-				P A	1 & 2
T P E 3	TPE 3: Understanding and Organizing Subject Matter for Student Learning Elements: TVI Candidates will:																					
	VI 3.1 Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.						A			IP			IP A	A							A	
	VI 3.2 Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.						A					I	IP A	A							A	2
	VI 3.3 Demonstrate basic proficiency in reading, writing, proofreading, and interlining music, foreign language, and computer braille code.						A						IP A								A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 3.4 Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.						A			P			IP A	A		I P A				A	2
	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					IP A	A			I		A				P		IP A		P A	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>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.</p>					IP A	P A										I P A	P A		P A	1
	<p>VI 3.7 Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.</p>						A			I		I P	IP A			P A	I		IP	P A	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.					IP A	P A			IP A		IP A	IP			I P	I P	I P A		P A	1
	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).					IP A	P A		P A	IP		IP	IP A		IP A			I P A		P A	1 & 2
	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.					IP A	P A					IP	IP A		A	P	P A	I P A		P A	1 & 2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 3.11 Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.					IP A	P A			I		IP	IP A					I P A	P A	P A	1 & 2
	VI 3.12 Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.						A					IP						I P A		A	
	VI 3.13 Collaborate with the educational team to promote literacy and STEAM development.					IP A	P A					IP	IP					I P A		A	
	TPE 4: Planning Instruction and Designing Learning Experiences for All Students Elements: TVI Candidates will:																				

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE	
	VI 4.1 Develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and including those with co-occurring disabilities (including autism and Deaf-Blindness), and their families.					IP A	P A			P										P A	P A	1
	VI 4.2 Obtain resources for braille codes currently in use.						A			IP			IP A								A	1 ?
	VI 4.3 Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.					IP A	A			IP			IP			P A					A	1
	VI 4.4 Use and teach device/software navigation features for efficient and equitable navigation of information.						A						IP	A		I P A		A			A	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.5 Use visual, nonvisual, and adaptive methods to teach technologies to students with visual impairments to access information stored online.						A					P				I P A		A		P A	1
	VI 4.6 Select and use visual, nonvisual, and adaptive methods to teach technologies to achieve individual goals and needs based on sensory skills, learning media, constraints of different types of content, individual keyboarding skills, ability to read and write, listening skills, and ability to access visual information.						A									P A				P A	1
	VI 4.7 Plan and implement explicit instruction in assistive technology that permits students to meet, and advocate for, their own access needs.						A									IP				A	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.8 Teach students to install and maintain assistive technology, use troubleshooting techniques, and appropriately use connectivity.						A									P A				A	1
	VI 4.9 Teach students to use visual, nonvisual, and/or adaptive methods to organize their own work space, manage materials, and gain access to needed resources.						P A					IP				P				A	1
	VI 4.10 Create, adapt, and format documents, including text, images, graphics, and video to improve accessibility based on individual needs.						A		IP			IP	IP A			P A		A		A	1
	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.						A		IP			IP	IP A			P A		A		A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.						A					P	IP A		P		A		A		
	VI 4.13 Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction to meet individual needs.						A			I		IP	IP A		P A					A	
	VI 4.14 Teach students to access, interpret, and create increasingly complex 3-dimensional, printed, and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, objects, and tables, based on individual needs.						A						IP A		P A						

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.						A								I	IP		A		PA	1
	VI 4.16 Promote and reinforce sensorimotor and physical skills, including gross and fine motor, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.						A			IP										PA	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.17 Teach basic orientation including body image, and spatial, temporal, positional, directional, and physical and virtual environmental concepts based on individual needs to promote motor and spatial skills development, orientation and mobility in physical and virtual environments, for academic and social inclusion.					IP A	A													P A	
	VI 4.18 Reinforce skills taught by orientation and mobility specialists to support the use of mobility devices, including long cane, adaptive mobility devices, dog guides, electronic travel devices, and other technology for orientation and mobility.					IP A	A													P A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.19 Teach independent living skills using alternate strategies based on individual needs, including skills related to organization, personal hygiene, grooming, clothing care, dressing, time management, eating, cooking, cleaning, other household tasks, telephone use, and money management.					IP A	A					P								P A	
	VI 4.20 Teach social interaction skills based on individual needs, including skills related to appropriate body language and non-verbal communication, social communication and cooperation, effective conversation patterns, social etiquette, digital citizenship, development and monitoring of relationships and friendships, and knowledge of self, including human sexuality.					IP A	A				IP A	IP								P A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.21 Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings.					IP A	A					I								P A	
	VI 4.22 Teach career education skills usually acquired visually to facilitate transition of students with visual impairments based on individual needs, including facilitating positive work habits and skills, concepts related to work, exploration of vocational interests, opportunities to work, use of technology to complete tasks in the workplace, and for planning for post- school engagement across settings.					IP A	A			I	IP A	IP				I P				P A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE	
	VI 4.23 Teach self-determination skills usually acquired visually based on individual needs related to self-knowledge, self-advocacy and empowerment, assertiveness, informed decision making, problem solving, goal setting, and self-directed and self-regulated behavior to facilitate inclusion across settings.					IP A	A			I		P				P				P A		
	VI 4.24 Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.					IP A	A				IP A	IP									P A	
	VI 4.25 Teach students their legal rights and responsibilities related to being a citizen with a visual impairment.					IP A	A				IP A	IP									P A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.26 Collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other Expanded Core Curriculum skills across settings.					IP A	A										I P A			P A	
	VI 4.27 Collaborate with families and other team members to plan and implement transitions across the life-span (birth-22 years old) that address needs unique to 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.					IP A	A				IP A						I P A			P A	1 ?

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 4.28 Instruct para-educators, braille transcribers and/or alternate media, and related resource specialists on the production of accessible media including text, images, and video in collaboration with the educational team and families.						A									P A				P A	1 2
	TPE 5: Assessing Student Learning Elements: TVI Candidates will:																				

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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 A		I P A						P A		P A	I P A		P A	2
	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						A	IP A	I P A			IP A			P A		I			P A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.						A		I P A			IP A			P A	P A	P I P	I P A		P A	2
	VI 5.5 Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for psychosocial and psychoeducational assessment/evaluations are necessary.						P A				IP A	IP A								P A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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						A					P						P A		P A	
	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.						P A		I P A						I P A	P A	I	P A		P A	2
	VI 5.8 Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.					IP A	P A		P A						P A		I P A	P A		P A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.					P A	P A		I P A			P			I P A	P A	P A	P A		P A	2
	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.						A		I P A						IP A	IP A		P A		P A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.						A									P	P	A		A	2
	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.			I	I		A					IP	A				P	P		P	2

Standard	Candidate Competency																			
	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
VI 5.14 Identify and advocate for reasonable accommodations and modifications for standardized assessments/evaluations.				I	IP A	P A					P A					I	I P A		P	1
VI 5.15 Communicate ocular and cerebral visual impairment needs specific to assessment/evaluation data accurately to the educational team, including families, in comprehensive assessment/evaluation reports that address limitations of standard scores and non-standard data.	I		I	I		P A	IP A	I P A			P A					I P A			P A	1
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.			IP	IP	IP A	P A					I			I P			P A		A	1

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 5.17 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.			P	P	P A	P A								P A			P A		A	1
	VI 5.18 Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments/evaluations to identify optimal assistive technology devices, software, text adaptations, and settings, such as font size, color and contrast, audio speed.						A					I				P A		I		P A	2

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 5.19 Collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues 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.					IP A	A					P					P A	–	P A	P A	1 & 2
	TPE 6: Developing as a Professional Educator Elements: TVI Candidates will:																				

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 6.1 Develop and maintain professional learning and practice by actively participating in professional organizations and professional development activities within the field of visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf- Blindness.					IP A	A			I	IP A	I					I			A	
	VI 6.2 Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.		I			IP A	A			I	IP A	I				I P	I		P A	P A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	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.					IP A	A		I P A			IP			A	IP	I P A	I P A	P A		
	VI 6.4 Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.		I			IP A	A			I	IP A	I			A		I	I P A	P A		
	VI 6.5 Advocate for evidence-based educational policy related to visual impairment and low incidence disabilities.					IP A	A			I	IP A	I							P A	1	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>VI 6.6 Articulate a plan for continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to access technology, most prevalent causes of and medical treatments for severe visual impairment and co-occurring disabilities, and implications on learning and instruction of students with visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p>						A			P	P A	I				P A				P A	
	<p>VI 6.7 Conduct internet and library database searches to locate information specific to visual impairment.</p>						A			IP		IP						I P A		A	

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	VI 6.8 Use tools for online engagement in communities of practice.		I			IP A	A			I	IP A					P A	P I	I P A	A		
	VI 6.9 Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.						A			I		I							A		

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
	<p>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.</p>						P A	P A	P A			-			A	P A				P A	2 2
<p>UNIVERSAL TPEs ADDED</p>																					

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
1.6	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.	I	I	I P	I P	P A				I								I P A			

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
3.5	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.			I	I	P				I								I	P		
5.6	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.		I	I	I	P				I					I			I	P		

Standard	Candidate Competency	EDSP 4000	EDSP 4001	EDSP 4050 Instruction to Support Students with	EDSP 4010 Cognitive,	EDSP 4067 –	EDSP 4064 or 4084	EDSP 4650 Medical	EDSP 4650L Functional	EDSP 4660 Literary	EDSP 4690	EDSP 4651 (5640)	EDSP 4661 (5660)	EDSP 5661 Braille	EDSP 4651L (5660L)	EDSP 4662 (5690)	EDSP 5760 Seminar in VI	EDSP 4652 (5671)	EDSP 4670 (5670) Low	EDSP 5094/5094	TPA - CYCLE
5.7	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.			I P	P					I					I				I P A		
6.1	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.		I			IP A				I					A				I P A		

Part 2 – Subject-Specific Teaching Performance Expectations and Literacy Competencies

In the table below, include the course number and title for the course(s) in which this content is covered and the course instructor(s). The course numbers and faculty names do not need to be hyperlinks.

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy		
English Language Development in Relation to Subject-Specific Pedagogy		
Literacy		
Literacy TPE Language for <i>All Teacher Candidates</i>		
Literacy TPE for <i>Multiple Subject</i> and <i>Education Specialist Candidates</i>		