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2020

Peer Review of Teaching Project Benchmark Portfolio: SPED 852 - Instructional Methods for Teachers of Students with Visual Impairments

Mackenzie E. Savaiano

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SPED 852 - Instructional Methods for Teachers of Students with Visual Impairments

Mackenzie Savaiano

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University of Nebraska-Lincoln

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Objectives for Peer Review of Teaching

The graduate personnel preparation program in visual impairments (VI) in the

Department of Special Education and Communication Disorders has experienced a growth in

enrollment over the past 5 years, due to focused recruitment, curriculum overhaul, and increased

funding at the state and federal level for student support. These circumstances have allowed the

program to expand, and we are currently in the process of developing a new personnel

preparation program in orientation and mobility (O&M). The new O&M program will share

coursework with the existing VI program, and also have separate, discipline specific skills

courses. An effect of the new program has been that two existing courses in the VI sequence

needed to change dramatically to include appropriate content for a new group of scholars. One of

those courses is *SPED 852: Instructional Methods for Teachers of Students with Visual*

Impairments. Course content from a Fall class (SPED 847) was removed and is being shifted into

this Spring course, and that is the reason I have chosen SPED 852 to focus on for the Peer

Review of Teaching project. Through the Peer Review process, I hope to document the revisions

made to the course and explore effective ways to integrate new content with existing content.

Description of Course

SPED 852 is a graduate-level, online course for scholars enrolled in programs leading to

an endorsement in teaching students with visual impairment. The course itself is 4-credit hours

and focuses on assessment and instructional methods for students with visual impairments across

a wide range of ages and abilities. The course focuses on itinerant teaching, rather than

residential school settings, though content is presented in a way that should allow scholars to

apply their skills across settings. Scholars take this course near the end of their program, in the

Spring of their second year. The majority of scholars are full-time, working professionals with

families, making them part-time, non-traditional students many of whom are already working as teachers of students with VI on waivers or provisional certificates. Specific course objectives are that, by the end of the course, students will do the following:

1. Identify critical elements of an Essential Assessment for students with visual impairment.

2. Demonstrate procedures involved in an Essential Assessment.

3. Use assessment results to identify appropriate instructional objectives for a student with visual impairment.

4. Write lessons with measurable objectives in areas of the Expanded Core Curriculum.

5. Demonstrate and reflect on teaching lessons in areas of the Expanded Core Curriculum.

While these are the objectives for the course, I am also guided by professional standards outlined by the Council for Exceptional Children Division of Visual Impairment and Deafblindness (https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20BVI%20%20Revalidated%202018.pdf) and by the Association for Education and Rehabilitation of the Blind and Visually Impaired (https://aerbvi.org/the-national-accreditation-council/higher-edgucation/).

Teaching Methods and Course Activities

To achieve the course objectives delineated above, I use a variety of teaching methods and course activities. The course is delivered on Canvas at a distance, and I use videos, PowerPoints, online discussion board, and synchronous Zoom meetings to deliver and discuss content. Students are required to conduct and write an assessment report, write lesson plans, and provide peer review on written lesson plans as well as video analysis of lessons. The primary methods of assessment are these final written assignments: 1) Essential Assessment report, 2) four written lesson plans, and 3) two video analysis of teaching reflections.

Course Modules

The content of the course is delivered weekly across three modules: 1) Introduction, 2) The Essential Assessment, and 3) Lesson Planning for the Expanded Core Curriculum. The Introduction module is one week, Module 2 (Assessment) is seven weeks, and Module 3 (Lesson Planning) is six weeks. Content is released weekly so that scholars in the course are moving at a similar pace and covering the same content in their online discussion boards, which occur weekly. Readings from textbooks and additional readings are supplemented with professional videos and videos I make to demonstrate a specific skill or walk through a particularly challenging area. Every week, there is a page in Canvas corresponding to the topic being covered. Each content page is set up to identify the week's readings, videos to watch, materials/websites to review, and any assignments due. Students will become accustomed to the Canvas layout and, therefore, know where to look for materials and assignments.

Teaching Methods

Every week, students are required to complete course readings and a discussion board. Occasionally, there are additional web resources or videos to supplement readings.

Lecture

Across the semester, we have five synchronous Zoom classes where I provide lecture content and office hours. These Zoom meetings are recorded and posted to Canvas for re-viewing and/or download. Any PowerPoint used during the Zoom is also posted for student use. The Zoom lectures are used to go deeper into topics covered during readings and discussion boards. While some students have no trouble contacting me through email or phone, some do not reach out with questions unless they are put into a situation where they have an opportunity to do so. I find that Zoom classes allow everyone to feel connected, like a classroom community, while also having required time to talk through more complicated components of assessment and instruction.

Demonstration

One of the major assignments for class is to conduct an assessment for a child with visual impairment. For some students, this is the first time they will be conducting this assessment. As such, it is important to embed demonstrations of administering various sections of the assessment. I do this through live demonstration during lectures, and recorded demonstrations with real students. I have amassed a selection of high-quality videos that provide video demonstrations with a wide range of students (e.g., different ages and different ability levels).

Discussion Boards/Group Work

While several courses I teach use quizzes to determine whether students completed reading assignments, this course is primarily an applied teaching course and requires many practicum assignments. As such, the discussion boards serve double duty, as a way to encourage student to begin thinking more critically and reflectively about assessment and instruction, but also to require them to incorporate readings and make connections between the readings assigned

and the practical components of the course. For discussion boards, the class is divided into small groups of 4-5 students per group. They stay in these groups the entire semester and really get to know each other. I manually create the groups, so gender and geography are evenly distributed.

Peer Review

The course includes several assignments that require peer review. Within Canvas, I am able to manually assign peers to review each other's work using a rubric. During the class, scholars are required to submit four lesson plans related to different areas of the Expanded Core Curriculum (ECC) for students with visual impairment. They submit their lesson plan by Sunday evening and then have two peers' lessons to review by Wednesday of the same week. They use the same rubric that I use for grading, and their ability to provide constructive feedback becomes part of their grade. I go into Canvas on Thursday to provide my feedback and grades for peer review, which allows scholars to incorporate my feedback and their peers' feedback for the next lesson plan (always due on Sunday evenings). Through the four weeks of peer review, I assign new peers for review each week; allowing each scholar to review one lesson by each of their peers. This gives scholars a breadth of lessons to review, since they work in different states and with different ages and abilities of students, and it also gives the scholars more than just my perspective on lessons.

Video Analysis of Teaching

Though the semester was disrupted due to Covid-19 school closures, we were able to keep a simulated version of this assignment, and some scholars had created their videos prior to the closure, so we had some authentic videos as well. The assignment requires scholars to record two 15-minute videos of their teaching. These videos are uploaded to Canvas for review. There

are two dimensions to this assignment. First, scholars are required to watch and reflect on their

own video. The framework provided for them is as follows (adapted from Deaton, 2012):

1. Watch your video. Identify moments that attract your attention. These can be moments

   that worked and moments that did not work.

   o Describe the moments. (What was interesting? surprising? frustrating? etc.)

2. Pick one of the moments you would like to examine more closely.

   o Discuss any emotions that were evoked when you saw that moment.

   o Why do you think this moment happened?

   o What does this mean to your teaching or your students' learning?

3. Develop your understanding of this moment.

   o How does this moment relate to your teaching as a whole? (Is it related to

     teaching? content? curriculum? technology? etc.)

   o What beliefs do you have about this moment?

   o Does this moment contradict or support any of your beliefs about teaching and

     learning? If so, which ones?

4. What actions can you take to further examine this moment? For example: What can you

   do to find out why a successful strategy worked? What can you do to find out why a

   strategy didn't work?

Second, peers are required to watch the videos and address the following two questions: What

did the teacher do that worked well? What constructive feedback do you have? (adapted from

Gale, Trief, & Lengel, 2010 and the Center for Teaching at Vanderbilt University).

Analysis of Student Learning

While the planned assignments for the course were disrupted due to Covid-19, we were able to adjust and find ways to continue with the semester using simulated students. I conducted an analysis of data from student course evaluations to determine how students perceived the course in light of the changes needed to adapt to school closures due to Covid-19. For this portfolio, given the adjustments we needed to make, I chose to evaluate student learning on course objective 4: Write lessons with measurable objectives in areas of the Expanded Core Curriculum. Whereas the clinical aspects of the course were disrupted and were adjusted to become simulations, performance on this objective should be unaffected by changes due to Covid-19 and analysis of student learning on this objective will provide the most useful information for making changes to the course in the future.

Course Evaluations

The response rate for overall course evaluations was 84.62%, with 11 of the 13 students responding. The quantitative results of the course evaluations, shown in Table 1, are positive. For this portfolio, I was particularly interested in student responses to question 6, "The learning tools (e.g. course texts, notes, slides, videos, exams, projects, etc.) support my learning," and question 8, "I have opportunities to learn with and from other students in this course." As Table 1 shows, the average response to those items was high, 4.90 and 4.73 respectively, showing that revisions made to the course were received well and potentially added to the effectiveness of the course.

Table 1

Overall Course Evaluation Means and Standard Deviations for Quantitative Items

Question	Evaluation Statement	Mean (SD)
2	I feel welcome and respected.	4.91 (0.30)
3	understand course expectations and how my performance is evaluated.	4.82 (0.40)
4	I feel challenged to learn a lot in this course.	4.73 (0.65)
5	Course activities effectively promote my learning and interest in the subject.	4.91 (0.30)
6	The learning tools (e.g. course texts, notes, slides, videos, exams, projects, etc.) support my learning.	4.90 (0.32)
7	I am invited to be an active participant in my learning (either face to face or online).	4.73 (0.65)
8	I have opportunities to learn with and from other students in this course.	4.73 (0.47)
9	The feedback I receive on my work is useful to me for making changes and improvements.	4.91 (0.30)
10	I know where to go for help in this course if, and when, I need it.	4.82 (0.40)
11	I find communication with the instructor (e.g. office hours, email, Canvas, etc.) effectively supports my learning.	4.82 (0.40)

In addition to the quantitative results, students provided positive comments on the course:

> "*The assignments expect us to reflect upon our teaching and demand that we grow in our understanding. I think being given the expectation and time to reflect while have other challenge my thinking is the right way to grow our learning.*"

> "*Each week the readings and activities related directly to the work in my current role. I found that these materials and tools gave my (sic) more confidence in knowing what is expected to produce quality work.*"

> "*I have learned so much from my fellow students during this course. We have not only seen each other teach, but we can seen (sic) lesson pans (sic) that we can use and learn from. This is invaluable as we all head out into the field of TVI.*"

> "*Having the opportunity to hear and interact not only from the instructor, but from peers in the same field we are actively working in is an (sic) wonderful experience.*"

These comments provide additional information, in the students' own words, regarding elements of the course that were beneficial to their learning. One purpose of examining course evaluations was to determine whether the adaptations to the course related to Covid-19 had a negative impact on students' ability to meet course objectives. One student wrote:

> "*I really enjoyed the second half of the semester with the lesson planning and videos. Being able to read 2 lesson plans a week inspired my own lesson planning and made me think of future lessons in those ECC areas. My peers have so many great ideas, and it was a huge benefit to read their lesson plans. I also enjoyed watching the lesson videos, as it also inspired future lessons. It was intersting (sic) what resources my peers use in lessons and how they interact with their students.*"

This student specifically addressed the second half of the semester, when the majority of changes were made in response to changes due to Covid-19 school closures. While it is only one comment, this combined with the overall high ratings of the course lead me to believe that students were still able to get what they needed from the course.

Course Objective 4: Lesson Plans

In order to evaluate whether incorporating peer review was effective in improving students' learning, I first examined the correlation between the initial lesson plan score without peer feedback and the second lesson plan score after the first round of instructor and peer feedback. On the first lesson plan, students scored 32.7 on average (90.8%, max. score of 36). On the second lesson plan, students scored 33.3 on average (92.5%). I expected that students would make significant improvements to their lesson plans after receiving feedback that their scores would be minimally correlated. However, the correlation between the scores on the first and second lesson plan was highly correlated, r = .78, and statistically significant ($p = < .001$). To examine this further, I calculated the correlation between the first lesson plan and the final lesson plan (students completed four lesson plans during the course). On the fourth and final lesson plan, students scored 33.4 on average (92.8%). While the correlation was slightly lower, r = .70, it was still high and statistically significant. This means that students who had strong lesson plans initially tended to have higher scores on successive lesson plans. I had hoped that students would be able to improve their lesson plans regardless of their initial abilities. I also examined the correlation between the average lesson plan score and the final grade. As expected, there was a high correlation, r = .89, that was also statistically significant ($p = < .001$).

Looking at student performance overall on the lesson plan assignments, the grade distribution was skewed left, with the majority of students earning scores of 34 or higher. This

data makes sense, given the fact that students in the course are currently teachers and have

previous education and experience with lesson planning.

Figure 1

Lesson Plan Grade Distribution
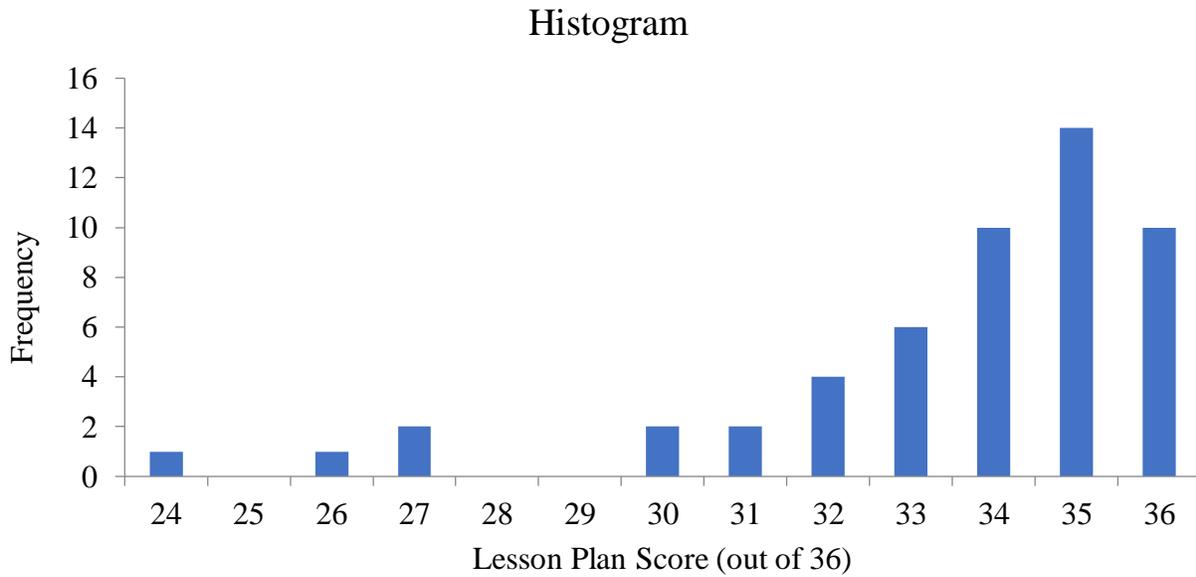
Reflections

Taken together, the results of the analyses conducted for this portfolio show that methods used in this course were largely effective at teaching the course objectives. However, there were unforeseen circumstance related to the Covid-19 pandemic that may have affected course activities in ways that prevent generalization to future teaching. Focusing solely on the lesson plan data, there was improvement from the first lesson plan to successive lesson plans, but this change was seemingly unrelated to the feedback provided by peers and the instructor. Instead, students who started off with higher scoring lessons ended with higher scoring lessons, and those who started off with lower scoring lessons ended with lower scoring lessons. In the future, it might help to include a more direct assignment requiring the implementation of feedback. This year, each of the four lesson plans were different, though they required similar elements. In the next iteration of this course, it may work best to have one lesson plan submitted twice (pre- and post-feedback) to require a more direct incorporation of feedback.

Through the development of this portfolio, I was able to develop a clearer link between course objectives, course materials, and course assignments. I believe that my next step will be to consider more formative methods for obtaining student feedback, potentially using the "Keep, Stop, Start" method brought up during this process. Have a mid-semester evaluation of what is working, what is not working, and what could be implemented to benefit student learning could be a useful measure.

Appendix: Course Syllabus

SPED 852: Instructional Methods for Teachers of Students with Visual Impairments

Instructor: Mackenzie Savaiano, Ph.D.
Class Time: Online, Zoom Classes (see course schedule for dates)
Office: 202A Barkley Memorial Center
Office phone: (402) 472-3801
Email: msavaiano2@unl.edu
Office Hours: Available by appointment through email, phone, or Zoom

I. Course Description

Methods and materials for educating children who are totally blind or have low vision, including students with multiple impairments.

II. Course Objectives
The objectives of this course are related to acquiring basic knowledge about assessment and planning lessons in the Expanded Core Curriculum (ECC) and conducting a Learning Media Assessment (LMA). By the end of the semester, each student will do the following:
1. Identify critical elements of an Essential Assessment for students with visual impairment.
2. Demonstrate procedures involved in an Essential Assessment.
3. Use assessment results to identify appropriate instructional goals for a student with visual impairment.
4. Write lessons with measurable objectives in areas of the Expanded Core Curriculum.
5. Demonstrate and reflect on teaching lessons in areas of the Expanded Core Curriculum.

This is not a self-paced course. Each student is expected to work through the material with the rest of the class, sharing ideas and knowledge in the discussion area. We all begin and end weeks at the same time—however, within the week you have flexibility to accommodate your personal schedule.

III. TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:
Allman, C. B., & Lewis, S. (Eds.). (2014). *ECC essentials: Teaching the expanded core curriculum to students with visual impairments.* New York, NY: AFB Press.

D'Andrea, F. M., & Farrenkopf, C. (2000). *Looking to learn: Promoting literacy for students with low vision*. New York, NY: AFB Press.

Roman-Lantzy, C. (2018). *Cortical visual impairment: An approach to assessment and intervention* (2nd Ed.). New York, NY: AFB Press.

Required Resources provided in Canvas:

Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers (2nd ed.).* Austin, TX: TSBVI.

Smith, M. (2005). *SLK guidebook and assessment forms*. Louisville, KY: American Printing House for the Blind, Inc.

Required Readings included in Modules:

Bouck, E. C., & Meyer, N. K. (2012). eText, mathematics, and students with visual impairments: What teachers need to know. *Teaching Exceptional Children, 45,* 42-49.

Connors, E., Curtis, A., Wall-Emerson, R., & Dormitorio, B. (2014). Longitudinal analysis of factors associated with successful outcomes for transition-age youths with visual impairment. *Journal of Visual Impairment & Blindness,*

Dick, T., & Kubiak, E. (1997). Issues and aids for teaching mathematics to the blind. *The Mathematics Teacher, 90,* 344-349.

Jessup, G. M., Cornell, E., & Bundy, A. C. (2010). The treasure in leisure activities: Fostering resilience in young people who are blind. *Journal of Visual Impairment & Blindness, 104,* 419-430.

Lewis, S., Savaiano, M. E., Blankenship, K., & Greeley-Bennett, C. (2014). Three areas of the expanded core curriculum for students with visual impairment: Research priorities for independent living skills, self-determination, and social skills. *International Review of Research in Developmental Disabilities, 46,* 207-252.

Lieberman, L. J., Haegele, J. A., Columna, L., & Conroy, P. (2014). How students with visual impairments can learn components of the expanded core curriculum through physical education. *Journal of Visual Impairment & Blindness, 108,* 239-248.

Pritchard, C. K., & Lamb, J. H. (2012). Teaching geometry to visually impaired students. *The Mathematics Teacher, 106,* 22-27.

Rosenblum, L. P., & Herzberg, T. S. (2015). Braille and tactile graphics: Youths with visual impairments share their experience. *Journal of Visual Impairment & Blindness, 109,* 173-184.

Supalo, C. A., Isaacson, M. D., & Lombardi, M. V. (2014). Making hands-on science learning accessible for students who are blind or have low vision. *Journal of Chemical Education, 91*, 195-199. doi:10.1021/ed3000765

Wehmeyer, M., & Kelchner, K. (1995). *The Arc's self-determination scale.* Arlington, TX: The Arc National Headquarters.

IV. COURSE REQUIREMENTS

Overview of Modules:
1. Introduction
2. The Essential Assessment
3. Lesson Planning for the Expanded Core Curriculum

Overview of Activities:
1. Weekly Discussion Boards (10 @ 10 points each)
2. Lesson Plans (4 @ 42 points each)
3. Video Analysis of Teaching (2 @ 50 points each, 2 @ 15 points each)
4. Essential Assessment (100 points)
5. Zoom Class Attendance and Participation (4 @ 5 points each)

The following schedule is designed to remind you of the timeline for completing modules and assignments. I suggest you print a copy of this schedule and keep it handy as a quick reference. (Highlighting indicates changes made due to Covid-19)

Module	Weeks	Dates	Topics	Assignments Due
1	1	Jan. 13-19	Introduction and Expectations	Week 1 Discussion
		Monday, Jan. 13	**Zoom Class**	
2	2	Jan. 20-26	Functional Vision Assessment	Week 2 Discussion
	3	Jan. 27-Feb. 2	Functional Vision Assessment	Week 3 Discussion
	4	Feb. 3-9	Traditional Learning Media Assessment	Week 4 Discussion
	5	Feb. 10-16	Sensory Learning Kit	Week 5 Discussion
		Monday, Feb. 10	**Zoom Class**	
	6	Feb. 17-23	Learning Media Case Studies	Week 6 Discussion
	7	Feb. 24-Mar. 1	Learning Media Case Studies	Week 7 Discussion
		Monday, Feb. 24	**Open Office Hours Zoom**	
	8	Mar. 2-8	Expanded Core Curriculum Screening and Assessment	Week 8 Discussion
	9	Mar. 9-15	Writing the Essential Assessment Report	Week 9 Discussion
	10	Mar. 16-22	Courses cancelled	
3	11	Mar. 23-29	Spring Break/no course	
	12	Mar. 30-Apr. 5	Measurable Goals and Objectives AND Lesson Planning and Curriculum	Week 10 Discussion
		Monday, Mar. 30	**Zoom Class**	
	13	Apr. 6-12	Compensatory Access and Sensory Efficiency	Video Analysis Discussion Board 1 Lesson 1 **due April 12** (peer review due April 15)
	14	Apr. 13-19	Social Interaction, including Recreation and Leisure	Video Analysis Discussion Board 2 Lesson 2 **due April 19** (peer review due April 22) Essential Assessment draft **due April 19**
	15	Apr. 20-26	Career Education and Independent Living Skills	Video Analysis Discussion Board 3 Lesson 3 **due April 26** (peer review due April 29)
		Monday, Apr. 20	**Zoom Class**	
	16	Apr. 27-May 3	Self-Determination	Video Analysis Discussion Board 4 Lesson 4 **due May 3** (peer review due May 6) Essential Assessment **due May 3**

Zoom classes always from 6:00-7:30 pm Central time unless otherwise notified

Detailed Activities:

1. **Weekly Discussion Boards (10 @ 10 points each)** – In the first half of the semester, you will have required Discussion Board posts. This semester, your discussions will be as a whole class, rather than small groups. There are two parts (A and B) to every discussion board. Part A will be your individual post, and Part B will be responding and providing feedback to classmates. The details for each discussion are outlined in Canvas. Some of the discussions will be in small groups and some will be with the whole class. Your posts should involve critical thinking and self-reflection. DO NOT post summaries of your readings. The following rubric identifies how your discussion posts will be graded.

	Proficient (5-4)	**Emergent (3-2)**	**Not Met (1-0)**
Original Post	Student's post: • is on time • adds information from readings and relevant personal experience that substantially expands the scope of the discussion • asks for more information, seeks clarification, makes a discovery • **includes references to readings**	Student's post: • summarizes readings without adding any new information • may not include references to the readings	Student does not post a comment OR Student's post includes general statements with no relevance to the readings (e.g., This was a good chapter.)
Response to Peers	Student's post: • is on time • builds on peer's comments, adding new information or personal experience • continues the discussion by asking questions or seeking clarification **AND** Student responds to at least 2 peers	Student's post: • reiterates peer's comment without adding any new information • may not include references to the readings **AND/OR** Student responds to only one peer	Student does not post responses OR Student's post simply agrees or disagrees with another comment.

2. **Expanded Core Curriculum Lesson Plans (4 @ 42 points each)**
   a. **Lesson Plans (36 points each) -** You will write one lesson plan for four ECC areas. Remember that your objective should always be related to an area of the expanded core curriculum, and your lesson should be aligned with state standards. Your lesson plans will be peer reviewed (see part b). Your final grade for each lesson will come from the instructor review, but you are expected to consider your peer feedback thoughtfully. The rubric used to score the lesson plans is included at the end of the syllabus. **See schedule for due dates.**
   b. **Peer Reviews – (6 points) -** You will be responsible for reviewing two of your peers' lesson plans. The lesson plan rubric will be available on Canvas for you to use in your review. You must

complete the rubric AND provide constructive written feedback for each peer review to receive full points.

	Accomplished (3)	Proficient (2)	Emergent (1)	Not Evident (0)
Peer Review 1	Reviewed lesson using rubric and provided constructive text feedback for peers.	Reviewed lesson using rubric and provided text feedback for peers.	Reviewed lesson using rubric but did not provide text feedback for peers.	Did not review peer lesson.
Peer Review 2	Reviewed lesson using rubric and provided constructive text feedback for peers.	Reviewed lesson using rubric and provided text feedback for peers.	Reviewed lesson using rubric but did not provide text feedback for peers.	Did not review peer lesson.

Extra Credit:
You may submit an additional lesson plan for extra credit. Extra credit lessons must be submitted by May 6 (and will not include peer review). Each lesson that meets overall proficient criteria on the rubric, will receive 5 points towards your overall grade.

3. **Video Analysis of Teaching (2 @ 50 points each, 2 @ 15 points each)** –As part of your clinical experience, you will take two 10-15 minute videos of your teaching. These videos will be from 2 of the 4 lessons you write this semester. The Video Analysis will take place during discussion boards and will follow a specific framework depending on whether you submitted a video that week or are responding to peers' videos. These frameworks are provided in Canvas. **Update:** Due to school closures, this assignment is now modified to include simulated teaching. Find a friend, family member, or colleague to teach your lesson to. Focus your 10-15 minutes on the modeling/guided practice part of the lesson and please treat this as you would if you were teaching to your student, as you will still be required to reflect on your teaching (unrelated to the "student" behavior).

4. **Essential Assessment (100 points)** - You will need to complete an essential assessment (including the FVA, LMA and ECC Assessment) for this class. You may include the assessments you complete for this class in your student teaching notebook (plus reflection). **The assessment must be completed this semester (cannot be one that you did previously).** The grading rubrics for this assignment are at the end of this syllabus. You must submit a draft of your written assessment for feedback by **April 19**. You will be responsible for reviewing one of your peers' assessment reports.

   Alternate EA Assignment – If you are unable to complete the Essential Assessment due to school closures you will be required to complete a simulated assessment with someone you have access to. That means you will be required to complete all the parts of an FVA and LMA with a sighted person. In lieu of the ECC screening, you will be required to submit all completed forms in addition to the written report. I will discuss this more in our Zoom class on March 30.

5. **Attendance and Participation in Zoom Classes (4 @ 5 points each)** – Each Zoom class will cover a specific topic related to the course information. During the Zoom class, Dr. Savaiano will assign a small, related activity to be sent in an email. Completion of the activity will be used for attendance points. All Zoom classes will be recorded, so you will be able to watch them at a later time.

V. GRADING

As indicated in Assignments, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the date given. At the end of the semester, you will be given a grade based on the total number of points you have accumulated.

Assigned Point Values:

Discussion Boards	80
Lesson Plans	168
Video Analysis of Teaching	130
Essential Assessment	100
Attendance and Participation in Zoom Classes	20
Total points possible	498

Grading Criteria:

A+ = Above 98%	A = 93 - 97%	A- = 90 - 92%
B+ = 88 – 89%	B = 83 – 87%	B- = 80 – 82%
C+ = 78 – 79%	C = 73 – 77%	C- = 70 – 72%
	F = Below 70%	

VI. STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

VII. COUNSELING AND PSYCHOLOGICAL SERVICES

UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being. (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

VIII. UNIVERSITY STATEMENT ON ACADEMIC HONESTY

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Lesson Plan Rubric

Category	Accomplished (3)	Proficient (2)	Emergent (1)	Not Evident (0)
Identification of Content	Grade, ECC subject area, state standard	2 of the 3 components are accurately listed.	1 of the 3 components are accurately listed.	0 of the 3 components is accurately listed.
Lesson Objective	Objective includes: • Conditions (time, situation, materials) • Behavior • Criterion	Objective includes 4 of 5 components listed	Objective include 2-3 of 5 components listed	Objective includes only 1 of 5 components listed, or goal is missing
Materials	All materials listed. If no materials are listed n/a used; Worksheets and/or activity links included.	Majority of materials listed. If no materials are listed n/a used; Worksheets and/or activity links included.	Majority of materials listed; If no materials listed n/a used; Worksheets and/or activity links not included.	Materials, worksheets, and activities are not listed.
Rationale for Instruction	*The rationale for the lesson should be something you can share with the student at the beginning of the lesson. "This is important for you to learn because…"* Rationale is clear and addresses the importance of the lesson **for the student**. Rationale links to future learning.	Rationale addresses the importance of the lesson **for the teacher**. Rationale links to future learning but may lack some clarity.	Rationale provided, but unclear, or doesn't address importance of lesson, and doesn't link to future learning.	Rationale is not provided.
Activate Prior Knowledge	Activity requires student participation and prepares students to become engaged in the lesson. Activity is clearly related to the current learning objective.	Activity requires student participation and prepares students to become engaged in the lesson. Activity is not clearly related to the current learning objective.	Activity prepares student to become engaged in the lesson but does not require student participation.	Assessing background knowledge activity not provided.
Modeling (I Do)	Provides sequential steps of the skill/concept being taught; Distinctive features	Provides sequential steps of the skill/concept being taught; Distinctive features of new	Provides steps of the skill/concept being taught but steps may not be sequential, or	Provides steps of skill/concept being taught but steps may not be

	of new concept are listed; info provided matches the objectives(s) stated. Examples/non-examples provided.	concept are listed; info provided matches the objectives(s) stated; examples/non-examples provided, but lack clarity.	info provided lacks a relationship to the objectives(s) presented, and examples/non-examples not provided.	sequential, and information provided lacks a relation to the objectives presents, and examples/non-examples not provided, or modeling not provided.
Guided Practice (We Do)	Provides activities for practice of new skills and practice matches the objectives presented; Checks for student understanding through extensive student participation and questioning; Positive and corrective feedback cues are included	Provides activities for practice of new skills and practice matches objectives presented. Checks for student understanding through *some* student participation and questioning. Positive and corrective feedback cues are included	Provides activities for practice of new skills but practice doesn't match the objectives presented *or* doesn't check for student understanding through student participation *or* questioning or feedback cues aren't included	Practice does not match objectives, and there is a lack of checking for student understanding, and feedback and cues are not included, or guided practice is not provided.
Independent Practice (You Do)	Practice matches stated objectives and teacher provides specific directions for completing task. Activities appropriate for level of students.	Practice matches stated objectives and teacher provides general directions for completing the task. Activities appropriate for level of students.	Practice doesn't clearly match state objectives, or directions are not provided, or activities are not appropriate for level of students.	Practice doesn't match stated objectives, and directions not clear, and activities not appropriate for level of students. Or, independent practice is not presented.
Review and Closure	Teacher: • requires student(s) to answer specific questions relating to the lesson, • summarizes the lesson objective, AND • explains what will be covered in the next lesson	Lesson includes 2 of the 3 components for review and closure.	Lesson includes 1 of the 3 components for review and closure.	Review and closure not included.
Assessment	Assessment measures are clearly listed and clearly aligned with the objective.	Assessment measures listed, but not clearly aligned w/ objectives. All quizzes, worksheets, and/or	Assessment measures clearly listed and aligned (mostly). Quizzes, worksheets, and/or	Assessment measures listed but completely misaligned

	All quizzes, worksheets, and/or informal data collection forms/charts/tables attached.	informal data collection forms/charts/tables attached.	informal data forms/charts/tables are not attached.	or no evaluation is included.
Re-Teaching	The lesson should have a plan for re-teaching in case the objective is not met. A plan for re-teaching is outlined and includes a clear criterion for re-teaching as well as a plan for teaching the objective in a new way.	A plan for re-teaching is outlined and includes a clear criterion for re-teaching but involves repeating the same lesson and/or re-teaching in the same way as before.	A plan for re-teaching is present but not clear – either not including a clear criterion or not including a clear teaching strategy.	No plan for re-teaching is provided.
Style and Mechanics	Language is clear, concise, can be understood by others with minimal spelling/grammatical errors	Language can be understood by others, but needs minor edits to increase clarity/conciseness with minimal spelling/grammatical errors	Inconsistent use of clear and concise language **and/or** many spelling/grammatical errors - readability is affected	Lacks clear and concise language throughout **and/or** readability is severely affected by spelling/ grammatical errors

Essential Assessment Rubric

Category	Description of Expectations	Score (0-5)
Record review	Summary of relevant information from student records.	
Interviews	Summary of relevant information from interviews with teachers, parents, and student. If someone was not interviewed, a justification statement is provided.	
Observations	Summary of observations relevant to learning and literacy media.	

Functional Vision Section

Traditional FVA

	Score (0-3)
Appearance of eyes	
Muscle balance	
Eye preference	
Oculomotor behaviors	
Field of vision	
Color vision	
Depth perception	
Figure-ground perception	
Light sensitivity	
Contrast Sensitivity	
Near acuity (formal and informal)	
Distance acuity (formal and informal)	

CVI Range

	Score (0-3)
Color preference	
Movement	
Visual latency	
Visual field	
Visual complexity	
Light	
Distance viewing	
Visual reflexes	
Visual novelty	
Visually guided reach	
CVI score with explanation	

Learning Media Assessment Section

Traditional LMA

Category	Score (0-3)
Current Print Functioning	
Use of Sensory Channels	
Reading	
Listening	
Writing	
Literacy Tools	

Sensory Learning Kit

Category	Score (0-3)
Use of Sensory Channels	
SLK Form 1	
SLK Form 2	
SLK Form 3	
SLK Form 4	
SLK Form 5	

Expanded Core Curriculum Section		Score (0-5)
ECC Screening	Summary of strengths and needs in all areas of the ECC	
ECC Assessment	Detailed assessment of 2-3 ECC areas of highest need.	

Summary		Score (0-5)
Recommendations	Recommendations are clear, understandable, and supported by information gained from assessment.	
Eligibility statement	Criteria for eligibility statement includes specific state terminology required to satisfy IDEA requirement to document a disability.	
Report Organization	Report is organized in a way that other professionals and parents can quickly understand the scope of the report and review key areas. Information is presented clearly. Report has minimal typos or grammatical mistakes.	
	Total	**91-94**

Note: The total out of 91 or 94 will be converted to a score out of 100 for your grade.

CEC Initial Level Special Educator Preparation Standards and Blind and Visually Impaired Specialty Set

Standard #1: Learner Development and Individual Learning Differences

ID	Standard
BVI.1.K4	Implications of prevalent visual conditions
BVI.1.S2	Select and develop assessment and teaching strategies, accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics
BVI.1.S3	Use nonvisual/alternate strategies to promote attachment, early communication/literacy, orientation and mobility, and independence to address the effects of visual impairment on families and the reciprocal impact on individuals' self-esteem

Standard #2: Learning Environments

ID	Standard
BVI.2.S1	Identify and implement physical and virtual 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
BVI.2.S5	Facilitate incidental learning experiences to address nonvisual access to physical and virtual environments
BVI.2.S6	Evaluate social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments

Standard #3: Curricular Content Knowledge

ID	Standard
BVI.3.K1	Relationship of individualized assessment, intervention planning/implementation, development of individualized education programs/individualized family service plans, progress monitoring, and placement specific to unique needs of visual impairment
BVI.3.K2	Advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment
BVI.3.S5	Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, and language proficiency
BVI.3.S6	Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and expanded core curriculum across settings
BVI.3.S7	Identify and adapt general education and visual impairment specific curricula for instruction of literacy, other academic areas, and the expanded core curriculum

Standard #4: Assessment

ID	Standard
BVI.4.K1	Challenges of assessing students with visual impairments and co-occurring disabilities
BVI.4.K2	Options for specialized assessment materials and equipment for unique sensory needs
BVI.4.K3	Role of specialized, individualized assessment data unique to visual impairment for pre-referral, referral, annual, and tri-annual processes
BVI.4.K4	Knowledge of federal and state requirements for eligibility and for timing of assessments
BVI.4.K5	Implications of short and long term use of accommodations and modifications unique to students with visual impairments
BVI.4.S1	Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments
BVI.4.S2	Use multiple sources of valid information/data, including data from formal/informal assessments to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment
BVI.4.S3	Use valid assessment results and medical reports to determine eligibility for vision specific services, for students with and without specific visual diagnoses
BVI.4.S4	Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for services is needed
BVI.4.S8	Conduct individualized functional vision, learning media, assistive technology and other expanded core curriculum-related assessments
BVI.4.S10	Use multiple sources of data to determine appropriate learning and literacy media (braille, print, or dual) and assistive technology
BVI.4.S11	Interpret assessment results to determine individual needs to support acquisition of skills in the general and expanded core curriculum

Standard #5: Instructional Planning and Strategies

ID	Standard
BVI.5.K3	Knowledge of evidence-based practices for teaching students with visual impairments
BVI.5.S7	Integrate basic principles of accessibility to select, create, adapt, and format text, images, and media to promote usability and accessibility to meet the individual needs of students with visual impairments
BVI.5.S17	Teach independent living and organization skills using alternate and nonvisual strategies
BVI.5.S18	Teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette
BVI.5.S19	Teach development and monitoring of relationships and friendships, and knowledge of self, including human sexuality

| BVI.5.S20 | Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings |
| BVI.5.S26 | Select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities |

Standard #6: Professional Learning and Ethical Practice

ID	Standard
BVI.6.K2	Current knowledge of eligibility criteria for specialized services, funding, and materials sources specific to visual impairment
BVI.6.K5	Role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the expanded core curriculum
BVI.6.S3	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

Standard #7: Collaboration

ID	Standard
BVI.7.K1	Role in conveying, to families and teams, information about the impact and implications of visual impairment on development and learning and access to the general and expanded core curriculum
BVI.7.K2	Role in working collaboratively with families and teams for referral for counseling, therapy, or other services to address the unique needs of visual impairment