

EDSE 518 Spring 2010
Curriculum & Assessment of Students with Visual Impairments
(3 Credits)

January 28 –May 6, 2010
Thursday 4:00 – 6:40

Schedule

Class Time Thursday 4:00 – 6:40

Instructor

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Edited from the (2008) version by Lisa Auwarter, COMS and Gwyn Suttell, COMS

Participating Consortium Sites & Course Numbers

Course Description

(Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)
Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

Nature of Delivery

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Study and independent research
4. Application activities, including regular assignments
5. Written responses to posted discussion questions posted on Blackboard.

PROFESSIONAL STANDARDS:

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org>. Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standards that will be addressed in this class will be Standard 7 on Instructional Planning and Standard 8 on Assessment.

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans **anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected** shorter-range goals and objectives **taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize** explicit modeling and efficient guided practice **to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are** modified based on ongoing analysis of the individual's learning progress. **Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using** appropriate technologies **to support instructional planning and individualized instruction.**

Special Education Content Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators *use multiple types of assessment information* for a variety of educational decisions. Special educators *use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs*, as well as to adjust instruction in response to ongoing learning progress. Special educators *understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN*, including those from culturally and linguistically diverse backgrounds. Special educators *understand measurement theory and practices* for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, *special educators understand the appropriate use and limitations* of various types of assessments. *Special educators collaborate with families and other colleagues* to assure non-biased, meaningful assessments and decision-making. *Special educators conduct formal and informal assessments* of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators *use assessment information to identify supports and adaptations* required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Required Text

1. Goodman, S. & Wittenstein, S. (Eds). (2003). *Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities*. New York: American Foundation for the Blind
2. Heinze, T. (2000). Comprehensive assessment. In A. J. Koenig & M. C. Holbrook (Eds.), *Foundations of education, Volume II: Instructional strategies for teaching children and youths with visual impairments* (2d ed.) (pp. 27-60). New York: AFB Press.
3. Koenig, A. J., Holbrook, M. C., Corn, A. L., DePriest, L. B., Erin, J. N., & Presley, I. (2000). Specialized assessments for students with visual impairments. In A. J. Koenig & M. C. Holbrook (Eds.), *Foundations of education, Volume II: Instructional strategies for*

- teaching children and youths with visual impairments* (2d ed.) (pp. 103-172). New York: AFB Press.
4. Layton, C. A. (2000). Ongoing assessments: Informal techniques. In A. J. Koenig & M. C. Holbrook (Eds.), *Foundations of education, Volume II: Instructional strategies for teaching children and youths with visual impairments* (2d ed.) (pp. 61-102). New York: AFB Press.
 5. Sanford, L., & Burnett, R. (2008). *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12*. American Printing House for the Blind, Inc.

Learner Outcomes

Upon successful completion of this course, the participants will be able to:

- demonstrate knowledge of assessment and evaluation of students with visual impairments
 - a. Complete assessments and apply information to planning for students.
 - b. Use specialized terminology in educational assessment.
 - c. Use specific assessments that measure learning modalities.
 - d. Apply ethical considerations, legal provisions, guidelines as related to the valid and relevant assessment of students with visual impairments.
 - e. Utilize specialized policies and procedures for screening, classification and placement of students with visual impairments.
 - f. Identify alternative assessment tools and techniques including state standardized tests.
 - g. Determine appropriate interpretation and application of assessment scores for students with visual impairment and deaf-blindness.
 - h. Demonstrate relationships among assessment, IEP development, placement and vision services.

- demonstrate the ability to evaluate the validity of individual tests, for use with students with visual impairments and is able to:
 - a. Use disability specific assessment instruments.
 - b. Adapt and use a variety of assessment procedures, in evaluating students with visual impairments and deaf-blindness.
 - c. Utilize assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
 - d. Conduct, interpret, and apply the results of formal and informal assessment of learning modalities.
 - e. Create disability related records for students with visual impairments.

- f. Gather background information and family information relevant to the individual student's visual and educational needs.
- g. Incorporate assessment information into the development into the IEP .
- h. Use assessment information to develop literacy modality plans for students with visual impairments.
- i. Provide information to families and related service providers about current student levels in all developmental areas.
- j. Conduct assessments and interpret findings in the area of technology.

Course Schedule:

Date	Topic	Readings & Assignments
January 28	<ul style="list-style-type: none"> * Introductions * Goals and expectations * Review Syllabus * TVI roles and responsibilities * Eligibility process * Review the National Agenda * Expanded Core Curriculum 	<ol style="list-style-type: none"> 1. Read: TVI roles and responsibilities: http://www.tsbvi.edu/pds/roles.htm 2. Read: <i>The national agenda for the education of children and youths with visual impairments, including those with multiple disabilities.</i> http://www.tsbvi.edu/agenda/index.htm 3. Read: <i>Expanded Core Curriculum:</i> http://www.TSBVI.EDU/Education/corecurric.htm 4. Read and review: <i>Special Education Handbook for Rockingham County</i> http://www.rockingham.k12.va.us/RCPS_sped/Handbook.html 5. Read: Appendix B (Holbrook Vol. 1) 6. Read: Chapter 2 (Holbrook Vol. 2) <p><u>Assignment:</u> Review and take quiz: Low vision online: <i>Children Assessment</i> http://www.lowvisiononline.unimelb.edu.au/Assessment/index.htm</p> <p>Discussion question #1:</p>
February 4	<ul style="list-style-type: none"> * Blackboard * Syllabus * Visual Development * Most common eye conditions in infants and 	<ol style="list-style-type: none"> 1. Read: Chapter 1 (Goodman) 2. Read: Chapter 4 (Holbrook Vol. 1) 3. Read: <i>Infants and Toddlers with Visual Impairments</i> http://www.tsbvi.edu/Education/infant/index.htm (you can download book from this site) 4. Read: Appendix A (Goodman) 5. Powerpoint at

	children *Eye conditions and how they relate educationally * Infant assessment * Order FV LMA books * Online class	http://www.fpg.unc.edu/~edin/Resources/modules/AM1.cfm will be viewed and discussed in class
Feb. 11	Class online Vision Screening * Conduct Screening in class *Functional Vision Assessment :Review Interviews and Observations from FV LMA	<ol style="list-style-type: none"> 1. Read and Familiarize yourself with the FV LMA: Functional Vision and Learning Media Assessment for Students Who are Pre-Academic or Academic and Visually Impaired in Grades K-12 (p. 3-32) 2. Read: Chapter 4 (Holbrook Vol.2) 3. Discussion Question #2. (Posted on discussion board) (Rubric posted) 4. Read and Familiarize yourself with the FV LMA: Functional Vision and Learning Media Assessment for Students Who are Pre-Academic or Academic and Visually Impaired in Grades K-12 (p. 32-72) 5. Review FV LMA Kit and start collecting items. Suggestions can be found at http://www.tsbvi.edu/Education/fve-kit.htm 6. Read: Chapter 3 (Goodman)
February 18	* Assessment of students within the core curriculum	<ol style="list-style-type: none"> 1. Heinze, T. Chapter in Foundations book 2. Making Evaluation Meaningful, Lofton. Chapters 1-4 (in Blackboard Documents)
Feb 25	* FVA Kit review *FVA Samples * CVI	<ol style="list-style-type: none"> 1. Conduct FVA 2. Read and familiarize yourself: <i>FV LMA: Functional Vision and Learning Media Assessment for Students Who are Pre-Academic or Academic and Visually Impaired in Grades K-12</i> (p. 73-97) 3. FV LMA Kit DUE 4. <i>Roman-Lansky, C. (2007). Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: AFB Press. p. 4, 50-70 If we can find a copy.</i>
March 4	*Learning Media Assessment	<ol style="list-style-type: none"> 1. Read and familiarize yourself: <i>FV LMA: Functional Vision and Learning Media Assessment for Students Who are Pre-Academic or Academic and Visually Impaired in Grades K-12</i> (p. 103-122) 2. Conduct LMA 3. Discussion #4

March 11	Spring Break	
March 18	*ECC * Report Writing * LMA samples	1. Conduct Expanded Core Curriculum Screening 2. Resources are available at http://www.tsbvi.edu/Education/dbassments.htm and 3. http://www.tsbvi.edu/recc/
March 25	*Alternative Assessments for VI and MD * Report writing for Alternative assessments	
April 1	IEP writing	
April 8	Curriculum	1. Discussion # 5 2. http://www.tsbvi.edu/recc/
April 15	Technology	1. FV LMA DUE 2. Review the Technology Assessment form at http://www.tsbvi.edu/technology/vieval.htm
April 22	High Stakes Testing	IEP DUE
April 29	WRAP UP SESSION	TECHNOLOGY EXPERIENCE DUE CASE STUDY DUE

Course Requirements

⇒ **Scoring Rubrics for all assignments are posted on the blackboard site.**

1. **Discussions:** Students will participate in 5 discussions. At the beginning of the week, the instructor will pose a question to the class. Students will respond either by report or discussion board via blackboard (this will be determined by the instructor). (5 points each; total 25 points)

<p>Curriculum and Assessment Discussion Rubric (5 Discussions 5 points each)</p>

Assignment: Discussions will be posted on Blackboard on specific days. You must respond to the posted question by the following class session. Your responses must reflect analytic thought and demonstrate relevance by incorporating topics discussed (or to be discussed) in the course. All responses should be at least 1 paragraph.

Content Area:

Direct Response to Instructor Prompt

- 4-5 points: Response includes analytic thought about the question posed by instructor. Thoughts are informational and reflective based on information learned in class, life experiences and/or teaching. The response is fluent and sequential with an ease of reading.
- 1-3 points: Information is vague, confusing in layout, difficult to follow and/or lacking reflection.
- 0 points: Response does not contain any relevant information about question/discussion posted or no response was posted.

2. **Vision Screening:** Student will conduct and write up results from a vision screening. Screening must include: (10 points)
 - a. Acutities: Near and distance
 - b. Tracking and Convergence results
 - c. Summary of Screening
 - d. Recommendations
3. **FVA Kit:** Students will collect and put together materials needed to conduct Functional Vision Assessments and Learning Media Assessments. (20 points)
4. **FV LMA:** Students will conduct and write a Functional Vision Assessment, Learning Media Assessment and perform an Expanded Core Curriculum Screening on a student with Visual Impairments. To complete these Assessments students will assume the role of the itinerant teacher of students with visual impairments who is completing these assessments for an upcoming eligibility meeting. Students must obtain parent permission to conduct these assessments. Students are responsible for finding their own student with visual impairment for assessment but if there are no available subjects please contact the instructor immediately. (100 points total)
 - Student will conduct the FVA (25 points)
 - Student will conduct the LMA (25 points)
 - Students will conduct Expanded Core Curriculum Screening (25 points)
 - Students will write a narrative report (**FV LMA**) using the data from the completed forms, report must include: (25 points)
 - **Demographic information:** name; date of evaluation; Age; Teacher; grade, Examiner name; school; Initial

- or Re-evaluation, etc.)
- **History:** visual disorder, etiology, prognosis, acuity, field, additional medical history, if pertinent;
- **Acuities:** near and distance
- **Functional vision assessment results**
- **Orientation and Mobility Screening results**
- **Learning Media Assessment results**
- **Recommendations**
- **Signature**

6. **IEP:** Students will write Key components of an IEP using the information gathered from FV LMA, including: (25 points)
- i. annual goal(s) (2 or more)
 - ii. add pertinent information for Present Level of performance
 - iii. determine service delivery (frequency, time and percentage)
 - iv. accommodations (specific accommodations, location)
 - v. testing accommodations (test specific, using standardized testing accommodation from DOE)
 - vi. special considerations

7. Technology Experience:

Students will be required to make an appointment with your local Regional DBVI office to explore the technology lab. You will need to call and set up your appointment with the rehab engineer. During this appointment you will explore the various technology available for individuals with blindness and visual impairments.

Students should include one goal that addresses the use of the technology that was chosen as an accommodation to the student academic needs. (10 points)

- a. state and explain one specific technology
- b. state how this technology will benefit the student
- c. state one annual goal with short term objectives

8. **Case Study:** Students will read and review a case study on student with visual impairments and multiple disabilities. You will need to determine which assessment tool you will use to assess the student and write two goals post assessment to address vision needs. (15 points)

H. GRADING CRITERIA

	Points possible
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Discussions, 5 at 5 points each	25
FVA Kit	20
Vision screening	10
FV LMA	100
IEP	10
Technology Assessment	20
Case Study: Assessment of VI with MD	15

<u>Grade</u>	<u>Points</u>
A	175-200
B	150-174
C	125-149
D	100-124
F	0-99

Keep Products from This Course for Future Use in Your Professional Portfolio!
Retain electronic copies of all course products to document your progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically

College of Education and Human Development Statement of Expectations

All students must abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

A complete copy of each university's Honor System document is available through

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

JMU: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>

NSU: http://www.nsu.edu/student_judicial/policy.html

ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

VCU: http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

JMU: <http://www.jmu.edu/ods/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

ODU: <http://studentaffairs.odu.edu/disabilityservices/>

Radford: <http://www.radford.edu/~dro/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Inclement Weather

If classes are cancelled at George Mason University a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial GMU at 703-993-1000 www.gmu.edu. Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://blackboard.gmu.edu>. Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at <http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en> Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email me for

assistance. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Writing Resources and Support

One type of writing support during this course is your use of relevant parts of the APA manual. As you're completing writing assignments, you may find it helpful to review parts of the APA manual, such as: For example:

- Chapter 2 on writing style (2.01 to 2.05)
- Chapter 2 on grammar (2.06 to 2.12)
- Chapter 2 on guidelines to reduce bias in language (focus on 2.16)
- Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29) Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please (refer to other information on plagiarism in the APA manual as well as other resources and notes in this syllabus)
- Chapter 3 on reference citations in text (3.94 to 3.103)
- Chapter 4 on Reference list (4.01 to 4.16)

APA Formatting Guidelines are also available at

<http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.