College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2015
EDSE 518 6V1: Curriculum and Assessment of Students with Visual Impairments
CRN: 22522, 3 - Credits

JMU – EXED 534 Curriculum & Assessment for Students w/ Visual Impairments
NSU – SPE 532V Curriculum & Assessment for Students w/ Visual Impairments
ODU – SPED 536 Curriculum & Assessment for Students w/ Visual Impairments
RU – EDSP 657 Curriculum & Assessment for Students w/ Visual Impairments

Instructor: Dr. Christina Schoch	**Meeting Dates:** 1/21/2015 - 4/29/2015
Phone: 520.490.9795	**Meeting Day(s):** Wednesdays
E-Mail: cschoch@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: Scheduled by appointment or before and after class	**Meeting Location:** Internet NET NET

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description
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.Prerequisite(s): EDSE 511 (may be taken concurrently). Notes: Delivered online.Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 511 (may be taken concurrently)

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
In order to fully access this course, you are required to have several technology tools. Failure to have these tools for classes will result in a deduction in participation points. Classes will be conducted live weekly by Blackboard Collaborate. Required Resources include: Personal Computer, an internet connection, a headset with microphone, a webcam.

Technical requirements
To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Blackboard, which is our online course management system located at http://mymason.gmu.edu

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students MUST access Blackboard through http://mymason.gmu.edu.
- Login
    - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
    - NON-GMU Students:
    - Username: x_firstname.lastname
    - Password: bbcommunity
- Select the “Organizations” tab to access classes.

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.

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

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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

• Demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of students with visual impairments.
• Demonstrate an understanding of accommodations and modifications commonly used by students with visual impairment on standardized and non-standardized assessments.
• Recognize the similarities between regular education curricula and the curricular needs of students with visual impairments, including those with multiple disabilities.
• Gather background and family information relevant to the individual student's visual and educational needs.
• Complete assessments, including the learning media assessment (lma), specific to students with visual impairments, including those with multiple disabilities.
• Use assessment information to recommend literacy interventions for students with visual impairments.
• Use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
• Identify assessment strategies and tools for assessing areas of the expanded core curriculum.
• Identify participation criteria for alternate and alternative assessment programs for students with visual impairments.

Required Textbooks

Goodman, S., & Wittenstein, S. (2003) Collaborative assessment: working with students who are blind or visually impaired, including those with additional disabilities. New York, NY: AFB Press.

Koenig, A. J. & Holbrook, M. C. (1995). Learning media assessment of students with visual impairments: a resource guide for teachers. Austin, TX: Texas School for the Blind and Visually Impaired.

Recommended Textbooks

Basic Reading Inventory Print w/CD-Rom: ISBN: 978-0-7575-9852-4 http://www.kendallhunt.com/bri/

Loftin, Marnee. (2005). Making *Evaluation Meaningful. Determining Additional Eligibilities and* Appropriate *Instructional Strategies for Blind and Visually Impaired Students.* Austin: Texas School for the Blind and Visually Impaired.

Mangold, S. (1982). *A Teachers' Guide to the Special Educational Needs of Blind and Visually Handicapped Children*. NY: AFB Press.

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press.

Sacks, S. Z. & Silberman, R. K. (1998). *Educating Students who have Visual Impairments with Other Disabilities*. Baltimore, MD: Paul H. Brookes, Baltimore.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). Teaching *social skills to students with visual impairments: From theory to practice).* New York: AFB Press.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

Willoughby, D. M. & Duffy, S. L. (1989). *Handbook for Itinerant and Resource Teachers of Blind and Visually Impaired Students*. Baltimore: National Federation of the Blind.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairment*. NY: AFB Press.

Required Resources

- Personal Computer

- An internet connection
- A headset with microphone
- A webcam

Additional Readings

Additional *required* readings are posted on Blackboard.

Celeste, M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal of Visual Impairment & Blindness (JVIB)*, (02).

Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness*, *100*(9), 523-532.

Holbrook, M. C., & Spungin, S. J. (2009). Supporting Students' Literacy Through Data-Driven Decision-Making and Ongoing Assessment of Achievement. *Journal of Visual Impairment & Blindness*, *103*(3), 133-136.

Kamei-Hannan, C., Holbrook, M., & Ricci, L. A. (2012). Applying a Response-to-Intervention Model to Literacy Instruction for Students Who Are Blind or Have Low Vision. *Journal of Visual Impairment & Blindness*, *106*(2), 69-80.

Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness, 102*(5), 261-271.

Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View*, *35*(1), 7.

Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness*, *103*(1), 44-47.

Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness, 100*(10), 606-619.

Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness, 100*(11), 653-665.

McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness*, *101*(10), 587-600.

Smith, D. W., & Amato, S. (2012). Synthesis of Available Accommodations for Students with Visual Impairments on Standardized Assessments. *Journal of Visual Impairment & Blindness, 106*(5), 299-304.

Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children, 75*(2), 233-52.

Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and Implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness, 100*(10), 598-601.

Zebehazy, K. T., Zigmond, N., & Zimmerman, G. J. (2012). *Performance Measurement and Accommodation: Students with Visual Impairments on Pennsylvania's Alternate Assessment. Journal of Visual Impairment & Blindness, 106*(1), 17-30.

Course Relationships to Program Goals and Professional Organizations
This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations

Attendance.

Attendance **(30 points)** at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of Blackboard class activities will be tracked in the blackboard grade book. As a courtesy, please email me to let me know if you will not be in class.

Late Work.

Late assignments will not be accepted. *Only in the case of serious family emergency or illness with late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance.*

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Learning Media and Informal Reading Assessments* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so

it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale

A = 95-100%

A- = 90-94%

B = 80-89%

C = 70-79%

F = 70% and below

Assignments

Grades will be assigned, using a point system, of a total of 470 available points:

	Total Points Possible
1. In-Class Participation And Attendance	30
2. Assessment History Report	50
3. Curriculum Review & Class Presentation	50
4. Scenarios	4 x 10 = 40
5. Response to Readings	2 x 25 = 50
6. Learning Media and Informal Reading Assessments	150
7. Menu Item	100
TOTAL	470 points

Performance-based Assessment (TaskStream submission required).

The NCATE assignment(s) for this class is: **Learning Media and Informal Reading Assessments**

Learning Media and Informal Reading Assessments: All students will be required to complete a LMA report on a student in their classroom. You will be provided the child's records and age appropriate materials from the *Johns Reading Inventory*. You will review the student's records and include information from the assessment history report, conduct observations of the student's use of sensory channels, administer part of the *Johns Reading Inventory* and interview at least one individual (student, teacher, parent) about the child's literacy skills and needs. Based on the information you gather you will write a LMA report. Please Review the Rubric on Blackboard for specifics. (**150 points)**

Note: Please submit these items together as ONE pdf file into Taskstream.

Performance-based Common Assignments (No TaskStream submission required).

Assessment History Report: All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:

1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, in addition to information from the history document
4. Critical analysis of child's assessment history and write-up **(50 points)**

Other Assignments.

Curriculum Review & Class Presentation: All students will select and review a curriculum that has not been used previously. The curriculum should address the academic or ECC needs of the student and be age/grade level appropriate. The materials may be designed for a student with *or* without a visual impairment. Please Review the Rubric on Blackboard for specifics. **(50 points)**

Response to Readings: One goal of this course is to develop your critical analysis skills. One way to do this is to ask you to read literature from the special education field about assessment and discuss it critically with colleagues. To this end, you will be asked to complete two reading response activities throughout the course. **(50 points)**

Scenario Assignments There will be 4 short assignments on the Blackboard site that students must complete worth 10 points each. The topics are (1) Social Skills (2) Assessment, (3) Early Childhood, and (4) Career Education. For each topic, students are expected to write a 1-2 page paper in which they address the scenario provided on the topic**. Each assignment will be available on Blackboard. Refer to your textbook, class discussion, notes to write the paper. (40 points total)**

Menu Item: See the list of menu items below. **(100 points)**

MENU ITEMS

Graduate students must select one menu item.

a. **Social Skills Assessment:** Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social Skills to Students with Visual Impairments,* published by AFB Press. You may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.

b. **Expanded Core Curriculum Screening:** Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12.* Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.

c. **Portfolio Assessment:** Create an assessment portfolio for a student with a visual impairment using performance-based measures. You should 1) identify the assessment area (e.g. money management skills) 2) describe the activities involved in the assessment process (e.g. shopping to grocery store, learning to write checks) 3) write how the student was actively engaged in the learning and assessment routines and 4) submit at least 5 items with the portfolio (e.g. receipts from grocery store with accompanying worksheets, etc.). You are encouraged to have students monitor their own progress. For example, students may use a large print or tactile chart to collect data.
d. **Collaborative Observation:** Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for on-going assessment.
e. **Discrepancy Analysis:** You will conduct the DA on a real student based upon the information provided in class. Forms to record the results of your analysis will be provided. A 2-3 page paper will accompany the discrepancy analysis to describe the student, summarize his/her strength and weaknesses, and give recommendations for what you would teach the student to do to successfully complete a task or activity. More specific directions will be provided in class.
f. **Select an academic subject** (math, science, social studies) and develop a game that is appropriate for a blind child, a child with severe low vision, and children with typical vision. Assume that 4 children will play the game (one who is blind, one with low vision, and 2 who are typically sighted). A 1-2 page typed paper should accompany the game, In the paper there should be a brief description of the children (e.g., visual condition, acuity if appropriate, reading medium, age) and an explanation of the educational objective of the game. A brief description of how you, as the teacher of children with visual impairment, will use / did use the game with the children should also be included. Creativity in the development of the game and its use is part of the grading for this assignment.
g. **Student Initiated Project:** Choose something you don't see on this menu item list to do that is motivating for you and relates to teaching blind and visually impaired learners. It should be comparable in terms of time spent with the other menu items. Instructor approval for your project must be obtained quickly in order for you to do this menu item.

Schedule

Date	**Curriculum and Assessment**	**Readings**
Jan. 21	Blackboard, Review of Syllabus and Course Requirements Legal & Ethical Considerations Terminology , ECC,TVI roles and responsibilities	Chapter 1 &2 (Goodman) Appendix A (Goodman) Kamei-Hannan et. al. (2012)
Jan. 28	Collaboration & and the Assessment Team Gathering background Information	Chapters 3, 10 & 11 (Goodman)
Feb. 4	Social and Play Skills Dr. Penny Rosenblum	Chapter 5 (Goodman) **Reading response**
Feb. 11	Accommodations and Modifications in Assessment Interpreting Data & Applying Recommendations	**Scenario #1 Social Skills Due** Erin et. al. (2006) Zebehazy et. al. (2006)
Feb. 18	Standardized Testing Psychological Assessment for Students with Visual Impairment	Chapter 6 (Goodman) Smith & Amato (2012) **Assessment History Report Due**
Feb. 25	Learning Media Assessment Basic Reading Inventory	Chapters 1, 2 & 3 (Koenig & Holbrook) **Scenario #2 Assessments Due** Holbrook & Spungin (2009)
March 4	Learning Media Assessment Dual Media Learners	Chapters 4 & 5 (Koenig & Holbrook) Lusk & Corn (2006a &b)
March 11	SPRING BREAK	
March 18	Learning Media Assessment Students with Additional Disabilities	Chapter 6 (Koenig & Holbrook) McKenzie (2007) Zebehazy et. al. (2012)

		Towles-Reeves et. al. (2009)
March 25	Early Childhood Education Programming for infants, toddlers and preschoolers Susan Greer	**Reading Response**
April 1	Overview of assessment and conducting a Discrepancy Analysis	In class activity **Scenario #3 Early Childhood Due** Kamei-Hannan (2008) Knowlton et. al. (2003)
April 8	Quantitative Concepts	
April 15	Behavior and Communication Strategies for Working with Students with Severe and Multiple Disabilities Alison Zagona	**Menu Item Due Grad only**
April 22	Daily Living, Career, and Transition Skills Curriculum & Assessment	Chapter 5 (Goodman) **LMA Due (Submit to taskstream)**
April 29	Recreational & Self Determination Skills Curriculum & Assessment	**Class presentation of Curriculum** **Scenario # 4 Career Education** Lohmeier (2009)

Appendix