



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

Spring 2020

EDSE 418 DL1: Curriculum and Assessment of Students with Blindness and Visual Impairments

Section: DL1; CRN 20375

Section: 6V1; CRN: TBD

3 – Credits

<b>Instructor:</b> Dr. Kim Avila	<b>Meeting Dates:</b> 1/22/2020 – 5/4/2020
<b>Phone:</b> 703.993.5625	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kavila@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> Monday and Wednesday 3:30-4:30 virtually and by appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Finley 203A	<b>Other Phone:</b> N/A

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

Prerequisite(s): EDSE 311, (may be taken concurrently)

Co-requisite(s): None

**Quick links** [Assignments](#) [Course Schedule](#)

### **Course Description**

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Provides 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. Notes: Field experience required.

### **Course Overview**

EDSE 418 instructs teacher candidates on methods to assess students who are blind and visually impaired, including those who have multiple disabilities. The course content

includes assessments for learning media and specialized evaluations specific to blindness and visual impairment and instructional planning and IEP development.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Course Delivery Method**

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

This course will be delivered online (76% or more) using synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on 1/22/2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- [High-speed Internet access with standard up-to-date browsers. Follow this link to get a list of Blackboard's supported browsers](#)
- [Follow this link to get a list of supported operation systems on different devices](#)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.

- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](#)
  - [Windows Media Player](#)
  - [Apple Quick Time Player](#)

### *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students

should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

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

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

### **Professional Standards**

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences(InTASC 1,2); CEC Standard 4: Assessment(InTASC 6); CEC

Standard 5: Instructional Planning and Strategies(InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice(InTASC 9).

### **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., & Holbrook, C. (1995). Learning media assessment of students with visual impairments: a resource guide for teachers (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired

**The book below is available for free from Mason's digital library, do not purchase:**

Kamei-Hannan, C., & Ricci, L.A. (2015). *Reading connections: Strategies for teaching students with visual impairments*. New York, NY: AFB Press.

### **Recommended Textbooks**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Basic Reading Inventory Print w/CD-Rom: ISBN: 978-0-7575-9852-4

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.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education: Volume I history and theory of teaching children and youths with visual impairments*. New York, NY: American Foundation for the Blind Press.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education* (Second Edition). Volume II. Instructional strategies for teaching children and youths with visual impairments. NY: AFB Press. ISBN: 978-0-89128-339-3

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

### **Additional Readings**

Additional readings posted on Blackboard

Bell, E. C., Ewell, J. V., & Mino, N. M. (2013). National reading media assessment: Complete report. *Journal of Blindness Innovation and Research*, 3.

Celeste, M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal of Visual Impairment & Blindness* 100, 75-90.

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, 523-532.

Erin, J.N. & Koenig, A.J. (1997). The student with a visual disability and a learning

- disability. *Journal of Learning Disabilities*, 30, 309-320.
- Ferreira, V., & Albuquerque, C. P. (2017). Adaptation of a developmental test to accommodate young children with low vision. *Journal of Visual Impairment & Blindness*, 111, 97-111.
- Herzberg, T., Rosenblum, P., & Robbins, M. (2017). Teachers' experiences with literacy instruction for dual-media students who use print and braille. *Journal of Visual Impairment & Blindness*, 111, 49–59.
- 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*, 10, 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, 69-80.
- Kamei-Hannan, C. (2007). Exploring assessment processes in specialized schools for students who are visually impaired. *Journal of Visual Impairment and Blindness*, 101, 69-79.
- 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, 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.
- Morash, V. & McKerracher, A. (2017). Low reliability of sighted normed verbal assessment scores when administered to children with visual impairments. *Psychological Assessment*, 29, 343-348.
- Morash, V. S., & McKerracher, A. (2017). Beware of intelligence results based on common verbal tests. *Journal of Visual Impairment & Blindness*, 111, 187-190.
- Mullins, J. & Munro, M.P. (2017) Pursuing a common goal: Measuring the comfort level of educational diagnosticians to manage a caseload of students with visual impairments," *Journal of Human Services: Training, Research, and Practice*, 2. <http://scholarworks.sfasu.edu/jhstrp/vol2/iss2/2>
- Smith, D. W., & Amato, S. (2012). Synthesis of available accommodations for students with visual impairments on standardized assessments. *Journal of Visual Impairment & Blindness*, 106, 299-304.
- Steer, M., Gale, G., & Gentle, F. (2007). A taxonomy of assessment accommodations

- for students with vision impairments in Australian schools. *British Journal of Visual Impairment*, 24, 169-177.
- Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children*, 75, 233-52.
- Tutt, L.M., Lieberman, L.J., & Brasher, B. (2012). Physical education for students with visual impairments: A position paper of the Division on Visual Impairments Council of Exceptional Children. CEC, Arlington, VA.
- 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, 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, 17-30.
- VDOE (2017). Evaluation and eligibility for special education and related services: Guidance document. Richmond, VA.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 418, the required PBA is Learning Media and Informal Reading Assessments. Please check to verify your ability to upload items to Tk20 before the PBA due date.

#### **Assignments and/or Examinations**

All rubrics are posted on Blackboard

#### **Performance-based Assessment (Tk20 submission required)**

Learning Media and Informal Reading Assessments: All students will be required to complete an assessment of learning media on a student who is blind or visually impaired. You are to review the student's records, write an assessment history report, and conduct an appropriate assessment of learning media, which is to include an informal reading inventory (IRI). You will need to conduct observations of the student's use of sensory channels, integrate IRI and other data based assessment information,

and interview relevant persons (student, teacher, and parent) about the child's literacy skills and needs. Based on the information you gather you will write the LMA report. Comprehensive directions and the rubric are available on Blackboard.

**Note:** Both the assessment history report and learning media/reading assessment assignments must be conducted, completed, and written during the timeframe of this course. Candidates must complete the field assignment with an actual child who is visually impaired and may not use a report or scenario from a time prior to enrolling in this class. Reports must be conducted and written primarily by the teacher candidate in this class. Consultation and support with mentoring teachers/service providers is permitted and encouraged, but the assignments and report must be solely that of the candidate enrolled in this course.

**College Wide Common Assessment (TK20 submission required)**  
N/A

**Performance-based Common Assignments (No Tk20 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
- Rubric provided on Blackboard.

**Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the



form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

## **Other Assignments**

**Weekly Participation.** Active participation in this course is required, as much of the content requires full engagement in discussions and activities. Each week, three

participation points are available and may require submitting products, surveys, discussion board posts, or other documentation. In certain weeks, candidates may not be required to submit an item. Participation points may be deducted for late arrival or early departure or all points may be withheld for an absence.

**Presentation of assessment or curriculum for students with blindness and visual impairment:** Each candidate will select an assessment or a curriculum/program and prepare a presentation to share with the class on the procedures and relevancy for students with b/vi. Candidates may select an assessment or curriculum that is specifically designed for students who are b/vi, one that may be used and adapted to meet the needs of this population or that is available and often used in education, but may or may not be suitable for students who are b/vi. Examples of assessments are: *The Brigance, Early Learning Accomplishment Profile, The Oregon Project for Preschool Children who are Blind or Visually Impaired, The Woodcock Johnson, The Developmental Reading Assessment*, etc. (Please refer to Goodman and Wittenstein (2003) for more suggestions on specific VI and general assessments.) Candidates who choose to evaluate and present on curricula may select one specifically designed for students who are VI or for the general population that may or may not be adaptable. Suggestions include, assistive training programs, such as the *JAWS Training Bundle, I-Am-Able, Transition Tote System* from APH, *Reach for the Stars* from APH, social skills curricula, self-advocacy programs, and core academic curricula, such as *Touch-Math*, etc. Candidates may check out assessments and curricula from their respective university libraries or may use a tool from their school system or own personal collection.

Candidates must sign up for a presentation date and selected curriculum/assessment by the second week of this course. Presentations will coincide with the topic outlined on each week. For example, if you choose to present on an early childhood assessment, your presentation will be on the date in which the class addresses early childhood assessments.

Presentations must include a slideshow or handout with all of the content described below and should last between 15-20 minutes. Slideshows/handouts must be posted prior to your scheduled presentation to Blackboard on the designated discussion board for the entire class to access.

<b>Criteria</b>	<b>Assessment Presentation</b>	<b>Curriculum/program Presentation</b>
<b>Title, APA citation, goals, target population</b>	Clearly state the goals of the assessment, what it assesses, the population it is intended for and why it is conducted.	Clearly state the goals of the curriculum and which population can benefit from working through this curriculum/program.
<b>Procedures</b>	Describe the assessment and scoring procedures.	Describe the procedures to work through this curriculum/program.

Criteria	Assessment Presentation	Curriculum/program Presentation
<b>Relevancy for students who are b/vi</b>	Was this test normed/standardized for students who are b/vi? Is the assessment recommended for this population? Do the publishers include a disclaimer/information for administering this exam to students who are VI?	Discuss if this program was created for students who are VI and/or if you believe it is suitable and/or can be adapted for this population.
<b>Accessibility and Adaptations</b>	What adaptations are available? How are standardization and results affected with adaptations? What are suitable adaptations for students who are VI? How can the test be adapted for students with VI and multiple disabilities? Is the exam accessible? Is it available in alternative formats? Is this test standardized on students who speak English as a second language?	What adaptations are available? Are curriculum materials available in accessible format? How can the curriculum be adapted for students who are b/vi, including those who have multiple disabilities? What language adaptations are available?
<b>Measuring progress</b>	How are scores reported and how may they influence eligibility, plan development, and instructional programming decisions?	What formative and summative assessment procedures or other measures are available to assess progress during and at the conclusion of the program?
<b>Your perspective</b>	Please share your insights on this assessment, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.	Please share your insights on this curriculum/program, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.

**Reading and course content reflections.** This course contains two written and question/answer assignments based on readings, lecture, and discussion content. Please ensure you stay current on course readings and take notes on lecture and discussion content. Questions may include, but are not limited to, eligibility for students with blindness and visual impairment, assessment considerations, challenges related to evaluation, accessibility, availability of reliable and valid instruments, recommendations for assessments and curricula/intervention based on case studies and scenarios, team collaboration, advocacy, and laws and policies that govern assessment and education.

Citations will be required to support answers on certain questions. Candidates are advised to keep notes and citation records throughout the course of key information.

## Course Policies and Expectations

### Attendance/Participation

This course is comprised of interactive discussions and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situation will an absence be excused. Candidates must inform the instructor in advance of an upcoming, unavoidable absence, or as soon as possible if there is an emergency. It is up to the discretion of the instructor to excuse the absence, which may or may not allow makeup for participation points

### Late Work

All coursework must be submitted on time in the designated location on Blackboard. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from the Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time extensions will not be granted retroactively and late work for any reason may be penalized points.

## Grading Scale

Percent	Points	Grade
93-100	241-260	A
90-92	234-240	A-
88-89	228-233	B+
83-87	215-227	B
80-82	208-214	B-
70-79	182-207	C
60-69	156-181	D
<60	≤ 155	F

## Assignments Summary

Assignment	Points	Due date
Participation 14x3 plus 8 additional points for asynchronous session assignments	50	Weekly
Presentation: Assessment or curriculum for VI	50	Designated week
Reading and course content reflections 2x30	60	March 4 and April 15
Assessment history report	30	March 18
Complete learning media evaluation (field assignment and report)	70	April 8
Total	260	

**\*Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

## Class Schedule

**\*Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Reading and Assignments
<b>Week 1</b> <b>Jan. 22</b>	Course overview Introduction to assessment for students who are blind and visually impaired <ul style="list-style-type: none"> <li>• VI assessments and eligibility</li> <li>• Comprehensive assessment and frameworks for evaluation</li> </ul>	<a href="#">Blankenship (2011) Essential Assessment</a>  G&W Ch. 1 G&W Ch. 2  <a href="#">Guidelines for Working with Students who are Blind and Visually Impaired in Virginia Public Schools</a>  <a href="#">Evaluation and Eligibility For Special Education and Related Services: Guidance Document (VDOE, 2017)</a>
<b>Week 2</b> <b>Jan. 29</b>	<ul style="list-style-type: none"> <li>• Assessment overview continued</li> <li>• Background and history data collection</li> <li>• Report writing overview</li> <li>• Assessment data collection: methods for observation, quantitative, criteria, and performance based</li> </ul>	G&W Ch. 3 G&W Ch. 4 G&W Ch. 10  Erin & Koenig (1997)  Kamei-Hannan (2007) Steer, Gale, & Gentle (2007)
<b>Week 3</b> <b>Feb. 5</b>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part I</li> <li>• Developing an assessment plan and kit</li> <li>• Literacy evaluations, IRIs</li> </ul>	K&H Ch. 1  <a href="#">Lusk, Lawson, &amp; McCarthy (2013)</a>  Holbrook & Spungin (2009)
<b>Week 4</b> <b>Feb. 12</b>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part II</li> <li>• Sensory channels</li> <li>• Selecting literacy media</li> <li>• Dual media readers</li> <li>• Making data-based decisions</li> </ul>	K&H Ch. 2 K&H Ch. 3 K&H Ch. 4  Linked on Bb:

Date	Topic	Reading and Assignments
		Lueck, Erin, Corn, & Sacks (2011)  Herzberg, Rosenblum, & Robbins (2017)
<b>Week 5</b> <b>Feb. 19</b>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part III</li> <li>• LMAs for students with neurological/cortical visual impairment (CVI)</li> <li>• Continual assessment</li> <li>• Literacy media assessments: options for assessment methods and instruments</li> <li>• Standardized psychological assessments and visual impairment</li> </ul>	K&H Ch. 5 K&H Ch. 6 K&H Appendices  G&W Ch. 6  Morash & McKerracher (2017)  Mullins & Munro (2017)  <a href="#">APH LMA CVI</a>
<b>Week 6</b> <b>Feb. 26</b>	<ul style="list-style-type: none"> <li>• <b>Guest presenter:</b> Dr. Kristine Neuber: Technology assessment for students who are blind and visually impaired</li> <li>• Technology assessment, instruction, configuration, and implementation models and methods</li> </ul>	Technology assessment frameworks and resources posted on Blackboard:  HAAT SETT WATI
<b>Week 7</b> <b>March 4</b>	<ul style="list-style-type: none"> <li>• Implementing learning media evaluation findings into the IEP, program, curriculum, and instruction</li> <li>• Adapting materials for students</li> <li>• Early childhood assessments</li> </ul>	G&W Ch. 11  Readings and early childhood assessment linked on Bb  <b>Due:</b> Reading and course content reflections I
<b>March 11</b>	Spring Break	
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Accessibility and UDL</li> <li>• Accessibility assessment</li> </ul>	G&W Ch. 8

Date	Topic	Reading and Assignments
<b>March 18</b>	<ul style="list-style-type: none"> <li>• Embedding accessibility in the physical and electronic learning environments</li> <li>• Universal Design for Learning (UDL)</li> </ul>	<p><a href="#">Smith, Kelly, &amp; Kapperman (2011)</a></p> <p>Kamei-Hannan (2008)</p> <ul style="list-style-type: none"> <li>• Readings linked on Bb:</li> <li>• <a href="#">UDL: Perkins School for the Blind</a> (Video)</li> <li>• UDL: CAST</li> <li>• Accessibility toolbars and assessments</li> </ul> <p><b>Due:</b> Assessment history report</p>
<b>Week 9 March 25</b>	<ul style="list-style-type: none"> <li>• <b>Guest presenter:</b> Dr. Julie Durando: Assessment for students with multiple disabilities</li> <li>• ECC curriculum and assessment: Self-determination</li> <li>• Service delivery allocation and caseload assessments</li> </ul>	<p>Readings linked on Bb: AER Position Papers:</p> <ul style="list-style-type: none"> <li>• <a href="#">Caseload Analysis: A Critical Component of Quality Services for Students with Visual Impairments</a></li> <li>• <a href="#">Caseloads Based on Students' Assessed Needs</a></li> </ul> <p>Service delivery scales</p> <ul style="list-style-type: none"> <li>• <a href="#">Vision Services Severity Rating Scales (VSSRS)</a></li> <li>• <a href="#">VSSRS+</a></li> <li>• <a href="#">VISSIT: Visual Impairment Scale of Service Intensity of Texas</a></li> </ul> <p>Additional reading posted on Bb.</p> <p><b>Due:</b> Graduate Student Project</p>



Date	Topic	Reading and Assignments
<b>Week 10</b> <b>April 1</b>	<b>Virginia AER Conference</b> <b>Asynchronous session</b> <ul style="list-style-type: none"> <li>• The <i>National Reading Media Assessment</i></li> <li>• ECC curriculum and assessment</li> </ul>	G&W Ch. 5 G&W Ch. 9 Lewis (2012) Sacks, Lueck, Corn, & Erin (2011) <a href="#">Tutt, Lieberman, &amp; Brasher (2012)</a>  <a href="#">NRMA (NFB)</a>  <a href="#">Bell, Ewell, &amp; Mino, (2013)</a> Readings linked on Bb  <b>Due:</b> Asynchronous session assignment
<b>Week 11</b> <b>April 8</b>	<ul style="list-style-type: none"> <li>• <b>Guest presenter:</b> Tracey O'Malley</li> <li>• SOL assessments and other standardized exams for students with visual impairments (SAT, ACT): test administration, accessibility, accommodations, and other considerations</li> </ul>	Erin, Hong, Schoch & Kuo (2006)  Knowlton, Seeling, Martin & Archer (2003)  Smith & Amato (2012)  Zebehazy, Hartmann & Durando (2006)  <b>Due:</b> Complete literacy media assessment report
<b>Week 12</b> <b>April 15</b>	<ul style="list-style-type: none"> <li>• Discrepancy analysis</li> <li>• Goal and program development based on assessment data</li> <li>• Continual assessment for students with VI</li> <li>• Formative and summative assessment</li> <li>• IEP goal progress documentation, evaluation, and reporting</li> </ul>	Readings posted on Bb  <b>Due:</b> Reading and course content reflection II

Date	Topic	Reading and Assignments
<b>Week 13</b> <b>April 22</b>	<ul style="list-style-type: none"> <li>• ECC curriculum, and assessment:</li> <li>• Compensatory skills</li> <li>• Sensory efficiency</li> <li>• Vocational and transition</li> <li>• Adapted curricula for students with blindness and visual impairment</li> <li>• Modifying and adapting curricula for individual students</li> </ul>	Reading posted on Bb.
<b>Week 14</b> <b>April 29</b>	Assessment reviews and reflection	Please be prepared to discuss your experiences conducting the assessment of learning media.
<b>Week 15</b> <b>May 6</b>	Course conclusion	

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

## Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

## Appendix

### Assessment Rubric(s)

	Does Not Meet Standard 1	Meets Standard 2	Exceeds Standard 3
Description of learner background and interviews  B&VI, Standard 1  Candidate summarizes learner background information from interviews and existing data and describes the impact of learners’ academic	Candidate provides an incomplete summary of relevant background information. Candidate does not interview a family member or legal guardian, teachers, or student. The candidate does not or partially provides the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction.	<ul style="list-style-type: none"> <li>•Candidate describes the impact of learner’s academic and social abilities, attitudes, interests, and values on instruction.</li> <li>•Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and medical history) and</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate describes the impact of learner’s academic and social abilities, attitudes, interests, and values on instruction.</li> <li>•Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and medical history) and concerns of family</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
and social abilities, attitudes, interests, and values on instruction.		concerns of family members.	members. •Candidate reports gaps and/or discrepancies in assessment data and seeks clarification and/or recommends continuing assessment.
Relevant background information.  B&VI Standard 4  The candidate gathers relevant background information from existing assessments and learner data.	Candidate provides a partial or incomplete synthesis of other existing assessment data or reports.	Candidate gathers relevant background information by synthesizing assessment data from a variety of reports, evaluations, and interviews.	•Candidate gathers relevant background information by synthesizing assessment data from all available reports, evaluations, and interviews.
Description of communication and linguistic background  B&VI, Standard 1  The candidate will describe the effects of visual impairment on learning, experience and receptive and expressive literacy and communication and the effects of cultural and linguistic differences on growth and development.	Candidate does not adequately address the effects of visual impairment on learning and experience and receptive and expressive literacy and communication. Candidate does not adequately address the effects of cultural and linguistic differences and growth and development.	•Candidate describes the effects of visual impairment on learning, experience and receptive and expressive literacy and communication. •Candidate describes individualized strategies that are currently being used to enhance language development and teach communication skills to learner with visual impairment. •Candidate addresses the	• Candidate describes the effects of visual impairment on learning, experience and receptive and expressive literacy and communication. •Candidate describes individualized strategies that are currently being used to enhance language development and teach communication skills to learners with visual impairment. •Candidate

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
		effects of cultural and linguistic differences on growth and development.	addresses the effects of cultural and linguistic differences on growth and development. •Candidate cites and summarizes research literature from the field of visual impairment to support statements related to the above topics.
Use of specialized terminology  B&VI Standard 4  The candidate uses specialized terminology in assessing individuals with visual impairments	Candidate does not use or inaccurately uses specialized terminology in assessing students with visual impairment.	Candidate accurately uses specialized terminology used in assessing individuals with visual impairments.	Candidate precisely uses specialized terminology used in assessing individuals with visual impairments.
Use of sensory channels  B&VI Standard 4  The candidate develops and modifies individualized assessment strategies and administers and interprets vision-related assessments. The candidate uses	Candidate does not accurately or completely administer Use of Sensory Channel portion of assessment. Candidate does not effectively interpret data collected using the Sensory Channel portion of the assessment.	•Candidate correctly administers and reports Use of Sensory Channel portion of assessment. •Candidate effectively interprets information from Use of Sensory Channel assessment.  • Candidates uses specialized terminology used in	•Candidate correctly administers Use of Sensory Channel portion of assessment. •Candidate effectively and interprets information from Use of Sensory Channel assessment.  • Candidates uses specialized terminology used in

	<b>Does Not Meet Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
specialized terminology used in assessing individuals with visual impairments.		assessing individuals with visual impairments.	assessing individuals with visual impairments. •Candidate collaborates with family and/or other IEP team members by training additional team member to complete sensory channel assessment forms; assessment data is compared across multiple data collectors.
General learning media  B&VI, Standard 4  The candidate will administer and interpret vision-related assessments for general learning media.	Candidate does not accurately or completely administer General Learning Media portion of assessment or candidate does not effectively interpret information.	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for General Learning Media portion of assessment.</li> <li>•Candidate effectively interprets information from General Learning Media assessment.</li> <li>•Candidate articulates learning media tools and strategies that promote effective learning, considering both current and future needs.</li> <li>•Candidate considers instructional needs related to the learner's current IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for General Learning Media portion of assessment.</li> <li>•Candidate effectively interprets information from General Learning Media assessment.</li> <li>•Candidate clearly articulates learning media tools and strategies that promote effective learning, considering both current and future needs.</li> <li>•Candidate considers instructional needs related to the learner's current IEP goals.</li> <li>•Candidate identifies appropriate general learning media</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			across the expanded core curriculum
<p>Selection of literacy media</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will use assessment information to make a program decision and rationale for the selection of literacy media for the individual with blindness or visual impairment.</p>	<p>Candidate provides inadequate assessment data or does not provide clear and logical rationale for selection of learning media.</p>	<p>•Candidate provides rationale for selection of literacy media based on assessment data from the learning media evaluation.</p>	<p>•Candidate provides a clear rationale for selection of literacy media based on assessment data from the learning media evaluation.</p> <p>The candidate supports this decisions by reiterating the effects of visual impairment on receptive and expressive literacy and communication and by drawing on past and current assessment data and IEP team member concerns.</p> <p>•Candidate cites characteristics of students who are likely to be print readers or braille readers from the LMA textbook and presents data holistically, integrating relevant data gathered during the Learning Media Assessment process.</p>
<p>Informal reading inventory (IRI)</p> <p>B&amp;VI, Standard 4</p>	<p>•Candidate does not accurately or incompletely administers the Informal Reading Inventory portion of assessment.</p>	<p>•Candidate correctly administers and reports data for the Informal Reading Inventory portion of assessment.</p> <p>•Candidate correctly</p>	<p>•Candidate correctly administers and reports data for Informal Reading Inventory portion of assessment.</p> <p>•Candidate correctly</p>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
<p>The candidate will administer an information reading inventory as a nonbiased part of the learning media evaluation.</p> <p>The candidate will interpret information from the Informal Reading Inventory.</p> <p>The candidate integrates alternative assessment techniques for individuals with visual impairments.</p>	<ul style="list-style-type: none"> <li>•Candidate does not effectively interpret information.</li> </ul>	<p>interprets information from Informal Reading Inventory assessment.</p> <ul style="list-style-type: none"> <li>•Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate technology to conduct assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools.</li> </ul>	<p>interprets information from Informal Reading Inventory assessment.</p> <ul style="list-style-type: none"> <li>• Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate technology to conduct assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools.</li> <li>•Candidate writes a summary of how he/she involved the learner with visual impairment in the assessment process and how he/she taught the learner to use self-assessment strategies related to literacy skills.</li> </ul>
<p>Assessment Summary Section &amp; Recommendations Section</p> <p>B&amp;VI Standard 5</p>	<ul style="list-style-type: none"> <li>•Candidate provides an incomplete summary and recommendations for learner with visual impairments.</li> <li>•Recommendations are not clearly written to convey critical information to stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment.</li> <li>•Candidate selects and adapts</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate clearly identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment.</li> <li>•Candidate selects and adapts</li> </ul>



	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
		<p>instructional strategies and materials according to characteristics of the learner with visual impairment.</p> <ul style="list-style-type: none"> <li>•Candidate provides a description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data in at least one identified area.</li> </ul>	<p>instructional strategies and materials according to characteristics of the learner with visual impairment.</p> <ul style="list-style-type: none"> <li>•Candidate provides a detailed description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data, emphasizing the need for continued assessment in at least three identified areas. Of the three or more, at least one area of the Expanded Core Curriculum is included.</li> </ul>
<p>Professional and Ethical Standards</p> <p>B&amp;VI, Standard 6</p>	<ul style="list-style-type: none"> <li>•Candidate does not obtain written permission to conduct LMA in compliance with school district policies; OR</li> <li>•Candidate fails to maintain confidentiality of learner with visual impairment, using a pseudonym; OR</li> <li>•Candidate does not demonstrate sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language; OR</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate obtains written permission to conduct LMA in compliance with school district policies.</li> <li>•Candidate maintains confidentiality of learner with visual impairment, using a pseudonym.</li> <li>•Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate obtains written permission to conduct LMA in compliance with school district policies.</li> <li>•Candidate maintains confidentiality of learner with visual impairment, using a pseudonym.</li> <li>•Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
	<ul style="list-style-type: none"> <li>•Report is not written well and does not clearly communicate with school personnel and family members the needs of learner with visual impairment.</li> </ul>	<p>writing report using nonbiased, objective language.</p> <ul style="list-style-type: none"> <li>•Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> </ul>	<p>writing report using nonbiased, objective language.</p> <ul style="list-style-type: none"> <li>•Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> <li>•Candidate writes a reflection of his/her assessment practices and provides a description of self-evaluation, highlighting knowledge gained and areas for continued development.</li> </ul>
Alignment with CEC Standards	Candidate inaccurately discusses, orally or in writing, the connection between the content of this assignment and CEC Standards.	Candidate accurately discusses, orally or in writing, the connection between the content of this assignment and CEC Standards.	