

Possible **examples** of how the Framework For Teaching could apply to  
**Teachers of students who are blind or visually impaired**

---

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Knowledge of Content and Pedagogy</b> <b>General Examples</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Specific Examples</b>	<p>The teacher of students with visual impairments (TVI) develops lesson plans that do not reflect the current knowledge of PA Core Standards or an adequate understanding of the expanded core curriculum.</p>	<p>The TVI develops lessons which inconsistently demonstrate knowledge of the PA Core Standards and or the core curriculum of the school district. The expanded core curriculum is addressed inconsistently.</p> <p>The TVI sometimes designs instruction to connect assessment results based on the Learning Media Assessment (LMA) to core curriculum outcomes.</p> <p>Knowledge of the nine disability specific areas of the ECC are known by the TVI but maybe inconsistently applied in developing instruction.</p>	<p>The teacher of students with visual impairments (TVI) develops lesson plans which demonstrate knowledge of the PA Core Standards and the core curriculum of the school district to prepare instruction in the disability-specific areas of the expanded core curriculum (ECC) specific to students who are blind or visually impaired. The plans display knowledge of how these skills relate to future transition outcomes/goals (post-secondary, employment, and independent living) and how these skills can be integrated throughout the curriculum (e.g., anatomy of the eye, properties of light in Science, adaptations and safety awareness in Physical Education; famous individuals who are blind or visually impaired and their contributions in Reading, History, describing appropriate formats to access instructional materials [AIM]).</p> <p>The TVI designs instruction to connect assessment results based on the Learning Media Assessment (LMA) and the ECC Screening Tool to prioritize and link Specially Designed Instruction (SDI) to Core Curriculum outcomes. He/she coordinates the results of the LMA/ECC to guide instruction. The TVI consults with content area teachers to choose accessible curriculum materials and align SDI instruction.</p> <p>The TVI demonstrates knowledge of and within the 9 disability-specific areas of the ECC to develop individualized lessons to meet the needs of individuals with students with visual impairments. The ECC domain areas include:</p> <ul style="list-style-type: none"> <li>• Compensatory Skills</li> <li>• Assistive Technology</li> <li>• Sensory Efficiency Skills</li> <li>• Orientation and Mobility</li> <li>• Independent Living Skills</li> <li>• Social Interaction Skills</li> <li>• Recreation &amp; Leisure Skills</li> <li>• Career Education</li> <li>• Self-Determination</li> </ul>	<p>In addition to demonstrating application of skills in the proficient area, the TVI works with the school district, rehabilitation agencies (e.g.: BBVS) to address areas of the expanded core curriculum which cannot be adequately addressed during the regular school day.</p> <p>The TVI takes a leadership role in working with the school district to ensure that concepts of Universal Design For learning (UDL) address the curricular needs for all students.</p>

	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Students General Examples	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1b Specific Examples	<p>The TVIs lesson plans show no knowledge of the student's functional vision or learning media assessments. Lessons may be hastily constructed to meet last-minute needs on a consistent basis.</p> <p>Systematic use of assistive technology to promote independence is not in evidence.</p> <p>There is no evidence of consistent and ongoing assessment of the student's needs or match to the educational task.</p> <p>The TVI does not demonstrate any knowledge or sensitivity to the cultural or ethnic differences of the student being taught.</p>	<p>The TVIs lesson plans indicate a general or limited understanding of the use of functional vision and learning media assessment data to develop learning needs. There is little flexibility in providing incidental learning "moments" during the course of the lesson.</p> <p>There is an inconsistent application of access technology to promote independence in learning situations.</p> <p>The TVIs plans sometimes indicate strategies to assess and determine the match between the student and the appropriate material for the educational task.</p> <p>The TVI meets with some of the teachers to assess the student's understanding of concepts. Scheduling indicates a less than complete knowledge of the student's school day.</p>	<p>Lesson plans demonstrate the TVI's understanding of student's functional vision, based on a variety of data assessments, to develop incidental learning needs. Lesson pace, depth, and sequence is tailored to meet student's learning style.</p> <p>The TVI plans lessons to support student independence with access technology in the core curriculum.</p> <p>The TVI's plans indicate strategies to effectively assess and determine the match between the student and the appropriate material for the educational task.</p> <p>The TVI is sensitive to ethnic and cultural differences in regard to family perception of opportunities for student with visual impairment to be independent with academic and life skill tasks.</p> <p>The TVI addresses the student's understanding of concepts learned visually by consulting with the classroom teacher and family to identify areas of need or further instruction. The TVI uses concrete items and life experiences to prepare the student for instruction.</p> <p>The TVI will provide information and encourage participation in activities which promote interaction with visually impaired peers and adults to develop self-esteem, recreation and leisure skills, and vocational exploration.</p>	<p>In addition to the proficient area, the TVI may take the initiative to meet and consult with members of the community in which the student with visual impairments lives and participates. There is evidence of planning to meet training and participation needs in multiple areas of the student's life.</p> <p>The TVI meets with educational teams to ensure that the student with visual impairments participates to the greatest extent possible in all areas of the school day.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c Setting Instructional Outcomes</b> <b>General Examples</b>	Outcomes represent low expectations for students and a lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clearly, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clearly, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c Specific Examples</b>	<p>The TVI is unaware of the PA core standards as they relate to their student. IEP goals are vague and non-student specific making it difficult to measure student progress in the goal areas.</p> <p>There is no evidence that the teacher has planned for the appropriate adaptations needed for the student to participate in educational activities. Concepts may be introduced after the fact making it difficult for the student to understand classroom activities.</p> <p>The teacher does not anticipate student learning in expanded core areas such as communication and assistive technology making it difficult for the student to understand the linkage between the expanded core and the educational requirements of the PA common core.</p>	<p>The teacher's plans sometimes link to the PA core standards to scaffold learning objectives to meet student's measurable annual IEP goals. Lesson plans do not include clearly defined learning expectations that are observable and measurable. Lesson plans sometimes include evidence of progress monitoring charts to assess student learning.</p> <p>The TVI seldom develops lesson plan that consider appropriate adaptations. Lesson progression does not connect to lesson objectives to assess student learning.</p> <p>Plans inconsistently include supports to scaffold learning for a variety of learners. The TVI sometimes pre-teaches literary and Nemeth code symbols in anticipation of need. The TVI occasionally consults with classroom teachers to ensure that students are linking expanded core knowledge to classroom instruction.</p>	<p>The teacher's plans link to PA Core Standards to appropriately scaffold learning objectives to meet student's measurable annual IEP goals. Lesson plans include clearly defined learning expectations that are observable and measurable. Learning outcomes reflect tiered movement from individual lesson plans to meet outcomes of instructional units as a parts-to-whole learning process towards achieving the annual IEP goal. Lesson plans include evidence of progress monitoring charts to assess student learning.</p> <p>The TVI develops coherent lesson plans that consider appropriate adaptations, including literacy medium and access technology tools and needs. He/she activates prior knowledge consistently when introducing new concepts and skills. Lesson progression effectively connects to lesson objectives to assess student learning.</p> <p>Plans include supports to scaffold learning for a variety of learners such as pre-teaching literary braille and Nemeth code symbols, linking contracted braille to text, specific access technology commands ( e.g., JAWS internet navigation, independent downloading of Daisy books).</p> <p>The teacher plans learning sequences that capitalize on the strengths of students who are blind or visually impaired, including access to conceptual understandings. Rigorous content is broken down into accessible chunks using multisensory supports to meet the needs of students who are visually impaired.</p>	<p>In addition to proficient level standards the TVI consults with the regular classroom teachers to ensure that all who are involved with the student's education understand and contribute to the scaffolding necessary to make instruction effective. There is evidence that IEP goals are being closely monitored and possibly adapted to ensure that the visually impaired student's instruction is purposeful.</p> <p>The TVI uses appropriate facilitation and questioning techniques to understand how the curriculum must be adapted to be relative to the student.</p>
<b>1d Demonstrating Knowledge of Resources General Examples</b>	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1d Specific Examples</b>	<p>The TVI cannot identify online resources or print resources that are either defined by the school district for can be located on the Internet.</p> <p>The TV is unaware of accessible websites that fit into the lesson planning process; specialized materials are not made available.</p> <p>The TVI makes no attempt to utilize access technology to assist the student in accessing curriculum materials. There is no attempt to assess gaps in student's ability to access print and other materials.</p> <p>The TVI does not utilize resources to research postsecondary career options. These areas of the ECC are not addressed.</p>	<p>The TVI does not consistently utilize online textbook and other print resources to meet the ongoing instructional needs of the student with visual impairments. Resources may be limited in scope and sequence.</p> <p>The TVI occasionally accesses websites that can be incorporated into lesson plans. There is no consistent plan to incorporate accessible materials whether online or in other sources, across curriculum areas.</p> <p>Assessment of a student's access technology needs may not be continuous and are only done at times of mandatory assessment, sometimes making it difficult for the student to independently access curriculum materials.</p> <p>The TVIs plans sometimes incorporate specific research-based and current best practice methodologies. These methodologies may be used inconsistently across curriculum areas. There is no plan for continuous assessment of the student's needs and methodologies to access materials.</p> <p>The choice of postsecondary resource options are limited and may not be presented when needed. Instruction in the ECC areas of self-determination and independence are applied on occasion.</p>	<p>The TVI consistently utilizes various online textbook, and other print resources to develop lesson plans to meet ongoing instructional needs of students with visual impairments. Resources used maybe but are not limited to: supporting lesson development in scope and sequence, accessing previously developed teaching materials, as well as utilizing online web sites.</p> <p>The teacher consistently identifies and incorporates accessible websites into their lesson plans and has planned a variety of resources (internet, text based, and tactile graphic) which match students' learning styles and access needs. When resources are inherently inaccessible the TVI researches alternatives to access the Core Curriculum.</p> <p>The teacher researches advances in access technology and adaptations to standard instructional technology. He/she links appropriate access technology to classroom literacy skills and across curriculum areas. The teacher assesses gaps in student access technology skills, and applies remediation across the curriculum. He/she activates prior knowledge consistently when introducing new access technology concepts.</p> <p>The teacher's plans incorporate specific research-based and current best practice methodologies that are used to design and inform literacy and accessibility instruction. The teacher's plans and practice reflect use of assessments, evaluative tools, and methodologies adapted for use with students who are blind or visually impaired (learning media preferences, tactile graphics, and access to text-based materials from multiple sources).</p> <p>TVI is aware of the variety of postsecondary resources to include in instruction: Career Connect from AFB, Bureau of Blindness and Visual Services/Office of Vocational Rehabilitation, as well as how to access support services for post-secondary education, employment, independent living, etc.</p>	<p>In addition to those areas covered in the proficient levels, the TVI takes a leadership role in researching those areas of access to materials and acts as a resource to the school district in terms of providing materials in a timely manner and sharing those techniques that may be consistently used across disability areas.</p> <p>The teacher ensures that the student with visual impairments is made well aware of postsecondary options to both the student and parents and schedules numerous opportunities to meet with adults with visual impairments to provide role models.</p>

	Failing	Needs Improvement	Proficient	Distinguished
1e Designing Coherent Instruction General Examples	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
1e Specific Examples	The TVI does not correlate ECC instruction to student's areas of instructional need. Access technology is not incorporated to provide independent access to materials involved in the core curriculum.	<p>The TVI plans some ECC-specific instruction based on assessment of student skills, and attempts to match activities to student's skills. Access technology is sometimes incorporated to provide independent access to core curriculum subjects. Lesson design is considered when students are mastering new skills. Lesson materials inconsistently match student cognitive and physical access needs.</p> <p>The TVI occasionally collaborates with professionals to utilize this information to determine ECC-specific instruction.</p> <p>The TVI's lesson plans sometimes demonstrate effective instruction based on the delivery model indicated in the IEP.</p>	<p>The TVI plans a variety of ECC-specific instruction based upon prior assessment of student skills, matches activities to students' skills, and includes access technology resources to promote independence in accessing information across Core Curriculum. Lesson design builds logically and sequentially for students to master new skills and/or information progressively, moving from basic to more complex levels of understanding. Lesson materials and vocabulary match student cognitive and physical access needs.</p> <p>The TVI has a documented clear and efficient system for collaborating with other professionals and soliciting necessary content information in advance of sessions; he/she consistently utilizes information to determine ECC-specific instruction.</p> <p>The TVI's lesson plans demonstrate effective instruction, based on the delivery model indicated in the IEP, to maximize access to classroom curriculum (seat copies of displayed materials, access technology), further development of concepts (literacy skills, visual/tactile concept development), and transfer of self-advocacy skills (preferential seating, appropriate task lighting, accessible materials such as enlarged print, braille and tactile graphics).</p>	<p>In addition to proficient levels, the TVI has provided leadership in the use of access technology to promote independence and is able to share this information with both professional and para-educator staff members.</p> <p>The TVI remains a recurring resource for professionals working with the student with visual impairments and consults regularly with resources related to the Pennsylvania core curriculum to ensure that there is a consistent hierarchy to access the core curriculum.</p> <p>The TVI's lesson plans are well documented and are able to be shared with other staff members as a model of exceptional work.</p>



	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1f Designing Student Assessments</b> <b>General Examples</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<b>1f Specific Examples</b>	<p>The TVI is unfamiliar with established assessment procedure. The teacher cannot provide guidance on allowable accommodations.</p> <p>The TVI's transliteration of braille materials is inaccurate.</p> <p>The TVI does not utilize any assessment procedures in determining levels for the ECC areas. Lesson plans are either missing or do not reflect learning outcomes tied to any type of assessment.</p>	<p>The TVI sometimes selects assessments appropriate for students who are blind or visually impaired. He/she may be unsure of allowable testing accommodations and is unclear about IEP accommodations.</p> <p>The TVI may have difficulty in providing student test results which have been transliterated in a timely manner.</p> <p>The TVI's plans reflect assessments that are focused on and within the ECC areas but may lack consistency and variety.</p>	<p>When planning for an initial evaluation/reevaluation, the teacher selects assessments appropriate for students who are blind or visually impaired. He/she recommends allowable testing accommodations or adaptations when completing the IEP document.</p> <p>Transliteration of student test results (braille) is consistently accurate and timely.</p> <p>The TVI's plans reflect consistent and varied assessments focused on and within the ECC areas for the student who is blind or visually impaired. Plans reflect anticipated instructional adjustments based on these assessments. Through the use of diagnostic teaching, lesson plans and learning outcomes are systematically adjusted based on assessment of student learning.</p>	<p>In addition to proficient levels, the TVI maintains a comprehensive strategy for assessment in the areas of the ECC and can provide the school district with the information necessary to plan for appropriate accommodations for every student with visual impairments.</p> <p>The TVI can articulate the importance of the ECC as it relates to the student's academic and transition progress.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2a. Environment of Respect and Rapport</b> <b>General Examples</b>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<b>2a Specific Examples</b>	<p>The TVI does not consider students' body language, facial expressions, and how they may be perceived by others.</p> <p>The teacher does not initiate or implement activities designed to promote an understanding of visual impairments as it relates to social skills.</p>	<p>The TVI has access to information on topics related to visual impairments (access technology, accommodations and modifications, implications of specific visual conditions, literacy considerations, and common misperceptions) and shares the information when specifically requested by a colleague.</p> <p>The TVI inconsistently promotes appropriate body language (eye contact, proper posture, control of stereotypic behaviors) and shares strategies with the classroom teacher upon request.</p>	<p>The TVI designs and presents information on topics related to visual impairments (access technology, accommodations and modifications, implications of specific visual conditions, literacy considerations, common misperceptions) to the general education staff, students, and others, as indicated by the IEP team.</p> <p>The TVI actively promotes appropriate body language (eye contact, proper posture, control of stereotypic behaviors) and make the classroom teacher aware of these strategies. Student demonstrates respect – self advocacy,</p>	<p>The TVI coordinates and co-presents information with the student to the educational team across classroom settings. In addition to Proficient, at the student's request, the teacher acts as a secondary support to the student's self-advocacy, ownership, and empowerment by acting as a mentor to the student. The TVI encourages the students take the initiative to explain and problem solve when issues arise.</p> <p>The teacher takes the initiative to educate the student in using appropriate social skills across community environments (community and leisure activities).</p> <p>The TVI is able to spontaneously modify delivery of instruction based upon the student's cognitive and emotional levels (e.g., interjection of humor, modification of tone of voice and display of empathy).</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2b Establishing a Culture for Learning General Examples</b>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work, students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work, students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>
<b>2b Specific Examples</b>	<p>The TVI rarely or never consults with the educational team to encourage educational outcomes for students who are blind and visually impaired are rigorous and realistic in the quality and quantity of work commensurate with the present IEP levels.</p> <p>The TVI does not collaborate with classroom teachers to develop contexts that demonstrate a regard for effective quality interactions between students in educational settings.</p> <p>The TVI fails to convey to the student who is blind and visually impaired how the IEP goals from the ECC coordinate with their ability to succeed in the core curriculum classes.</p>	<p>The TVI inconsistently consults with the educational team to encourage those educational outcomes for students who are blind and visually impaired are realistic in the quality and quantity of work commensurate with the present IEP levels.</p> <p>The TVI sporadically collaborates with classroom teachers to develop contexts that demonstrate a regard for effective quality interactions between students in educational settings.</p> <p>The TVI sometimes conveys to the blind and visually impaired student how the IEP goals from the ECC coordinate with their ability to succeed in the core curriculum classes.</p>	<p>The TVI regularly consults with the educational team to encourage educational outcomes for blind and visually impaired students are rigorous and realistic in the quality and quantity of work commensurate with the present IEP levels.</p> <p>The TVI collaborates with classroom teachers to develop contexts that demonstrate a high regard for effective quality interactions between students in educational settings.</p> <p>The TVI conveys to the blind and visually impaired student how the IEP goals from the ECC coordinate with their ability to succeed in the core curriculum classes.</p>	<p>The TVI anticipates changes in the educational content and outcomes with the educational team for students who are blind and visually impaired to continuously participate in rigorous and realistic quality and quantity of work commensurate with the present IEP levels.</p> <p>The TVI collaborates with the building administration to develop programs that encourage a high regard for effective quality interactions between students across all school settings.</p> <p>The TVI promotes student evaluation of needs in the educational setting which indicate the importance to expand their knowledge base from the ECC.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c Managing Classroom Procedures</b> <b>General Examples</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c Specific Examples</b>	<p>The TVI spends little or no time coordinating with regular classroom and special subject teachers regarding direct instruction of the student with visual impairments.</p> <p>Communication with the school may be sporadic to nonexistent.</p> <p>The TVI makes no attempt to inform or follow up with the regular education teachers of special needs/accommodations for the student with visual impairments.</p>	<p>The TVI will sometimes encourage students' independence with management of their access technology with minimal loss of instructional time.</p> <p>The TVI will sometimes encourage the student to bring access technology concerns to the individualized lesson.</p> <p>The TVI meets with some of the general education teachers and support staff to discuss roles and responsibilities. Non-academic subject teachers may be missed.</p> <p>The TVI is inconsistent to inform the test coordinator of student's needs for specialized materials, accommodations regarding variations for standardized testing.</p> <p>The TVI usually attempts to maintain a consistent instructional schedule, minimizing the disruption of prearranged class assignments.</p>	<p>The TVI provides an appropriate accommodation for classroom and building routines to enable full participation and highest level of independence possible for the student who is blind or visually impaired (fire drill, lunchtime routines, playground, assembly, etc.)The TVI consults with classroom teachers to ensure that the student's classroom routine is not at adversely impacted by the need for specialized instruction. The TVI works with the classroom teacher to incorporate the ECC into the regular school day.</p> <p>The TVI meets with the general education teacher and with support staff (paraprofessionals, interveners, volunteers, related service providers) at least once at the beginning of the school year to discuss roles and responsibilities. Documentation is provided to all staff and the supervisor. Roles are consistently followed.</p> <p>The TVI consistently encourages students' independence with management of their access technology with minimal loss of instructional time.</p> <p>The TVI consistently encourages the student to bring access technology concerns to the individualized lesson.</p> <p>The TVI coordinates with the local testing coordinator/proctor to ensure allowable testing accommodations are in compliance with state guidelines and the student's IEP (extended time, appropriate media, proper recording of answers/transliteration, access technology, etc.).</p> <p>The TVI plans ECC instructional time with established procedures for the student to anticipate learning expectations.</p>	<p>In addition to Proficient, the TVI instructs and encourages the student to independently contact the appropriate access technology providers to troubleshoot and problem-solve technology issues. The TVI encourages and provides opportunities to the student to assist visually impaired peers with technology.</p> <p>The TVI coordinates with the school administration to develop procedures for classroom and building routines to enable full participation and highest level of independence possible for the student who is blind or visually impaired (fire drill, lunchtime routines, playground, assembly, etc.)</p> <p>In addition to Proficient, the teacher, general education teacher, and support staff have regularly scheduled meetings to review and reflect on the roles and responsibilities; they make changes as needed.</p> <p>The teacher serves as a model to others in the field to ensure that accommodations are in compliance with state guidelines and the student's IEP. The teacher consistently participates in professional development activities related to new and/or updated assessments.</p> <p>In addition to Proficient, the TVI is proactive, flexible, and sensitive in consulting with school-based staff to minimize disruptions to the classroom routines (e.g., beginning a new unit, special programs, and field trips).</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d Managing Student Behavior General Examples</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<b>2d Specific Examples</b>	<p>The TVI makes no attempt to coordinate established behavior standards with the classroom teacher.</p> <p>The TVI spends no time discussing positive behavior strategies with the IEP team to deflect off-task behaviors for the student with visual impairments.</p>	<p>There may be some inconsistencies in how the TVI implements strategies related to the student's behavior from what is being implemented in the classroom.</p> <p>The TVI ineffectively redirects the student to stay on task and actively engaged in learning. Consulting with the IEP team instructional strategies to manage behavior problems does not consistently improve student's level of active engagement.</p> <p>The TVI occasionally provides opportunities to practice appropriate social skills when self-advocating but may miss significant "instructional moments."</p>	<p>The TVI meets with the classroom teacher to review conduct standards and discusses appropriate modifications for the student with visual impairments, for example calling students by name.</p> <p>The TVI explains and reinforces conduct standards with the student. The TVI can effectively redirect the student to stay on task and actively engaged in learning. Consult with the IEP team to include instructional strategies to manage behavior problems</p> <p>The TVI instructs and provides opportunities to practice appropriate social skills when self-advocating within the classroom setting.</p>	<p>In addition to the proficient standards the TVI provides significant guidance in providing the student with opportunities to self-regulate behavior.</p> <p>The TVI provides significant, research-based resources to the LEA regarding behavior and students with visual impairment.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e Organizing Physical Space</b> <b>General Examples</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<b>2e Specific Examples</b>	<p>The TVI does not address even the most basic concepts of student safety, orientation and mobility, and effective use of space.</p> <p>The TVI avoids opportunities to provide classroom consultation and teacher in-service regarding movement and safety skills.</p>	<p>The TVI may provide the classroom teacher with general guidelines regarding student safety and comfortable working environments. The TVI will visit some locations to make specific recommendations.</p> <p>The TVI will provide information and resources on request to building administrators regarding age appropriate orientation and mobility skills. The teacher inconsistently consults with the orientation and mobility staff to provide useful information to the school.</p> <p>The TVI routinely loses instructional time by not establishing strong routines and having appropriate instructional material readily available. TVI struggles to problem solve in real time unexpected barriers for instructional delivery.</p>	<p>The TVI collaborates with the educational team to analyze and adjust the classroom layout and school environment for safe and efficient access and maneuverability (e.g.: reduction of glare, preferred seating assignments, access to electrical outlets, additional storage and workspace for books and materials, open pathways, etc.)</p> <p>The TVI proactively provides information and resources to building administrators regarding age appropriate orientation and mobility skills and needs for travel planning and travel execution within the student's school environment end destinations within the school (e.g.: sighted-guide, fire drills, travel to and from bus drop-off/pick up locations, ascending/ descending stairs and other drop offs, travel in and out doors, etc.). Emergency procedures</p> <p>The TVI utilizes instructional space to implement lessons with minimal downtime (e.g.: lesson materials are readily available, student stores and retrieves instructional materials with appropriate levels of assistance (such as carrying own Perkins Braillewriter), position of access technology considers ergonomic needs).</p>	<p>In addition to items listed in the proficient area, the TVI maintains comprehensive information on all aspects of student safety, safe and efficient travel, and the use of additional space and time factors which affect students with visual impairments.</p> <p>The TVI provides active, direct instruction to professional, paraprofessional, and support staff, as well as instruction to peers regarding safe travel, and strategies for emergency situations when working with the student with visual impairments. This information is provided in a form that can be consulted when necessary by members of the school staff.</p> <p>The TVI maximizes instructional time with strong routines and readily available materials.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a Communicating with Students</b> <b>General Examples</b>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.



	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a Specific Examples</b>	<p>The TVI provides no evidence of being able to clearly define procedures that the student with visual impairments can follow. The TVI does not use appropriate language or clear directions in explaining tasks.</p> <p>The TVI provides no content information to the regular classroom teacher regarding visual considerations for students with visual impairments.</p> <p>There is no linkage between the ECC and specific tasks that are required by the Pennsylvania common core.</p>	<p>The TVI usually provides inefficient or occasionally confusing descriptive information to verbalize directions and provide environmental context to communicate lesson objective(s). Presentation style may or may not be developmentally appropriate to an individual student.</p> <p>In some classes the TVI provides strategies for general educators on how to interact with students with visual impairments, especially in what would be considered nonverbal situations.</p> <p>There is evidence that the TVI uses opportunities to expand concept knowledge that is missing due to the student's limited visual experience.</p> <p>The TVI inconsistently implements lessons from areas of the ECC and may have difficulty in connecting those lessons to the Pennsylvania common core. The teacher sometimes misses opportunities to introduce lesson specific topics which can be of use to the student in specific classroom situations. Direct instruction looks more like 'tutoring' than complementing learning needs in the ECC with content areas.</p>	<p>The TVI provides descriptive information to explicitly verbalize directions and provide environmental context to clearly communicate lesson objectives, procedures, learning expectations, and explanations of instructional content. He/she demonstrates the ability to adapt presentation style, (e.g.: tone and vocabulary are developmentally appropriate) to meet the needs and preferences of individual students.</p> <p>The TVI provides specific strategies for the general educator to make relevant non-verbal communication with student more effective (i.e.: verbalizes instructions written on the board, calls students by name to make the student with visual impairments aware of who is speaking, etc.).</p> <p>The TVI uses opportunities to expand concept knowledge due to the student's limited visual experiences. The TVI provides concrete examples to explain unfamiliar places, events, and objects.</p> <p>The TVI presents lessons from areas of the ECC. Instruction reflects needs as identified in the IEP as well as connecting to the Core Curriculum. Within a teaching session, multiple areas of instruction are clearly defined and progress logically to build overall knowledge. Instruction is appropriately paced to match the learning style/ability of the student (e.g.: the TVI presents a keyboarding lesson to directly teach touch-typing to a first grader in preparation to access district computer class more independently. This segment to the lesson lasts 15 minutes, then instruction moves to appropriate use of a low vision device, and then lastly, to role-play appropriate social responses with the student). As age appropriate, student collaboratively develops skills to solicit classroom materials Alternate access to classroom materials and media is accommodated (e.g.: instructional videos are verbalized to give meaning to unspoken actions, use of online textbooks are navigable with use of assistive software),</p>	<p>In addition to the proficient areas the TVI clearly outlines how the ECC can assist the student in areas of interest. The teacher provides clear and concise instructions which focus on developing those independence skills that are necessary for post-secondary transition.</p> <p>The teacher provides the school district with a variety of both teacher made and research-based resources regarding areas of communication and conceptual understanding for students with visual impairments. The TVI takes opportunities to explore verbal concepts and consistently checks for understanding especially with terms that are extremely visual in nature.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b Questioning and Discussion Techniques</b> <b>General Examples</b>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b Specific Examples</b>	<p>The TVI does not engage the student in developing effective questioning techniques nor does he/she meet with classroom teachers to develop strategies for the improvement of concept development.</p>	<p>The TVI sometimes utilizes direct instruction to build upon a student's ability to develop higher-level questioning techniques.</p> <p>Use of different questioning types demonstrates a limited amount of flexibility and responsiveness to meet the learning needs of students who are blind or visually impaired. Questioning types tend to remain toward the concrete and may not explore deeper levels of understanding.</p> <p>The TVI seldom checks or routinely neglects to assess the student's conceptual understanding in core content areas.</p> <p>The TVI occasionally consults with classroom teachers to facilitate participation of the student with visual impairments in group discussions.</p>	<p>In order to increase student participation during instruction, the TVI provides explicit direct instruction to students who are blind or visually impaired in the construction of higher level questions and how to build on another student's response. He/she challenges students with higher level questions regardless of age, language, or literacy levels.</p> <p>Use of multiple questioning types demonstrates flexibility and responsiveness to meet the learning needs of students who are blind or visually impaired. Questioning types range to prompt students to demonstrate their understanding of content presented: ability to recall details/facts, making connections with previous knowledge and experiences, through applying, analyzing, and evaluating information. The TVI models appropriate responses to expand student ability to think and process abstract or unfamiliar concepts.</p> <p>TVI checks for understanding of content from Core Curriculum topics, vocabulary, and places based on students experiences. TVI facilitates learning of concepts that are sighted children learn incidentally (e.g.: concept of a three story building – size, scale, height, etc.).</p> <p>TVI consults with classroom teacher to facilitate active and engaged participation of the student with visual impairments in large and small discussion groups.</p> <p>The TVI instructs and prompts the student to expand their communication repertoire (e.g.: provide latency time for student to formulate a response, point, sign/ spell, add clarification, repetition, emphasize and/or repeat key words, alternate words, add background context, draw/write, rephrase, etc.).</p>	<p>In addition to the proficient areas, the teacher provides leadership in the areas of providing the school district with information regarding conceptual development of visually impaired students, utilizing techniques of UDL to improve learning situations for not only students with visual impairments but improving the learning experience for all students whether disabled or nondisabled.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c Engaging Students in Learning</b> <b>General Examples</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
<b>3c Specific Examples</b>	The TVI makes no attempt to assure that students with visual impairment receive support in the general classroom setting. The teacher displays no attempt to ensure that the content, rigor, and pacing of the lesson in any way provides for engagement of the student with visual impairments.	Lesson implementation sometimes meets the learning needs of the student with visual impairments. The TVI can sometimes link the lesson objectives to the learning needs of students in specific applications. The TVA sometimes collaborates with general educators to implement appropriate grouping of students who are blind or visually impaired.  The content, rigor, and pacing of the lesson impedes student engagement. Instruction appears stagnate and lacks responsiveness to adjust teaching in real time to add or decrease complexity, depending on the students changing needs.	Lesson implementation meets the learning needs of the student with visual impairments. Is the instructional activity appropriate to meet the goals of the lesson (e.g.: repeated practice of new braille code letters in isolation improves reading accuracy and fluency).  The content, rigor, and pacing of the lesson maximizes student engagement. The TVI consistently and deliberately groups students to maximize learning and social interactions. He/she collaborates with general educators to implement appropriate grouping with students who are blind or visually impaired. When age appropriate, the student and teacher collaborate to prioritize instruction and activities based upon IEP goals.  The content, rigor, and pacing of the lesson maximizes student engagement. The classroom teacher consistently and deliberately groups students to maximize learning and social interactions. The TVI collaborates with general educators to implement appropriate grouping with students who are blind or visually impaired.	In addition to the proficient levels, the TVI researches the appropriate levels of the PA common core standards to ensure that the student is receiving instruction in those ECC areas which will ensure maximum engage in in classroom activities.  The TVI meets with the general education staff in all subject areas to ensure that the student's engagement in all academic areas is provided to the maximum extent possible.  The TVI provides the school district with those resources necessary to implement appropriate groupings and educational opportunities for students with visual impairments.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3d Using Assessment in Instruction</b> <b>General Examples</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students
<b>3d Specific Examples</b>	The TVI does not appear to use any type of assessment tools to monitor student progress. No organized method of reporting is utilized to provide feedback at regular intervals, such as during regular reporting times, (i.e., Report cards)	The TVI provides feedback regarding student learning when requested. Documentation may be somewhat lacking and the student is not involved. It does not appear that assessment is a continuous process.  The TVI may utilize only a limited number of assessment tools to measure student progress.	The TVI provides concrete and explicit feedback regarding student learning. Progress monitoring documentation is shared, or co-developed with student as appropriate, to identify areas/skills mastered and areas for continued/on-going instruction.  The TVI utilizes a variety of assessment tools to regularly measure student progress, such as formative, diagnostic, benchmark, and summative assessments, and provides information to students to help them identify current skills and future learning needs to meet postsecondary goals.	In addition to proficient levels, the TVI can produce and share a variety of assessment tools which can be used to accurately represent student performance levels, particularly in the areas of the ECC.  The TVI can demonstrate that assessment is continuous and ongoing and can work with general education to ensure that all have an accurate picture of student progress. To the maximum extent possible the teacher involves the student with visual impairments in monitoring their own progress.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3e Demonstrating Flexibility and Responsiveness General Examples</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<b>3e Specific Examples</b>	<p>There is no evidence that the TVI has the type of in-depth knowledge of the educational content to make specially designed instruction relevant to the student needs. The student may be behind in understanding concepts necessary to be successful in the classroom because they were not presented.</p> <p>The TVI does not utilize assistive technology effectively a cogent plan for the use of those tools which can provide independent access to the student is not in evidence.</p> <p>The TVI has a great deal of difficulty being flexible regarding instruction in that, IEP goals are not addressed.</p>	<p>The TVI has a grasp of the instructional content in some areas of the core curriculum and within some of the nine areas of the ECC. The TVI collaborates minimally with general education teachers. There is evidence that pre-teaching of concepts occurs but it is inconsistent.</p> <p>The TVI is planning to utilize assistive technologies in some areas of the curriculum. Implementation is in the planning stages but is ongoing.</p> <p>The TVI utilizes teachable moments to expand the student's concept development but sometimes diverts from more important lesson goals. The teacher may not have addressed all of the IEP goals.</p>	<p>The TVI has a strong grasp of the instructional content across and within each of the 9 domain areas of the ECC of their students and actively collaborates with general education teachers to select concepts to pre-teach/reteach skills (e.g.: Core math instruction occurs with general education teacher and the TVI to introduce new Nemeth math code symbols to a braille reader and writer to simultaneously, etc.)</p> <p>The TVI utilizes access technology (e.g.: magnification, text-to-speech software and devices, refreshable braille, electronic note takers, audio description (AD), text highlighting, web-based tools) and school-based resources (guidance counselor, special education staff, general education staff) to support students' learning needs and interests.</p> <p>The TVI consistently discerns and capitalizes on teachable moments to make a substantive contribution to the student's learning and expansion of a concept. He/she consistently provides unbiased information to make personal and prior experience connections to concepts and content ("remember when ..."). The teacher's lesson consistently focuses on the student's IEP goals.</p>	<p>In addition to the proficient levels the TVI works with school district curriculum coordinators to ensure that those areas of the ECC which impact the student's instruction are addressed in a systematic and well documented method.</p> <p>There is a plan in place to utilize access technology with a clear written scope and sequence ensuring that the students' independence levels are addressed. The TVI understands the need to instruct the student in using a variety of tools and demonstrating flexibility in the use of technology to complete assigned tasks. It is evident that the teacher is keeping transition goals in mind to maximize student independence.</p> <p>The TVI regularly meets with the general education staff to make necessary adjustments in the specially designed instruction to ensure student concept development is continuous and rigorous. IEP goals are adjusted as student makes progress in those areas or needs additional remediation.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a Reflecting on Teaching General Examples</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>4a Specific Examples</b>	<p>The teacher rarely reflects on the instruction or the lesson's effectiveness in matching the student's needs (The teacher does not recognize the need for continuous improvement in the areas of teaching skills and current best practice.</p> <p>The teacher does not independently seek opportunities to reflect on lessons and/or does not appear receptive to constructive feedback on how to adjust instruction to address specially designed instruction for students.</p>	<p>The TVI sometimes reflects on how the instruction promotes student independence in both the areas of the core curriculum in the ECC.</p> <p>The TVI will sometimes seek feedback from colleagues and/or supervisors regarding effective instructional practices.</p>	<p>The TVI consistently reflects and is able to cite examples on how the instruction promotes student independence in learning, self-advocacy, and transition to adult life - specific to the needs of a person who is blind or visually impaired (e.g. communication and assistive technology access, literacy development, etc.).</p> <p>TVI is able to be reflective about their teaching practice:</p> <ul style="list-style-type: none"> <li>• What went well during this lesson?</li> <li>• What did the student(s) understand?</li> <li>• What did the student(s) have difficulty with?</li> <li>• What adjustment to the instruction need to be made for the next lesson?</li> <li>• What adjustments to the lesson material need to be made for the next lesson?</li> <li>• What are the next instructional steps to take place?</li> <li>• How does this lesson/instructional unit relate back to the annual IEP goal and connect to Core Curriculum?</li> </ul> <p>The TVI seeks feedback from colleagues and/or supervisor about effective use of tools and materials which include access technology and other tactile and enlarged/magnified materials and devices to support student learning.</p>	<p>The teacher has exemplary skills in reflecting on lesson effectiveness and provides leadership to colleagues who also serve students who are blind or visually impaired. He/she serves as a resource to general education staff and special education colleagues by coaching, mentoring and consulting.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4b Maintaining Accurate Records</b> <b>General Examples</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.
<b>4b Specific Examples</b>	The TVIs record keeping protocols are lacking or nonexistent. Disability specific assessments such as the LMA and ECC screening tool are not used.	The TVI inconsistently maintains the accepted LEA protocol for student record keeping specific to students who are blind or visually impaired. The TVI may not seek to provide continuous assessment in the areas of the LMA and ECC. Access to specific assessment information may be difficult to obtain.  The teacher maintains some records on student development in the ECC domains.	The TVI consistently maintains the accepted LEA protocol for student record keeping specific to students who are blind or visually impaired including: medical and functional evaluations, LMA, ECC Screening Tool, appropriate accommodations/specially designed instruction, and other assessments and evaluations (e.g. assistive technology assessments, functional O&M evaluations, etc.) from related services.  The teacher maintains records on each student's development in the ECC domains, such as visual access and concept development, to directly link progress to the students' IEP annual goals.	The TVI maintains exemplary records on each student in his/her caseload. Monitoring of skills in the areas of the ECC is easily obtainable and the teacher makes a point of sharing this information with general education teachers and family to demonstrate how improvements can be made in the student's independence and transition skills. Communication is frequent and meaningful.



	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4c Communicating with Families</b> <b>General Examples</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<b>4c Specific Examples</b>	<p>The teacher has made no attempts to have parents attend IEP meetings and writes the IEP with little parent participation in the development of their child's blind or visually impaired program.</p> <p>The teacher explicitly or implicitly states his/her biases to parents regarding educational programming for their child who is blind or visually impaired in areas such as communication, educational placement, culture, technology, or medical procedures.</p>	<p>The teacher makes minimal attempts to have parents attend IEP meetings and often writes the IEP with little participation in the development of their child's blind or visually impaired program.</p> <p>The teacher reluctantly engages parents in difficult dialogues regarding differing perspectives in areas such as communication, educational placement, culture, technology, or medical procedures for their child who is blind or visually impaired. The teacher's personal biases are sometimes evident (national organization affiliation, preferred methods of reading instruction, etc.)</p>	<p>The TVI works to encourage parents' attendance at IEP meetings and to ensure that they are active participants in all aspects to develop their child's blind or visually impaired program. The teacher utilizes and documents a variety of strategies (e.g.: phone calls, texts, emails, letters, web-site postings, sharing videos, sharing portfolios, etc.) for parent engagement.</p> <p>The TVI, as appropriate, engages parents in difficult dialogues regarding differing perspectives in areas such as educational placement, technology, or medical procedures for their child who is blind or visually impaired. The teacher provides resources for the parents around these topics and maintains neutrality (e.g.: braille instruction, medical procedures and/or medications, LRE placement options, using assistive technology, connecting to post-secondary transition resources, etc.).</p>	<p>The teacher is proactive in seeking ongoing collaboration and involvement that ensures parental engagement in their child's blind or visually impaired program.</p> <p>The teacher consistently engages parents in difficult dialogues regarding differing perspectives in areas such as communication, educational placement, culture, technology, or medical procedures for their child who is blind or visually impaired. The teacher provides resources for the parents around these topics and ensures that the materials are current and easily accessible to parents.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d Participating in Professional Community General Examples</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<b>4d Specific Examples</b>	<p>When requested, the TVI is unable to provide information to school district based colleagues on instructional and assessment strategies or access needs that are appropriate for students who are blind or visually impaired (e.g.: visual, tactual, auditory, or any combination thereof).</p> <p>The TVI interacts negatively with colleagues which impacts how students with visual impairments are perceived. As a result, general education teachers are reluctant to work with students who are blind or visually impaired. The TVI provides inaccurate information to the educational team which results in inappropriate supports and/or services.</p>	<p>When requested, the teacher will provide information to colleagues about deafness or hearing loss, but does not address instructional or assessment strategies (visual supports, Visual Phonics, graphic organizers, extended time for language-based assessments, interpreted assessments).</p> <p>The TVI interacts/collaborates with colleagues when required but there is no evidence to show initiative. He/she is a passive participant in team meetings and professional activities. The TVI ineffectively or inaccurately articulates or advocates for the understanding of students who are blind or visually impaired within the broader school community.</p>	<p>The TVI seeks opportunities and/or works with school and district-based colleagues on instructional and assessment strategies that are appropriate for students who are blind or visually impaired (e.g. use of functional vision, documented need for extended time for assessments).</p> <p>The TVI establishes a positive rapport with his/her colleagues and is a resource to the educational team in order to promote the success of students with visual impairments (assists the team in differentiating between supports such as Orientation and Mobility and other related services). The TVI provides supplemental materials for general education teachers with information related to visual impairment and blindness (e.g. research articles, websites, children's books, etc.).</p> <p>TVI contributes to their professional community activities in a manner that is accessible at the local (LEA), regional, or national level for continued professional development and networking</p>	<p>The TVI is involved in professional development and is a member of national, state, and local organizations which support students who are blind or visually impaired (AER, CECDVI, PaTTAN pilot projects, etc.). He/she takes an active role and is a leader in the field of visual impairment.</p> <p>The TVI is a master teacher who is sought out as a resource to the educational team (local, district and/or state level) in order to promote the success of students who are blind and visually impaired (assists the team in differentiating between supports such as RTII, Learning Support, Speech/Language Support, ELL, etc.). The TVI presents to others regarding the learning needs of students who are blind or visually impaired.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e Growing and Developing Professionally General Examples</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession
<b>4e Specific Examples</b>	The TVI displays no interest in either additional professional development, or participation in organizations or activities which further knowledge in the field.	<p>The TVI occasionally seeks out opportunities for professional development but may limit involvement to merely convenient times and locales.</p> <p>The TVI limits participation in organizations and statewide projects due to additional time commitments.</p>	<p>Based on his/her reflection of instructional practice, the TVI seeks out professional development to more effectively meet the specific needs of students who are blind or visually impaired and data collection (e.g.: participate in on-going assistive technology trainings to maintain knowledge and skills to teach devices and software, attend annual conferences focused in the field of visual impairment such as the PA Low Incidence Institute, or complete online courses). The teacher has incorporated learning into lesson plans, instruction and/or professional activities. (e.g., as a result of progress monitoring and data collection, the teacher attends workshops related to literacy for students who are visually impaired to implement current research-based practices into daily instruction).</p> <p>The TVI actively participates in organizations and statewide projects related to the field of education of students who are blind or visually impaired and shares information with colleagues (e.g.: Penn-Del AER, CEC/DVI).</p> <p>NOTE: Examples of current best practices reflects thorough assessments which lead to instructional priorities across and within ECC domain areas. Topics of professional development might include: assistive technology devices and software, augmentative and alternative communication devices, literacy skills for students who are blind or visually impaired, cortical visual impairment, deaf blind, autism, CHARGE syndrome, etc.</p>	<p>The TVI demonstrates exemplary skills by becoming actively involved in local, state, and national organizations which promote the education of the blind and visually impaired. The TVI makes every effort to participate professional development activities which will further their knowledge and skill set. Furthermore, the TVI seeks out and participates in professional development activities which may not be directly related to blindness or visual impairment but show promise to further develop student abilities and independence in the areas of the ECC.</p> <p>The TVI seeks out leadership roles in professional organizations and is actively involved in sharing information by participating in research and writing on best practice.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f Showing Professionalism General Examples</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<b>4f Specific Examples</b>	The TVI deflects actual interactions with school districts, students, parents, and others. School district requests for assistance go unheeded.	The TVI may be inconsistent in providing direct and consultative points of contact at times. There may be an inability to organize time and instruction effectively.	TVI develops an LEA approved schedule for consistent direct and consultative points of contact. TVI is actively involved with all stakeholders to problem solve student issues and concerns. TVI adheres to strict levels of team and student confidentiality and complies fully with school and district regulations,	The exemplary TVI represents the highest standards for the employing agency and the field in general. Interviews with general education personnel, adult rehabilitation agencies, parents, and others demonstrate that the TVI is held in high esteem for his/her commitment to students, school districts, and the field in general.