

# **Possible Guiding Questions: Conversations Between Principals and Teachers of Students with Visual Impairments (TVI)**

## **ROLE: Teachers of Students with Visual Impairments (TVI)**

*This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.*

*Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.*

## Domain 1: Planning and Preparation

### ***1a: Demonstrating Knowledge of Content and Pedagogy***

#### **Possible Guiding Questions:**

- What resources and forms of assessment do you utilize to collect data to determine the Present Levels of Educational and Functional Performance of your students to develop comprehensive goals for your students?  
*The disability-specific assessments include: Functional Vision Evaluation, Learning Media Assessment, and the ECC (Expanded Core Curriculum) Needs Screening Tool, Functional Orientation and Mobility (O&M) Assessment and Assistive Technology (AT) Assessment. Additional assessments to meet the heterogeneous needs of the student population may include Cortical Vision Impairment (CVI) Range and the Sensory Learning Kit. TVI employs consistent assessment schedule to monitor student progress.*
- How do you set IEP goals and/or determine short term objectives that are aligned with the PA Core Standards and with your student's Present Levels of Educational and Functional Performance of your students?  
*TVI is knowledgeable of state core standards and the curriculum of the school district. TVI incorporates data from multiple assessments to represent both academic strengths and needs (i.e.: curriculum based assessment, standardized state testing scores) and adaptive skills needed to compensate for student's visual impairment.*
- In what ways are you able to collaborate with classroom teachers to introduce elements of the expanded core curriculum (ECC) into the students daily routine?  
*TVI demonstrates on-going collaboration with the educational team to provide appropriate curriculum adaptations to classroom material. Explain to the educational team the importance of those special skill areas that visually impaired student needs in order to fully participate in classroom instruction and activities.*

### ***1b: Demonstrating Knowledge of Students/Demonstrating Knowledge of Students and Families***

#### **Possible Guiding Questions:**

- Tell me about your student's visual impairment and the impact to access instructional and environmental information.  
*TVI demonstrates knowledge of student's pathology and related eye report information in functional terms, e.g.: describe functional use of vision in the classroom environment (size and distance accommodative needs at near and distance or impact of restrictive visual fields), visual stamina/fatigue, effects of medication on vision.*
- In what ways are you addressing the unique needs of the student in terms of this lesson? What do I need to know about this child in order for me to understand what

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your lesson addresses?

*TVI is able to discuss instructional relevance by connecting current lesson objective(s) to material previously taught; framed in the context of knowing where instruction is leading, e.g.: stated lesson objectives reflect a subcomponent of learning within a unit plan, IEP benchmark/learning objective, and/or IEP annual goal.*

- How do you ensure that your instruction is differentiated and developmentally appropriate to adapt to the varying needs of your students?  
*TVI uses concrete items and life experiences to prepare lessons. TVI discusses, in specific terms, ways in which their instruction is adapted to meet the wide range of individualized student instructional needs, such as the use of descriptive vocabulary and the positioning and complexity of presented material, based on the student's age, grade-level, and/or cognitive ability and impact of other disabilities.*
- How do you educate yourself regarding students from different cultures?  
*TVI researches ethnic and cultural norms regarding visual impairment through parent and school personnel interviews as well as internet and/or textbook searches. Respecting and understanding cultural belief systems is necessary for the student to become independent with both academic and life skill tasks.*

### ***Ic: Setting Service Delivery Outcomes/Setting Instruction Outcomes***

#### **Possible Guiding Questions:**

- What are the most important considerations when planning for your students who are blind or visually impaired?  
*TVI discusses lesson plans which include clearly defined learning expectations that are observable and measureable. Learning outcomes are chunked to reflect scaffolded movement from individual lessons to meet outcomes of instructional units as a parts-to-whole learning process to achieve annual IEP goal.*
- Are your identified outcomes consistently differentiated, based on the individual student's instructional level and access needs?  
*TVI is able to verify the appropriateness of differentiated student outcomes, appropriately matching functional needs by using ongoing curriculum based and standards based assessments.*

## Domain 1: Planning and Preparation

### ***1d: Demonstrating Knowledge of Resources***

#### **Possible Guiding Questions:**

- What resources do you visit most often when you plan instruction?  
*TVI actively utilizes resources in assessment and instruction (e.g.: literacy, assistive technology, self-determination, postsecondary, etc.) specific to students who are blind and visually impaired.*

### ***1e: Designing Coherent Instruction/Designing Coherent Service Delivery***

#### **Possible Guiding Questions:**

- How do your plans reflect your collaboration with other professionals in planning coherent instruction?  
*TVI has documented a clear and efficient system for collaborating with other professionals to solicit necessary content information prior to instruction. TVI utilizes instructional priorities in core content areas to determine ECC-specific instruction. The TVI 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.*
- How do you provide differentiated instruction while ensuring coherent instructional design?  
*Teacher presents lessons that are fluid and organized based on the student's skill levels.*

### ***1f: Designing Student Assessment***

#### **Possible Guiding Questions:**

- How do you ensure your assessments are aligned to state standards, instructional outcomes, and IEP goals and objectives?  
*TVI's plans reflect consistent and varied assessment for the student who is blind or visually impaired, focused on and within the ECC areas. Through the use of diagnostic teaching, TVI discusses how lesson plans and learning outcomes are systematically adjusted based on student performance. TVI selects appropriate assessments and recommends allowable testing accommodations or adaptations when completing the IEP document.*

## Domain 2: The Environment

### **2a: Creating an environment of respect and rapport**

#### **Possible Guiding Questions:**

- How do you model respectful behavior?  
*The TVI actively promotes appropriate body language (e.g.: eye contact, proper posture, control of stereotypic behaviors) and makes the classroom teacher aware of these strategies. TVI dispels myths regarding blindness and low vision with school personnel and the student's peers to minimize misconceptions and fears.*
- How do you collaborate with students to create an atmosphere of respect and teach student accountability?  
*TVI demonstrates caring and respect towards students. TVI acknowledges individual student differences, interests, and personalities. TVI utilizes consistent classroom management plan of positive and negative consequences along with student self-monitoring to foster student accountability.*

### **2b: Establishing a Culture for Learning**

#### **Possible Guiding Questions:**

- How do you create a culture for learning with high expectations for all students?  
*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. TVI conveys high expectations for student by setting clear expectations for quality and quantity of work. TVI models the means to improve student work throughout instruction.*
- What do you do to ensure that students value learning?  
*TVI models and communicates a passion for their instruction. Teaching and learning is based on a variety of authentic, real-world work and connects across disciplines.*
- How do you effectively recognize student effort and persistence to a task?  
*TVI establishes a consistent progress monitoring plan that recognizes and rewards student effort and achievement.*

### **2c: Managing Classroom Procedures**

#### **Possible Guiding Questions:**

- What do you do to maximize student time on task?  
*TVI creates clear routines and procedure during instructional time for student to anticipate learning expectations.*
- How do you ensure students begin to self-monitor their progress?  
*TVI provides specific feedback on lesson performance and progress and shares*

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*progress monitoring data to plan/adjust instruction. Students take an active role, as appropriate, to document and convey progress results.*

- What routines have you established for your classroom or in the general education classroom that are unique for your students who are blind or visually impaired that maximize learning time?

*Options vary depending upon the setting: evidence of on going collaboration between general educator and student to handle situations such as: seating assignments and access to additional instructional materials (e.g.: storing of enlarged print or braille books), use of assistive technology devices and software to assess core content, organization and movement between large and small group discussions.*

### **2d: Managing Student Behavior**

#### **Possible Guiding Questions:**

- How do you promote positive student behavior during your instructional time?  
*TVI effectively redirects the student to stay on task and actively engaged in learning. TVI consults with the IEP team to include instructional strategies to manage behavior problems. The TVI instructs and provides opportunities for the student to practice appropriate social skills to self-advocate across all educational/instructional settings.*

### **2e: Organizing Physical Space**

#### **Possible Guiding Questions:**

- How do you organize your physical space or encourage general educators to organize physical space to maximize visual and auditory access to instruction and peers?  
*The TVI collaborates with the educational team to analyze and adjust 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.)*

## Domain 3: Service Delivery

### 3a: Communicating with Students

#### Possible Guiding Questions:

- How do you ensure effective communication?  
*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. TVI demonstrates the ability to adapt presentation style, (e.g.: tone and vocabulary are developmentally appropriate) to meet the needs and preferences of individual students.*

*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.).*

### 3b: Using Questioning and Discussion Techniques

#### Possible Guiding Questions:

- What questioning techniques do you use to ensure critical thinking?  
*TVI uses multiple questioning types that require higher cognitive challenge such as open-ended and multiple response questions, to challenge student regardless of age, language, or literacy skills. TVI provides opportunities for students to create and ask higher level questions and engage in teacher/peer discussions.*

*TVI consults with classroom teacher to facilitate active and engaged participation of the student with visual impairments in large and small discussion groups.*

### 3c: Engaging Students in Learning

#### Possible Guiding Questions:

- How do you ensure students are engaged in your instruction?  
*The TVI implements lessons that maximize student engagement in content, rigor, and pacing. TVI presents multiple means to practice new skills for students to generalize and apply content.*

*Evidence that the TVI collaborates with general educators to consistently and deliberately group students to maximize learning and social interactions with the student who is blind or visually impaired during large and small group instruction.*

**3d: Using Assessment in instruction**

**Possible Guiding Questions:**

- How do students know what high quality work looks like?  
*Teacher models high quality work for the academic tasks assigned.*
- How do you effectively provide feedback to your students?  
*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.*
- What types of instruction and assessments do you utilize to monitor student learning and gain evidence of student understanding?  
*TVI uses assessments that are aligned with IEP present levels, goals and objectives. Teacher uses progress monitoring, guided practice, independent practice, choral responses and other formative assessments to determine whether students understood the lesson.*

**3e: Demonstrating Flexibility and Responsiveness**

**Possible Guiding Questions:**

- What do you do when a student is not making adequate progress towards their IEP goals and objectives?  
*The TVI demonstrates 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 TVI reviews student's strengths, needs, and preferred modalities for learning. TVI reviews progress monitoring data to systematically adjust instruction and strategies as necessary and appropriate.*
- How do you capitalize on teachable moments with your students who are blind and visually impaired?  
*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 ...").*



## Domain 4: Professional Development/HSV Responsibilities

### ***4a: Reflecting on Teacher and Student Learning***

#### **Possible Guiding Questions:**

- How do you know if a lesson has been effective?  
*TVI utilizes and reflects on assessment data and student feedback to evaluate the lesson's instructional outcomes. Teacher reflects on the lesson and notes multiple strategies on how to adjust and improve future lessons.*

*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.*

### ***4b: System for Managing Students' Data***

#### **Possible Guiding Questions:**

- How do you accurately maintain student data and analyze student progress?  
*TVI maintains an accurate and timely account of student records through progress reports on student's goals and objectives as listed in their IEP. Teacher uses electronic spreadsheets and databases for item analysis and to individualize instruction.*
- How do you collaborate with students so that they can maintain data and analyze their progress?  
*Teacher systematically shares reports of progress with students as appropriate. Students graph their progress (e.g.: students graph how many words they read correctly within one minute) to explain how they are progressing towards their goals.*

### ***4c: Teacher communication with families about the instructional program***

#### **Possible Guiding Questions:**

- How do you communicate information about the instructional program and student progress to parents?  
*TVI has set methods to regularly communicate information to inform parents about the instructional program e.g.: daily/weekly work folder, email, and regular good phone calls home.*
- How do you ensure effective family communications?  
*Teacher maintains current contact information for all parents. TVI invites and solicits parents/guardians input and participation at IEP meetings. TVI responds to parent concerns and questions in a professional and timely manner. TVI considers families' cultural backgrounds and norms.*
- How do you engage families to promote student achievement?

## Domain 4: Professional Development/HSV Responsibilities

*Teacher enlists parent support and participation in student learning as active IEP team members, practicing and reinforcing class to home skills for independence. Teacher provides opportunities for parents to participate in learning activities.*

### **4d: Participating in a Professional Community**

#### **Possible Guiding Questions:**

- As a teacher of a low incidence disability, how do you build your own professional learning community?  
*TVI attends Low Incidence Institute, PaTTAN workshops and meetings, IU meetings, professional conferences.*
- In your position, how do you ensure that you are a part of the educational team that supports students who are blind and visually impaired?  
*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. The TVI is an active participant in faculty meetings, co-teaching, collaboration with general education staff.*
- What do you do to develop positive relationships with your colleagues and supervisors?  
*The TVI establishes a positive rapport with his/her colleagues by serving as a resource to the educational team in order to promote the success of students with visual impairments, by providing supplemental materials for general education teachers with information related to visual impairment and blindness.*

### **4e: Growing and Developing Professionally**

#### **Possible Guiding Questions:**

- How do you develop/enhance your knowledge of research and promising practices in the field of visual impairment?  
*Use of continuing education opportunities such as webinars, participation in professional organization activities, and keeping current with journals relevant to the field of the education of students who are blind or visually impaired.*

### **4f: Showing Professionalism**

#### **Possible Guiding Questions:**

- As an itinerant teacher your job is highly independent. How do you demonstrate professionalism on a daily basis?  
*Punctuality, completing all paperwork in a timely fashion, contacting school/*

## Domain 4: Professional Development/HSV Responsibilities

*parents/students with schedule changes or conflicts, maintains student confidentiality, utilizing school resources including time and materials, responsible decision making around placement decisions and delivery of services.*

- As the expert in this low incidence disability, how do you advocate for your students' needs as a blind or visually impaired learner?  
*Data from assessments to show student strengths and needs, thoughtful consideration and review all options, include all stakeholders in the decision making process, prepare for meetings, maintain positive relations with districts, staff and families.*
- How have you used your professional knowledge to lead your colleagues and help them develop their skills?  
*TVI leads in-service programs for school district teams to expand their understanding and acceptance of students who are blind and visually impaired.*
- How do you advocate for your students?  
*TVI ensures that all staff has clear understanding regarding student needs and challenges. TVI helps create and implement a coordinated approach for student support and instruction. TVI models high expectations for learning of all students and ensures that opportunities are offered for students with visual impairment.*