



T-TESS Companion: Teacher of Students with Visual Impairments (TVI)

Domain 1: Planning

Evidence for TVI

<p>1.1 Standards & Alignment The teacher designs clear, well organized, sequential lessons that reflect best practice, align with the standards & are appropriate for diverse learners.</p>	<ul style="list-style-type: none"> • Lessons, activities and goals and objectives reflect the Expanded Core Curriculum (ECC). • Documentation exists that reflects collaboration with general and special education teachers, related service personnel, parents & ECI where appropriate for this specific student (e.g., email, collaboration notes, gen ed teacher input).
<p>1.2 Data & Assessment The teacher uses formal & informal methods to measure student progress, then manages & analyzes student data to inform instruction.</p>	<ul style="list-style-type: none"> • Planning reflects the functional vision evaluation, learning media and assistive technology assessments and evaluation in the ECC. • Planning reflects student's progress on IEP or IFSP (for infants) goals. • Planning reflects collaboration with classroom teachers. • TVI is knowledgeable of individual student's results on district and statewide assessments. • Data collection on student progress is evident.
<p>1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development & achievement for all students.</p>	<ul style="list-style-type: none"> • Teachers reference and use Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements to guide individual student lessons. • Student level of progress is measured against student's IEP. • TVI documents student academic and functional performance during or following the lesson. • TVI provides information regarding access to and accommodations for district and statewide assessments.
<p>1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence & achievement.</p>	<ul style="list-style-type: none"> • Lesson plans reflect activities that are individualized and engaging. • Use of appropriate language/communication supports (conversation boards, assistive technology tools) to support student response mode (pointing, eye gaze, switch access, verbalization) • Questioning & expectations leveled depending on student independence level & ability.



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Domain 2: Instruction

Evidence for TVI

<p>2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic & social-emotional success.</p>	<ul style="list-style-type: none"> • TVI communicates feedback on progress directly to the student. • Data collection w/objectives based on student level of skill acquisition; students able to complete a task/activity to demonstrate understanding (not solely paper/pencil type assessment) • Use of cues/prompts and fading of support to build student independence and skill mastery
<p>2.2 Content Knowledge & Expertise The teacher uses content & pedagogical expertise to design & execute lessons aligned with <i>state standards</i>, related content & student needs.</p>	<ul style="list-style-type: none"> • Use of task analysis to break skill into smallest steps necessary for student understanding. • Use of concrete, hands-on examples and activities
<p>2.3 Communication The teacher clearly & accurately communicates to support persistence, deeper learning & effective effort.</p>	<ul style="list-style-type: none"> • Teacher adapts instruction for students who use alternate communication styles that could include objects, tactile symbols, vocalizations &/or assistive technology to indicate critical thinking. • Objective of the lesson is clearly communicated to the student. • Use of concrete, interactive activities presented in small steps for students with cognitive disabilities and/or students who are deafblind; consider preferred/dominant learning style of student (visual, auditory, kinesthetic, etc.).
<p>2.4 Differentiation The teacher differentiates instruction, aligning methods & techniques to diverse student needs.</p>	<ul style="list-style-type: none"> • Learning materials and instruction are adapted to accommodate student's sensory needs (eg. Braille, sign, tactile symbols). • TVI demonstrates competence with vision specific technology used in the lesson if applicable (eg. abacus, screen reader, optical devices, braille devices, calendar box).
<p>2.5 Monitor & Adjust The teacher formally and informally collects, analyzes, and uses student progress data and makes necessary lesson adjustments.</p>	<ul style="list-style-type: none"> • TVI adjusts instruction when learner appears to be disengaged or confused. • Lesson pace is adjusted to student processing time and age of the student; TVI gives student time to respond. • Awareness of lesson length as this relates to student's ability to maintain attention.



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Domain 3: Learning Environment

Evidence for TVI

<p>3.1 Classroom Environment, Routines & Procedures The teacher organizes a safe, accessible & efficient classroom.</p>	<ul style="list-style-type: none"> • Learning environment (vs. classroom environment) reflects organization of teaching materials. • Learning environment/lesson includes a consistent routine that may use visual or object schedules, timers, transition markers with students who need additional support.
<p>3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.</p>	<ul style="list-style-type: none"> • Teacher follows expectations on behavioral intervention plan (BIP) if applicable. • Evidence of social skill intervention to enhance student integration into classroom/school environment culture.
<p>3.3 Classroom Culture The teacher leads a mutually respectful & collaborative class of actively engaged learners.</p>	<ul style="list-style-type: none"> • Evidence of social intervention to enhance student integration into classroom/school environment culture (i.e. TVI collaborates with classroom teachers on developing groupings that foster relationships).

Domain 4: Professional Practices & Responsibilities

Evidence for TVI

<p>4.1 Professional Demeanor & Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal & statutory responsibilities.</p>	<ul style="list-style-type: none"> • TVI prepares for, attends and participates in all meetings for students with visual impairments. • TVI checks in/out from campuses following expected procedures. • TVI turns in progress and consultation notes in a timely fashion. • TVI submits schedules/logs on time to supervisor. • TVI completes evaluations in accordance with compliance timelines. • TVI textbooks and other adapted materials are ordered in a timely fashion and their receipt and distribution is documented. • TVI provides information for the VI Registration and Deafblind Child Count on time. • TVI submits requests for accommodations of statewide testing materials on time. • TVI adheres to district dress policy.
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<p>4.2 Goal Setting The teacher reflects on his/her practice.</p>	<ul style="list-style-type: none"> • Same as T-TESS rubric (No additions)
<p>4.3 Professional Development The teacher enhances the professional community.</p>	<ul style="list-style-type: none"> • TVI has access to professional development specific to his or her field. Sources could be regional service centers, statewide conferences/workshops and/or web-based professional development. • TVI routinely attends and documents meetings and conferences related to students with visual impairments. • TVI applies information from professional development activities to lessons with students.
<p>4.4 School & Community Involvement The teacher demonstrates leadership with students, colleagues, & community members in the school, district & community through effective communication & outreach.</p>	<ul style="list-style-type: none"> • TVI provides evidence of regular communication regarding student's goals with family, teachers, administrators, doctors, related staff, DARS/DBS and ECI agencies. • TVI supports other professionals, including parents, by using strategies such as coaching and modeling. • TVI provides training for staff and family on issues related to visual impairment.