

# Form H: Framework for Teacher of the Visually Impaired

Form I: Vermilion Association for Special Education Framework for Teacher of the Visually Impaired

Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrates Knowledge of Content and Pedagogy Related to the area of Visual Impairment	Teacher demonstrates little or no familiarity with content and pedagogy related to visually impaired (VI) students.	Teacher demonstrates a basic familiarity with content and pedagogy related to visually impaired or blind (VI) students, but displays a lack of awareness of prerequisite learning. Plans reflect a limited range of approaches to the discipline.	Teacher demonstrates thorough knowledge of the discipline of Visual Impairment. 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 of Visual Impairment. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

<p><b>1a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>-Teacher makes content errors.</li> <li>-Teacher does not consider prerequisite relationships when planning.</li> <li>-Teacher's plans use inappropriate strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher's understanding of the discipline is rudimentary.</li> <li>-Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>-Lesson plans use limited instructional strategies, and some are not suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>-Teacher provides clear explanations of the content.</li> <li>-Teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>-Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher can identify and display the concepts of the discipline and show extensive knowledge.</li> <li>-Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li>-Teacher's plans reflect recent developments in content-related pedagogy.</li> </ul>
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**Evidence:**

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<p><b>1b: Demonstrates Knowledge of Child and Adolescent Development</b></p>	<p>Teacher demonstrates minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interest and cultural heritage, and does not indicate that such knowledge is valuable.</p>	<p>Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests in cultural heritage.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.</p>	<p>Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.</p>
<p><b>1b: Critical Attributes</b></p>	<p>-Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>-Teacher is not aware of student interests or cultural heritages.</p> <p>-Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>-Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate these differences.</p> <p>-Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>-Teacher knows students level of cognitive development.</p> <p>-Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>-Teacher is aware of all the student's special needs and plans accordingly.</p>	<p>-Teacher uses ongoing methods to assess students' skill level and design instruction accordingly.</p> <p>-Teacher seeks out information from all students about their cultural heritage</p> <p>-Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
<p><b>Evidence:</b></p> <p><a href="#">Click here to enter text.</a></p>				

**Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation**

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c: Developing the Visually Impaired Program to meet the Needs of Individual Students	Teacher has no clear goals for the Visual Impairment program: or the goals are inappropriate to either the school or student.	Teacher's goals for Visually Impaired program are rudimentary and are partially suitable to the student and school.	Teacher's goals are clear and appropriate for the individual student and/or school.	Teacher's goals are highly appropriate to the individual student's needs and have been developed following consultations with the IEP team.
<b>1c: Critical Attributes</b>	<p>-Teacher does not show understanding of the Visually Impaired program.</p> <p>-Teacher does not align goals and lesson plans for visually impaired students.</p>	<p>-Teacher's goals do not allow for growth in the Visually Impaired program.</p> <p>-Teacher's goals for the student are basic and do not align to the lesson plans.</p>	<p>-Teacher's goals are both short term and long term to allow for growth in the Visually Impaired program.</p> <p>-All student goals are aligned to the student's IEP and lesson plans and are appropriate for a Visually Impaired student.</p>	<p>-Visual Impairment Teacher has consulted with the classroom teacher of the individual student several times per year and has set visual impairment goals to align with the Visually Impaired student success in the classroom and Visually Impaired program. The goals are both short term and long term and are reevaluated with the team several teams each school year.</p> <p>-The teacher consults with the IEP team when developing goals. The students' goals align with current testing and all lesson plans coincide with the student's goals.</p>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				



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	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>1d: Demonstrating Knowledge of Local, State, and Federal Guidelines</b>	Visual Impairment Teacher demonstrates little or no familiarity with local, state, federal special education laws and procedures	Visual Impairment Teacher demonstrates a basic familiarity with local, state, federal special education laws and procedures	Visual Impairment Teacher demonstrates thorough knowledge of local, state, federal special education laws and procedures	Visual Impairment Teacher's knowledge of special education laws and procedures is extensive; teacher takes a leadership role in reviewing and revising local policies
<b>1d: Critical Attributes</b>	<p>-Teacher does not follow the proper procedure for Domain and IEP paperwork.</p> <p>-Teacher does not follow the guidelines for special education as required by local, state, and federal special education laws.</p>	<p>-Teacher completes paperwork for Domain and IEP, but does not meet deadlines.</p> <p>-Teacher is somewhat aware of Local, State, and Federal Guidelines, but does not follow the guidelines.</p>	<p>-Teacher follows all procedures for Domain and IEP paperwork.</p> <p>-Teacher follows all the guidelines for special education as required by local, state, and federal special education laws.</p>	<p>-Teacher attends trainings on special education laws and procedures.</p> <p>-Teacher attends Regional Vision Teacher meetings to attain knowledge of local, state, and federal laws that affect the Visually Impaired student.</p>
<p><b>Evidence:</b></p> <p><a href="#">Click here to enter text.</a></p>				

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<b>1e: Developing a Plan to Evaluate the Deaf and Hard of Hearing Program</b>	Visually Impaired Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important	Visually Impaired Teacher has a rudimentary plan to evaluate the vision program.	Visually Impaired Teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Visually Impaired Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis
<b>1e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-Teacher does not attend Regional Vision Teacher's Meetings.</li> <li>-Teacher does not set goals for the Visually Impaired program.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher occasionally attends Regional Vision Teacher's Meetings.</li> <li>-Goals are discussed, but no clear plan is developed for the Visually Impaired Program.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher attends Regional Vision Teacher's meetings and evaluates current Visually Impaired program.</li> <li>-Current goals are evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>-Visual Impairment Teacher attends Regional Vision Teacher's Meeting and continually evaluates the VASE visually impaired program on a regular basis for continued growth in the Visual Impairment Program..</li> <li>-Clear goals are written and evaluated.</li> <li>-Feedback is solicited from districts and other stakeholders.</li> </ul>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				

**Domain 2 for the Teacher of the Visually Impaired: The Environment**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2a: Creating an Environment of Trust and Rapport</b>	Patterns of interactions, both between teacher and students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of interactions, both between teacher and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The 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, cultures, and developmental levels of the students. Students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking risks.	Interactions between teacher and students and among students are highly respectful and trusting. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

<p><b>2a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>-Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>-Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>-Teacher displays no familiarity with, or caring about, individual students.</li> <li>-Teacher disregards disrespectful interactions among students.</li> </ul>	<ul style="list-style-type: none"> <li>-The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>-Teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>-Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk between teacher and students and among students is uniformly respectful.</li> <li>-Teacher successfully responds to disrespectful behavior among students.</li> <li>-Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>-Teacher makes general connections with individual students.</li> <li>-Students exhibit respect for teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>-There is no disrespectful behavior among students.</li> <li>-When necessary, students respectfully correct one another in their conduct towards classmates.</li> <li>-Students participate without fear of put-downs or ridicule from either the teacher or other students.</li> <li>-Teacher respects and encourages students' efforts.</li> </ul>
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**Evidence:**

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**Domain 2 for the Teacher of the Visually Impaired: The Environment**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2b: Demonstrating Effective Organizational Skills</b>	Visually Impaired Teacher exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Visual Impaired Teachers' time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Visually Impaired Teacher exercises good judgment in setting priorities, resulting in clear schedule and important work being accomplished in an efficient manner.	Visually Impaired Teacher demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.
<b>2b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-Teacher is unorganized.</li> <li>-Teacher does not meet deadline for paperwork.</li> <li>-Teacher's schedule does not meet the students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher is moderately organized.</li> <li>-Teacher completes paperwork but does not always meet the deadline.</li> <li>-Teacher's schedule is not efficient.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher is organized.</li> <li>-Teacher completes paperwork and meets all deadlines.</li> <li>-Teacher has an efficient schedule.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher is highly organized and consults with others for organization skills.</li> <li>-Teacher completes paperwork well in advance of deadlines.</li> <li>-Teacher ensures that the schedule meets all the needs of the students.</li> </ul>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				

**Domain 2 for the Teacher of the Visually Impaired: The Environment**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2c: Managing Behavior</b>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. Teachers use verbal feedback only to target negative behaviors.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. Teacher attempts to give verbal feedback for positive behaviors, but is inconsistent in efforts.</p>	<p>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. Verbal feedback is mostly targeted at positive behaviors.</p>	<p>Student behavior is appropriate a majority of the time. The teacher responds consistently, proportionately, and respectfully to specific behaviors for each student. Responses by the teacher to challenging behaviors are consistently calm. Verbal feedback is consistently targeted at positive behaviors.</p>
<b>2c: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-The classroom environment is chaotic, with no standards of conduct evident.</li> <li>-Teacher does not monitor student behavior.</li> <li>-Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>-Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>-Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>-Standards of conduct appear to have been established and implemented successfully.</li> <li>-Overall, student behavior is generally appropriate.</li> <li>-Teacher frequently monitors student behavior.</li> <li>-Teacher's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>-Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.</li> <li>-Teacher silently and subtly monitors student behavior.</li> <li>-Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				



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	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2d: Organizing Physical Space for Testing and Instruction of Students</b>	The testing and instruction area is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing and instruction area is moderately well organized and moderately well suited to working with students. Materials are usually available.	The testing and instruction area is well organized; materials are available when needed.	The testing and instruction area is highly organized and is inviting to students. Materials are convenient when needed.
<b>2d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-There are physical hazards in the testing and instruction area, endangering student safety.</li> <li>-Available technology is not being used even if it is available</li> <li>-Teacher is disorganized and the area designated for working with students is not situated to work well with students.</li> <li>-Teacher is unable to find needed materials.</li> </ul>	<ul style="list-style-type: none"> <li>-The physical environment is safe.</li> <li>-The physical environment is not an impediment to learning but does not enhance it.</li> <li>-Teacher makes limited use of available technology and other resources.</li> <li>-Limited materials are available.</li> <li>-The teacher area is moderately organized.</li> </ul>	<ul style="list-style-type: none"> <li>-The physical environment is arranged to support the goals and learning activities.</li> <li>-Teacher makes appropriate use of technology and other resources.</li> <li>-Teacher is able to find needed materials.</li> <li>-The teaching area is organized.</li> </ul>	<ul style="list-style-type: none"> <li>-Modifications are made to the physical environment to accommodate all students.</li> <li>-There is total alignment between the learning activities and the physical environment.</li> <li>-Teacher and students make extensive and imaginative use of technology and other resources.</li> <li>-Materials are readily accessible.</li> <li>-The teacher area is very well organized.</li> </ul>
<p><b>Evidence:</b></p> <p><a href="#">Click here to enter text.</a></p>				



**Domain 3 for the Teacher of the Visually Impaired: Delivery of Services**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3a: Responding to Referrals and Evaluating Student's Needs</b>	Teacher fails to respond to referrals or makes hasty assessments of student needs.	Teacher responds to referrals when pressed and makes adequate assessments of student needs.	Teacher responds to referrals and makes thorough assessments of student needs.	Teacher is proactive in responding to referrals and makes highly competent assessments of student needs.
<b>3a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-Teacher does not respond to referral.</li> <li>-Teacher does not assess the student.</li> <li>-Teacher's assessments of the student are inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher responds to the referral only after being pressed.</li> <li>-Teacher assesses the student needs.</li> <li>-Teacher's assessment of the student has both accuracies and inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher responds to referrals in a timely fashion.</li> <li>-Teacher makes a thorough assessment of student's needs.</li> <li>-Teacher's assessment of the student is always completely accurate.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher responds to and initiates referrals.</li> <li>-Teacher makes a thorough assessment of the student's needs and consults with all member of the IEP team.</li> <li>-Teacher's assessment of the student is completely accurate. All testing protocol was followed.</li> </ul>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				

**Domain 3 for the Teacher of the Visual Impaired: Delivery of Services**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3b: Developing and Implementing Goals and Objectives Written on the IEP</b>	The goals do not exist or are not measurable and do not reflect important progress in the area of student need. Goals are inappropriate to either the situation, student age, or needs of the student.	Goals are rudimentary, stated as directions for the team or based on global assessments of student progress rather than specific to individual student needs. Goals are measurable but reflect limited suitability for the student's age needs and situation.	The goals are rigorous and address specific and important student needs. Goals are clear, measurable and suggest viable methods of assessment. Goals are suitable for student's age needs and situation, and are applicable for integration into the student's educational curriculum.	The goals represent a high-level of understanding of how to assimilate hearing strategies into the educational curriculum. Goals are clear, measurable and understood by a variety of team members. Goals permit viable methods of assessment and allow for progress. Goals are differentiated, in whatever way is needed, for individual students.

<p><b>3b: Critical Attributes</b></p>	<p>-Teacher does not use assessment results and/or current available data to formulate goals that address individual student needs.</p> <p>-Teacher does not write measurable or achievable goals that are aligned to the Common Core State Standards.</p> <p>-Teacher is unable to communicate rationale for targeted goal areas.</p> <p>-Teacher is unaware of related goals.</p>	<p>-Teacher inconsistently uses assessment results, and/or current available data to formulate goals that address individual student needs.</p> <p>-Teacher writes measurable and achievable goals that are aligned to the Common Core Standards in a limited way..</p> <p>-Teacher has limited communication regarding the rationale for targeted goal areas.</p> <p>-Teacher demonstrates some awareness of related goals.</p>	<p>-Teacher uses assessment results and/or current available data to formulate goals that address individual student needs.</p> <p>-Teacher writes goals that are consistently measurable and achievable, as well as aligned to the Common Core State Standards.</p> <p>-Teacher is able to communicate to parents and/or staff members the rational for the targeted goal areas.</p> <p>-Teacher shares responsibility for related goals.</p>	<p>-Teacher uses assessment results and/or current available data to formulate highly effective goals that address individual student needs.</p> <p>-Teacher collaborates with team members to write measurable and achievable goals that are aligned to the Common Core State Standards.</p> <p>-Teacher is able to effectively communicate to parents, students (as appropriate) and related staff members the rational for the targeted goal areas.</p> <p>-Teacher shares responsibility for related goals and collaborates with team members to maximize student success.</p>
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**Domain 3 for the Teacher of the Visually Impaired: Delivery of Services**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3c: Engaging Students in Learning</b>	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that the student has a considerable amount of “down time.”	The learning tasks and activities are activities fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to be mentally active. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support their engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged.	Student is intellectually engage in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenges that student to explain their thinking. There is evidence of some student contributions to the exploration of important content. The lesson has clearly defined structure, and the pacing of the lesson provides the student the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

<p><b>3c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>-Few students are intellectually engaged in the lesson.</li> <li>-Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>-The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>-Some students are intellectually engaged in the lesson.</li> <li>-Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>-Student engagement with the content is largely passive.</li> <li>-Few of the materials and resources require student thinking or ask student to explain their thinking.</li> <li>-The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>-Most students are intellectually engaged in the lesson.</li> <li>-Most learning tasks have multiple correct responses or approaches and/or encourage high-order thinking.</li> <li>-Student are invited to explain their thinking as part of completing tasks.</li> <li>-The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>-Virtually all students are intellectually engaged in the lesson.</li> <li>-Lesson activities require high-level student thinking and explanations of their thinking.</li> <li>-A variety of appropriate instructional materials and resources are available for the lesson and students.</li> <li>-Students have an opportunity for reflection on the activity provided as well as on the materials and resources provided.</li> </ul>
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**Domain 3 for the Teacher of the Visually Impaired: Delivery of Services**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3d: Sharing Expertise with Staff</b>	Visually Impaired Teacher models lessons and workshops are of poor quality or are not appropriate to the needs of teachers being served	The quality of the Visually Impaired Teacher’s model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served	The quality of the Visually Impaired Teacher’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served	The quality of the Visually Impaired Teacher’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers
<b>3d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-Teacher refuses to provide workshops or modeling to teachers.</li> <li>-Materials do not engage participants or align with goals of the workshop.</li> <li>-Instructional materials used are not suitable to the lesson and/or the participants.</li> <li>-The lesson/activity drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher provides workshops or modeling when requested, but does not volunteer to do so.</li> <li>-Materials engage participants at times.</li> <li>-Few of the materials and resources require thinking or ask participants to explain their thinking.</li> <li>-The pacing of the lesson/activity is uneven – suitable in parts but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher provides workshops when asked and volunteer to provide them when they see the need.</li> <li>-Materials and resources require intellectual engagement, as appropriate. Participants are engaged.</li> <li>-The pacing of the lesson/activity provides for the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher seeks out areas needing professional development and voluntarily presents or models for teachers/participants.</li> <li>-Materials and resources require intellectual engagement throughout the presentation.</li> <li>-Participants have an opportunity for reflection and closure on the lesson/activity to consolidate their understanding.</li> </ul>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				



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	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3e: Demonstrating Flexibility and Responsiveness</b>	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson in spite of evidence of its inadequacy	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective or adjustment occurs only when confronted with evidence of the need for change.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes opportunities to enhance learning from spontaneous events or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from within the school or outside of the school, teacher persists in seeking effective approaches for students who need help.
<b>3e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-Teacher ignores indications of student boredom or lack of understanding.</li> <li>-Teacher conveys to students that when they have difficulty learning it is their fault.</li> <li>-In reflecting on practice, teacher does not indicate that it is important to reach all students.</li> <li>-Despite evident student confusion, teacher makes no attempt to adjust the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher's efforts to modify the lesson are only partially successful.</li> <li>-Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.</li> <li>-In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so.</li> </ul>	<ul style="list-style-type: none"> <li>-When improvising becomes necessary, teacher makes adjustments to the lesson.</li> <li>-Teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</li> <li>-In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher's adjustments to the lesson, when needed, are designed to assist individual students.</li> <li>-Teacher seizes on a teachable moment to enhance a lesson.</li> <li>-In reflecting on practice, teacher can cite others on the IEP team and other sources whom s/he has contacted for assistance in reaching some students.</li> </ul>

**Evidence:**

[Click here to enter text.](#)

**Domain 3 for the Teacher of the Visually Impaired: Delivery of Services**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3f: Assisting in the Management of Assistive Technology Equipment, Large Print or Braille Books</b>	Visually Impaired Teacher fails to maintain equipment and/or does not complete orders from the Illinois Instructional Material Center (IIMC) when appropriate.	Teacher occasionally maintains equipment. Book and tangible materials are ordered from Illinois Instructional Material Center (IIMC) when appropriate.	Visually Impaired Teachers check on equipment on a regular basis and troubleshoot when a problem occurs. Books and tangible materials are ordered from the Illinois Instructional Material Center (IIMC) when appropriate.	Visually Impaired Teacher checks on equipment to make sure it is working properly instead of waiting for a problem to arise. Books and tangible equipment is ordered from the IIMC when appropriate.
<b>3f: Critical Attributes</b>	<ul style="list-style-type: none"> <li>-Equipment is not maintained.</li> <li>-Book and tangible materials are not ordered from IIMC (when appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>-Equipment is only checked when there is a problem.</li> <li>-Books and tangible materials are ordered from IIMC (when appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>-Equipment is checked regularly and the Visually Impaired Teacher troubleshoots when a problem arises.</li> <li>-Books and tangible materials are ordered from IIMC.</li> </ul>	<ul style="list-style-type: none"> <li>-A schedule is made to regularly check equipment and troubleshoot when a problem arises.</li> <li>-Teacher follows the maintenance schedule.</li> <li>-A wide variety of books, based on student interested, and tangible materials are ordered from IIMC.</li> </ul>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				



**Domain 3 for the Teacher of the Visually Impaired: Delivery of Services**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3g: Demonstrating Competence in Braille</b>	Visually Impaired Teacher does not know grade 1 or grade 2 Literary Braille or have knowledge of pre-Braille skills needed to learn Braille.	Visually Impaired Teacher knows basic Grade 1 and 2 Braille and has a basic knowledge of pre-Braille skills needed before learning Braille.	Visually Impaired Teacher knows Literary Braille (Grade 1 and 2) and has competent knowledge of pre-Braille skills needed before learning Braille.	Visually Impaired Teacher is competent in Grade 1 and Grade 2 Literary Braille, has knowledge of pre-Braille skills and knows multiple methods to instruct these skills.
<b>3g: Critical Attributes</b>	<p>-Teacher is unable to Braille print material or visually read Grade 1 or 2 Literary Braille.</p> <p>-Teacher does not have knowledge of prerequisite skills for Braille.</p>	<p>-Teacher is able to Braille Grade 1 Braille from print material, and visually read Literary Braille.</p> <p>-Teacher has basic knowledge of prerequisite skills needed for Braille.</p>	<p>-Teacher is able to Braille Grade 1 and Grade 2 Braille from print material and visually read Literary Braille.</p> <p>-Teacher has competent knowledge of prerequisite skills needed for Braille.</p>	<p>-Teacher is able to Braille Grade 1 and Grade 2 Literary Braille from print material and visually read Literary Braille, and has basic knowledge of Nemeth Code.</p> <p>-Teacher has proficient knowledge of prerequisite skills needed for Braille.</p>
<p><b>Evidence:</b></p> <p>Click here to enter text.</p>				

**Domain 4 for the Visually Impaired: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4a: Reflecting on practice</b>	Teacher does not reflect on practice or the reflections are inaccurate or self-serving.	Teacher's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies.
<b>4a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>- Does not assess the effectiveness of professional practice</li> <li>- Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently assesses the effectiveness of professional practice</li> <li>- Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately assesses the effectiveness of professional practice</li> <li>- Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved</li> </ul>	<ul style="list-style-type: none"> <li>- Regularly and accurately assesses the effectiveness of professional practice</li> <li>- Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved</li> </ul>
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

**Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4b: Maintaining accurate records</b>	Teacher does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.	Teacher has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline.	Teacher has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline.	Teacher has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel.
<b>4b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>- Records are inaccurate and/or unavailable</li> <li>- Does not follow procedures for obtaining and maintaining records</li> <li>- Does not attend trainings/in-services provided by the district about updates to district/legal mandates</li> <li>-No data management system</li> </ul>	<ul style="list-style-type: none"> <li>- Records are somewhat accurate and inconsistently accessible</li> <li>- Inconsistently follows procedures for obtaining and maintaining records</li> <li>- Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates</li> <li>-Inconsistent data management system</li> </ul>	<ul style="list-style-type: none"> <li>- Records are accurate and accessible when needed</li> <li>- Follows correct procedures for obtaining and maintaining records</li> <li>- Attends trainings/in-services provided by the district about updates to district/legal mandates</li> <li>- Utilizes an effective data management system and can readily access data</li> </ul>	<ul style="list-style-type: none"> <li>- Records are always accurate and accessible when needed</li> <li>- Follows correct procedures for obtaining and maintaining records</li> <li>- Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues</li> <li>- Can produce and explain his/her data</li> </ul>
<p><b>Evidence:</b>  <a href="#">Click here to enter text.</a></p>				

**Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4c: Collaborating with Stakeholders</b>	Teacher does not respond to staff and parent requests for information.	Teacher responds to staff and parent requests for information within a reasonable timeline.	Teacher initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries.	Teacher proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.
<b>4c: Critical Attributes</b>	<ul style="list-style-type: none"> <li>- Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies</li> <li>- Does not respond to communication requests made by students, parents, staff, and/or community agencies</li> <li>- Communication during meetings or consultation is ineffective or disrespectful</li> <li>- Does not advocate for the best interests of the student</li> </ul>	<ul style="list-style-type: none"> <li>- Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies</li> <li>- Slow to respond to communication requests made by students, parents, staff, and/or community agencies</li> <li>- Communication during meetings or consultation can be ineffective</li> <li>- Inconsistently advocates for the best interests of the student</li> </ul>	<ul style="list-style-type: none"> <li>- Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies</li> <li>- Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them</li> <li>- Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion</li> <li>- Communication during meetings or consultation is effective and meaningful</li> <li>- Advocates for the best interests of the student</li> </ul>	<ul style="list-style-type: none"> <li>- Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies</li> <li>- Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them</li> <li>- Initiates communication and responds to requests made by students, parents, staff, and/or community agencies</li> <li>- Facilitates effective communication during meetings or consultation</li> <li>- Always advocates for the best interests of the student</li> </ul>

**Evidence:**

Click here to enter text.

**Domain 4 for the Visually Impaired: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4d: Participating in a professional community</b>	Teacher does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional.	Teacher inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial.	Teacher attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.
<b>4d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>- Aversive to feedback from colleagues and administration</li> <li>- Does not participate in professional collaboration</li> <li>- Does not attend department meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently accepts feedback from colleagues and administration</li> <li>- Participates in professional collaboration, but does not contribute</li> <li>- Inconsistently attends and rarely participates in department meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Accepts feedback from colleagues and administration in order to improve practice</li> <li>- Regularly participates in professional collaboration and makes contributions</li> <li>- Consistently attends and participates in department meetings</li> <li>- Provides in-services or presentations to team</li> <li>- Participates on and contributes to building-level committees as requested</li> </ul>	<ul style="list-style-type: none"> <li>- Solicits feedback from colleagues and administration in order to improve practice</li> <li>- Assumes a leadership role in professional collaboration</li> <li>- Consistently attends and provides expertise to department meetings</li> <li>- Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district</li> <li>- Participates on and contributes to district-level committees</li> </ul>
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

**Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4e: Growing and developing professionally</b>	Teacher does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>- Does not seek opportunities for continued professional development</li> <li>- Does not participate in any activity that might enhance knowledge or skill.</li> <li>- Purposefully resists discussing performance with supervisors or colleagues.</li> <li>- Makes no effort to participate in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>- Rarely seeks opportunities for continued professional development</li> <li>- Participates in professional development when they are required.</li> <li>- Reluctantly accepts feedback from supervisors and colleagues.</li> <li>- Rarely participates in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>- Seeks opportunities for continued professional development</li> <li>- Seeks regular opportunities for professional development.</li> <li>- Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</li> <li>- Actively participates in organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>- Seeks opportunities for continued professional development</li> <li>- Seeks regular opportunities for continued professional development, including initiating action research.</li> <li>- Actively seeks feedback from supervisors and colleagues.</li> <li>- Takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul>
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

**Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4f: Showing Professionalism</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Teacher is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Teacher can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs.
<b>4f: Critical Attributes</b>	<ul style="list-style-type: none"> <li>- Dishonest</li> <li>- Does not notice the needs of students</li> <li>- Engages in practices that are self-serving</li> <li>- Willfully rejects district regulations</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently honest</li> <li>- Notices the needs of students, but is inconsistent in addressing them</li> <li>- Does not notice that practices are ineffective or that they result in poor outcomes for students</li> <li>- Complies with district regulations</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently honest and known for having high standards of integrity</li> <li>- Actively addresses student needs</li> <li>- Actively works to provide opportunities for student success within the psychological practice</li> <li>- Complies with district regulations</li> </ul>	<ul style="list-style-type: none"> <li>- Considered a leader in terms of honesty, integrity, and confidentiality</li> <li>- Proactively addresses student needs</li> <li>- Makes a concerted effort to ensure opportunities are available for student success within the psychological practice</li> <li>- Takes a leadership role regarding district regulations</li> </ul>
<p><b>Evidence:</b>  <a href="#">Click here to enter text.</a></p>				