



***RIDE for TVIs: Rubric for
Instructional Development and
Effectiveness for Teachers of
Students with Visual Impairments***

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RIDE  ***for TVIs***

Rubric for Instructional Development and Effectiveness for Teachers of Students with Visual Impairments

Use of Rubrics for Teacher Observation Feedback

- There are numerous rubrics being used to evaluate the effectiveness of teaching for certification candidates and for inservice teachers focusing on general education classrooms such as *Assessment of Classroom Effectiveness (ACE)* (The New Teacher Project, 2011), *Framework for Teaching Evaluation Instrument (Danielson, 2011)*, and *TAP™: The System for Teacher and Student Advancement (TAP, 2011)*.
- None of these rubrics are designed for TVIs, and particularly not itinerant TVIs, and often evaluate items that are not relevant to this teaching position but yet are used by administrators for evaluation purposes.

What is a rubric?

- A rubric can be defined as a **document that describes specific expectations** of a performance, activity, experience, or product by providing a list of explicit criteria addressed during the activity or by the product, **along with levels of quality for each of those criteria** (Arter & Chappuis, 2006).
- A rubric should **include three essential features: evaluation criteria, quality definitions for those criteria, and a scoring strategy** (Popham, 1997).

Observations and Teaching Effectiveness During Practicum

- Evidence supporting the **use of lesson observations** by teacher certification programs suggests that observations are one of the primary methods of assessing teaching effectiveness (Wright, 2011; Kennedy, 2010; Sullivan & Glanz, 2009).
- Teacher observations are key components in evaluative information, which is used to rate and/or pass teacher certification requirements.
- Until the introduction of the *RIDE* in the fall of 2012, feedback for these observations has typically been non-specific and unstructured, using a variety of checklists or open-ended feedback forms.

Purposes of the *RIDE*

1. The *RIDE* is an observation feedback rubric that has been created specifically as a tool for evaluating observations of TVIs during the internship/practicum phase of their training.
2. The goal of using the *RIDE* is to increase TVI instructional effectiveness over time.
3. The *RIDE* provides feedback that is unique to this teaching position and is especially effective for providing feedback to itinerant TVIs.
4. The *RIDE* focuses on the instructional domains of an effective lesson for a TVI and can guide the TVI in planning and conducting lessons.

Uses of the *RIDE*

- The *RIDE* can be used for observing lessons of itinerant TVIs as well as TVIs who work in a classroom setting (e.g., at a residential school).
- The *RIDE* can be used for self-reflection and self-evaluation of video lessons.
- It does not work particularly well for providing feedback on evaluations (e.g., FVE/LMA).
- Additional use of the *RIDE* may be as part of an evaluation process for supervisor observations of inservice TVIs.

Field Testing of the *RIDE*

- The *RIDE* was field tested over the last two years with Texas Tech University TVI interns and their Cooperating TVIs and University Supervisors, and modifications have been made based on their feedback.
- The *RIDE* will continue to be validated by having other TVI personnel preparation programs use it and provide feedback in the future.

Eight Domains of TVI Effectiveness in *RIDE*

- I. Utilizing Instructional Time
- II. Communicating for Student Understanding
- III. Differentiating for Individual Student or Student Group
- IV. TVI as Knowledgeable Practitioner in the Expanded Core Curriculum (ECC) and Evidence-Based Practices (EBPs)
- V. Learning Environment to Facilitate Student Success
- VI. Integration of Technology and Tools
- VII. Student-Centered, Higher Order Thinking
- VIII. Working Collaboratively with Partnering Educational Team Members

Evidence Sheet to Use During Observations

Time	Evidence	Competencies
0:01	TVI – “Before we get started we’re going to go over scores from how you did last Monday.” Two kinds of scores, Big ‘A’ word – Accuracy”	1, 5, 13, 23
0:01	TVI – “Do you know what accuracy means?”	6, 13, 22
0:01	TVI has chart of student’s data from previous keyboarding lesson.	1, 2, 8, 9, 13, 14, 15, 17, 28
0:02	TVI – “You’re an accurate typer. That means you don’t make mistakes.”	5, 11, 23
0:02	S – “What is this?” TVI – “What does that one say?” S – “Words per minute”	6, 7, 11, 13, 18, 22, 24

Scoring on Rubric

- There are **5 rating levels (1-5)** for each skill area for each question- a **3 is considered “Effective”**
- Most new TVIs or TVIs in training would **typically not have many 4’s or 5’s** (especially at the beginning of their internship).
- **N/A should be used rarely-** most lessons should have all of the skills in them.
- The space for **Strengths of Lesson and Suggestions for Improvement** by each item is extremely important to complete with specific feedback on each item.

RIDE for TVIs

Rubric for Instructional Development and Effectiveness for Teachers of Students with Visual Impairments

Date:	06/27/14	School/Lesson Location:	Tuscumbia, AL
Observer:	Anne S.	Lesson Topic:	Keyboarding
TVI/Intern/ Practicum Student:	Helen K.	Length of Lesson (in minutes):	25 mins.
Student/Grade Level/Age:	Jill P./second grade		

I. Utilizing Instructional Time:

TVI is organized, prepared, and efficient in utilizing instructional time.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
1. Was the lesson well-planned and organized?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The TVI prepared materials and adjusted the height of the computer and monitor to meet the student's needs.
2. Was the TVI prepared to teach the planned lesson?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The lesson had a clear beginning, middle, and end and was based on research (with colleagues) and data (from previous lessons).
3. Did the TVI maximize lesson time by ensuring the student was engaged in meaningful activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TVI went above-and-beyond to keep the student focused for a longer-than-normal lesson on a Monday morning, despite the student's anxieties, tiredness, and reluctance to cooperate with keyboard cover. Having the student "help" color in the progress monitoring chart provided a nice break for her.
4. Was the lesson reviewed, evaluated, and terminated appropriately?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As we discussed, the end of the lesson was a bit more condensed than the beginning, leading the TVI to question her data, but she still took time to have the student engage in evaluating the final part of the lesson and discussed the future lesson. I can't think of a better way to have ended the lesson – perhaps you could have spent less time on the initial portion (without the keyboard cover), leaving you a roughly equivalent amount of time to try out the keyboard cover.
Total for columns:	15	4	0	0	0	Average:	4.75

II. Communicating for Student Understanding:

TVI is intuitive, engaging, and intentional when communicating for student understanding.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
5. Did the TVI explain the lesson in a clear, concise manner?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	You shared that you felt that you failed to explicitly remind the student of the ultimate goal and objective, but I think you covered this by having the student review the progress monitoring charts. The student clearly understood the lesson and the objective and was able to evaluate (twice) her efforts to master the objective.
6. Did the TVI provide constructive feedback (i.e., prompting, reinforcement) that was clear and check for student understanding during the lesson?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent rapport with the student – you regularly checked for understanding of certain vocabulary words (e.g. accuracy, index finger). You also acknowledged her dislike of the keyboard cover but were able to talk her into cooperating. Feedback was specific and meaningful (especially the charts and discussion of target accuracy and WPM). Some of the prompts had to be repeated multiple times (use fingers to find the home row) but you remained positive and balanced any constructive criticism with lots of specific praise.
7. Did the TVI create opportunities for the student to assess his/her own understanding or demonstrate the skill?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The TVI has developed a consistent lesson structure which includes discussing the day's goals and then helping the student chart progress (in an age appropriate manner with markers on a bar graph) and self-assess.
Total for columns:	10	4	0	0	0	Average:	4.67

III. Differentiating for Individual Student or Group:

TVI is perceptive and adaptive in differentiating for student needs.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
8. Did the TVI utilize appropriate methods, modifications, and strategies for teaching students with visual impairments, including what has been agreed upon in the IEP based on evaluation data (i.e., accommodations and modifications, communication mode, BIP, etc.)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Printed materials and the computer hardware and software were customized for student's needs. TVI used the lesson to evaluate the effectiveness of an additional accommodation (keyboard cover).
9. Did the TVI anticipate the student's unique needs associated with his/her learning, and was a plan for individualized needs evidenced in the lesson?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TVI also accommodated for student not feeling well and being anxious by offering lots of encouragement and minimizing stress.
10. Did the TVI allow adequate time or provide modification for the student's individual needs, physical and intellectual limitations, etc.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If you have a conflict causing a lesson like this to be shortened – to try to condense the activities a little more evenly during the remaining time frame, or you consider postponing the last portion of the lesson (but I know you wanted to collect data on the keyboard cover).
11. Did the TVI demonstrate teaching skills that fostered independence and self-worth in the student?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Many instances of specific, encouraging praise "you are accurate in your typing" and "that's a good question." The student was provided with information and tools to self assess.
12. Did the TVI convey how the lesson was meaningful or applicable to the student's life?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Great job talking about building the skills needed to be a faster typist. Also be sure the student understands why it's valuable to be a fast typist. Maybe introduce her to some of the people in the office who type fast or some older students so that she understands how typing skills will be meaningful to her in the future.
Total for columns:	15	4	3	0	0	Average:	4.4

IV. TVI as Knowledgeable practitioner in the Expanded Core Curriculum and Evidence-Based Practices:

TVI is knowledgeable and comprehensive as a practitioner in the ECCs and EBPs.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
13. Did the TVI teach ECC skill areas to meet student needs in the learning environment and infuse other ECC areas into the lesson (i.e., discussing appropriate social skills during a braille lesson)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	You incorporated many areas of AT and technology in general, helping the student better understand the purpose of keys on the keyboard, indicators on the screen, and relevant vocabulary. You promoted self-determination by asking the student to provide feedback and acknowledging student's feelings. Academic/compensatory academic skills were also included with graph-making and reading.
14. Did the TVI demonstrate knowledge of evidence-based practices in his/her instructional program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent teaching methods. I would only add that checking on age appropriateness of typing speeds might have changed your goal for the lesson. This resource has a lot of good information: http://indicators.knowbility.org/docs/resourcebank/hwwriting_kybdng_rate_info.pdf An average handwriting speed for a 2nd grader is around 6 or 7 WPM, so if the goal is to provide an alternative to handwriting in her classes, then as long as she's at least 7 WPM, she's on track (although she'll need additional setup time to use a computer versus students writing on a worksheet).
15. Did the TVI use an appropriate and consistent data collection method to track student progress?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective inclusion of the student in the data collection process. The TVI established a system for tracking data consistently over time which will enable clear monitoring of progress towards goal. The teacher's written reflections also enabled record-keeping relevant to the student's anxieties and the impact of the delayed arrival. Be sure to take these external factors into account when reviewing data.
Total for columns:	0	8	3	0	0	Average:	3.67

V. Learning Environment to Facilitate Student Success:

TVI is organized and respectful in the learning environment to facilitate student success.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
16. Was the learning environment easy to navigate and organized?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Environment seemed ergonomically appropriate (customized) and appropriate for student's low-vision needs.
17. Did the learning environment include individualized resources and materials that meet student needs and/or address IEP goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Custom progress tracking charts, individualized keyboard and software settings
18. Did the TVI promote the belief that everyone can learn and communicate high behavioral expectations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using positive reinforcement, TVI was able to get the student to comply with trying out a new accommodation (even though the student had originally seemed like she was going to strongly resist). Great feedback statement: "You're a pretty good typist! One of the fastest second grade typers I know!" The TVI also acknowledged that the student was feeling tired; recognized that some key strokes are difficult but applauded student for trying.
Total for columns:	10	4	0	0	0	Average:	4.67

VI. Integration of Technology and Tools:

TVI is proficient and forward-thinking in integrating technology and tools.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
19. Did the TVI utilize appropriate technology solutions to meet student needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Talking Typer is age-appropriate and especially useful for students with visual impairments. Large monitor and, high-contrast keyboard also appropriate.				
20. Did the TVI integrate technology and/or tools that directly relate to immediate and long-term student goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Keyboarding tools directly related to student goal of completing written assignments independently. She'll also need to learn to use Magic or other software for screen magnification so that she can setup Word documents for typing.				
21. Did the TVI's instruction promote independent use of technology and tools?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TVI went beyond having the student independently use Talking Typer. She also let the student participate in taking a screen shot of the scores and provided extra descriptions of tasks that had to be completed with the software set to lower font sizes. (When the student is introduced to screen magnification, then she may be able to learn those tasks independently as well.)				
Total for columns:	15	0	0	0	0	Average:	5

VII. Student-Centered, Higher Order thinking:

TVI is patient ant promotes student-centered, higher ordered thinking skills

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
22. Was the student being asked to use critical thinking skills (questioning, making decisions, making associations, problem solving), based on student skill level?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I agree with your self-assessment. Since this lesson was primarily driven by the Talking Typer program (which doesn't ask higher-order questions), the focus was primarily on student performance of skills to improve memory and muscle-memory. Having the student engage in charting her own progress was an age-appropriate, critical thinking task.
23. Did the TVI use developmentally-appropriate explanations and emphasize key points to elicit critical thinking?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	You did pause to address more complex questions from the student ("What's that 'dot dot' symbol?" and lots of "Why?" at the end). You might consider turning those questions around and asking, "Well what do you think that symbol means?" or "Why do you think some people like to learn using the keyboard cover?"
24. Did the TVI allow adequate wait time for student processing and response?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I agree with your self-reflection. You provided plenty of wait time although the student didn't seem to need much except for to get started typing.
Total for columns:	5	4	3	0	0	Average:	4

VIII. Working Collaboratively with Partnering Educational Team Members:

TVI is communicative and team-oriented while working collaboratively with partnering educational team members.

TVI Rating	Highly Effective 5	4	Effective 3	2	Ineffective 1	N/A	Strengths of Lesson and Suggestions for Improvement
25. Was there evidence that the TVI collaborates with classroom teacher, paraeducators, and/or family members?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TVI collaborates with a variety of professionals and paraprofessionals to gather data, solicit feedback, and brainstorm solutions. TVI was especially insightful about factors that affected the student's motivation.
26. Was there evidence that the TVI collaborates with related service professionals (TVI incorporates skills into learning activity)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TVI worked with colleagues to acquire necessary materials. Could you specifically address or help monitor an OT or PT goal or objective with this lesson?
27. Was there evidence that the TVI prepares for necessary evaluations and assessments with other team members in a timely and organized manner?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TVI completed AT Assessment on time and in collaboration with educational team.
28. Was there evidence that the TVI accesses available resources?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TVI collected, acquired, and custom-made appropriate resources for teaching lesson and supporting student.
Total for columns:	10	4	3	0	0	Average:	4.25

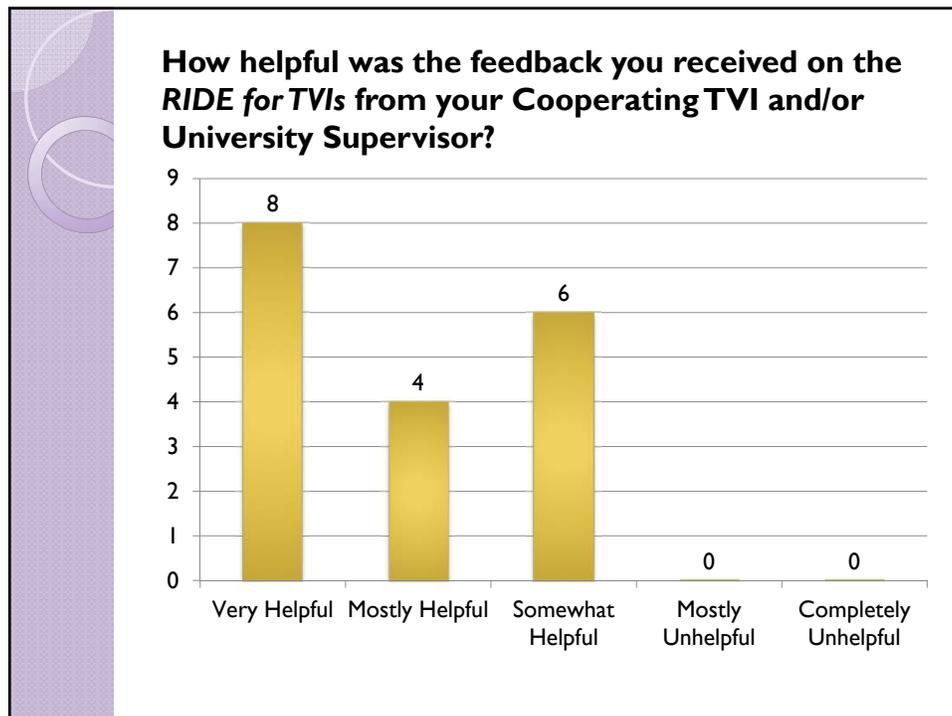
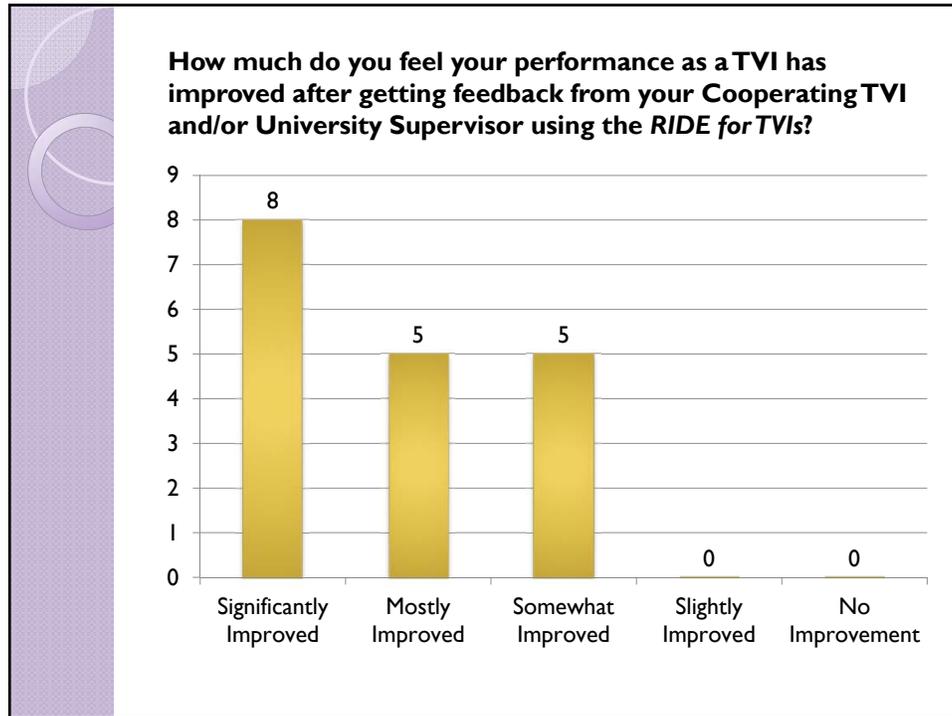
Final score

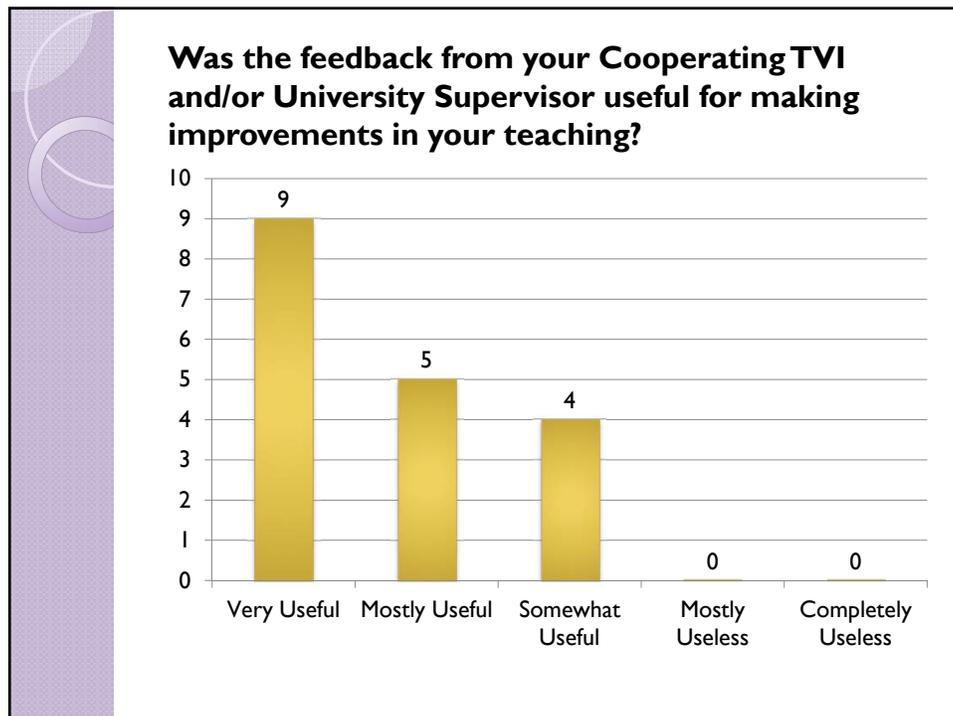
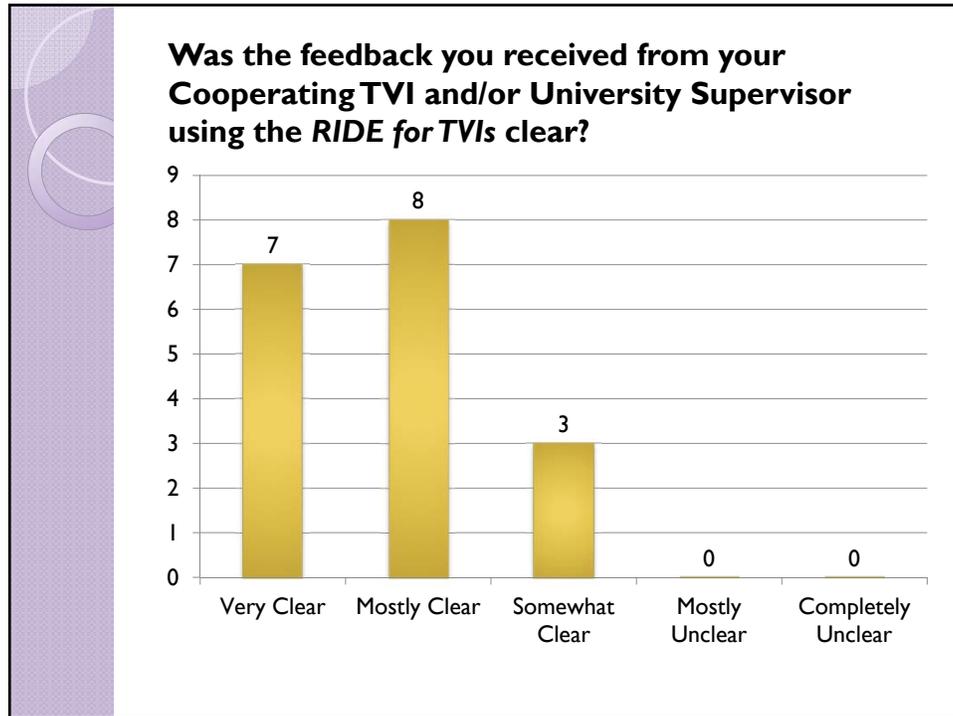
Additional Comments:	Fantastic! Excellent job using feedback from previous <i>RIDE</i> to make this lesson even better!
TOTAL:	124
Average:	4.43

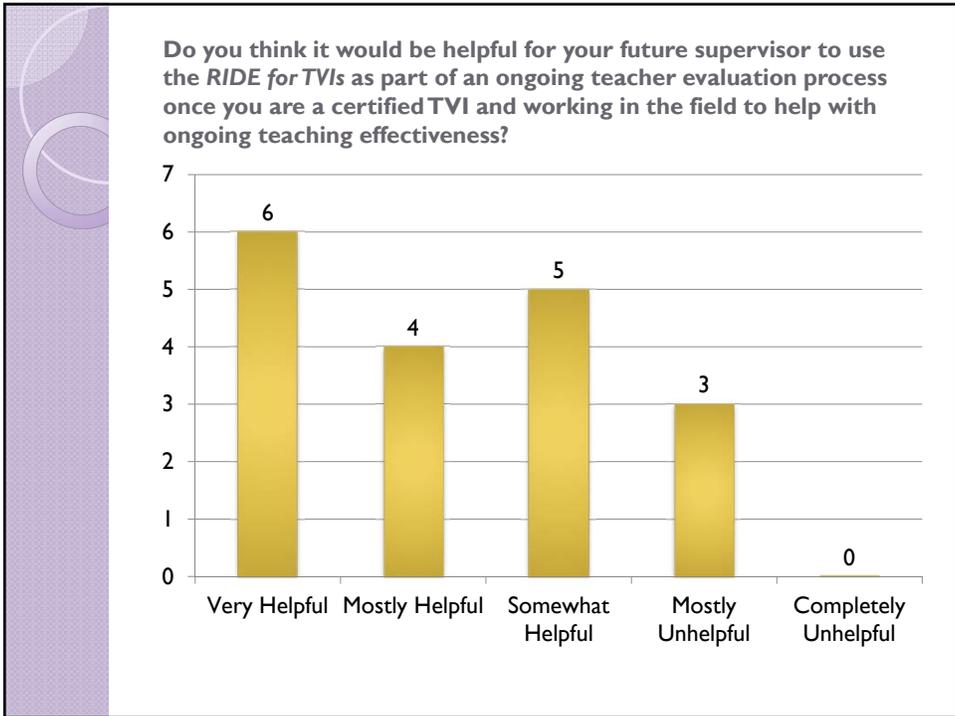
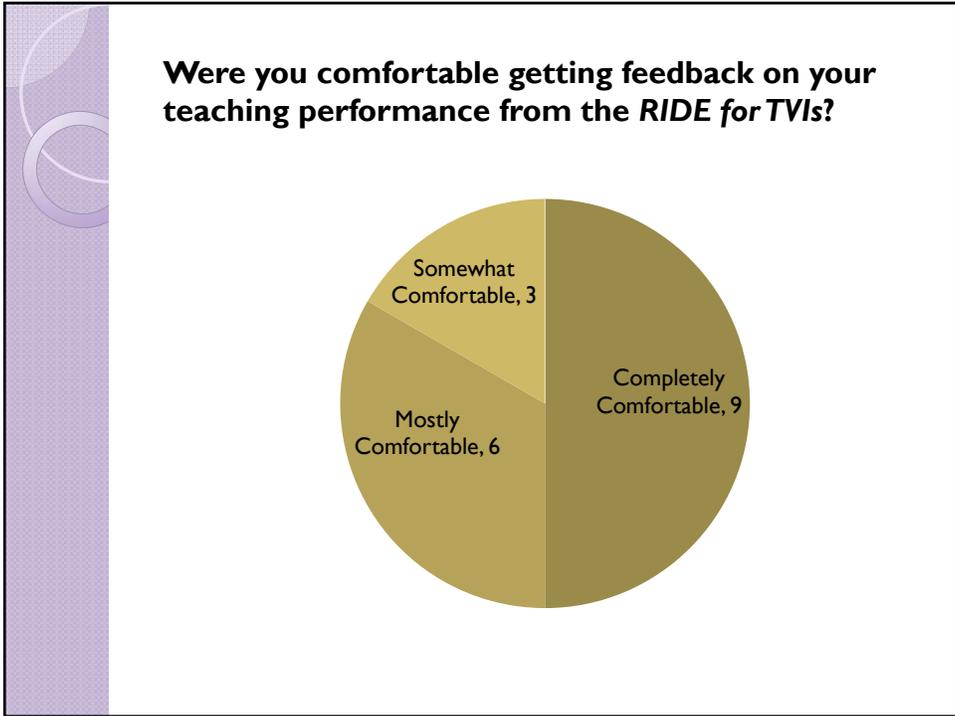
Results of Intern Survey

n = 18

An electronic survey about the *RIDE* was sent to 26 interns who were observed and who received feedback on the *RIDE* during the 2013-2014 academic year.







Qualitative Data from Survey Intern Responses:

In what ways did the *RIDE* provide useful feedback that helped improve your teaching?

“They helped with making improvements in my teaching by staying organized and prompt. They also taught me how important it is to keep and maintain data while working with students.”

“I used the strategies learned when teaching, and my students progressed at a faster rate.”

Qualitative Data from Survey Intern Responses:

In what ways was the rubric helpful to you in planning your lessons and reflecting on your teaching practices?

“It allowed me to realize the successful strategies that I was incorporating so I could specifically implement those strategies in future lessons and with different students. It also helped me to think about areas where improvement was needed so I could plan accordingly and address those areas to lead to more successful lessons with students in the future.”

“The form provided a written reminder of those things in which I excelled and those areas needing work. So, the form served as a reminder as well as a positive reinforcement.”

Qualitative Data from Survey Intern Responses:

In what ways was the rubric helpful to you in planning your lessons and reflecting on your teaching practices?

“The rubric helped me to stay focused on the learning goal that I was addressing. The rubric helped me to keep my lessons simple and not too complex.”

“The most beneficial aspect of the comments was being able to see the classroom and my instructional delivery through someone else’s eyes. There were certain things that I was not even noticing, or my perspective was different.”

Qualitative Data from Survey: Intern Suggestions for Rubric Use

“My cooperating TVI is my current supervising teacher. She noted several times how much she learned by using the form and that it was much more detailed than the current forms the administrative teams use to evaluate teaching at our school. Please stress to upcoming cooperating TVIs and university supervisors the importance of detailed feedback in the comments areas of the forms. A check mark as a '4', '3', '2', or '1' isn't as helpful as having an explanation of why we received those scores.”

“It is an effective tool.”

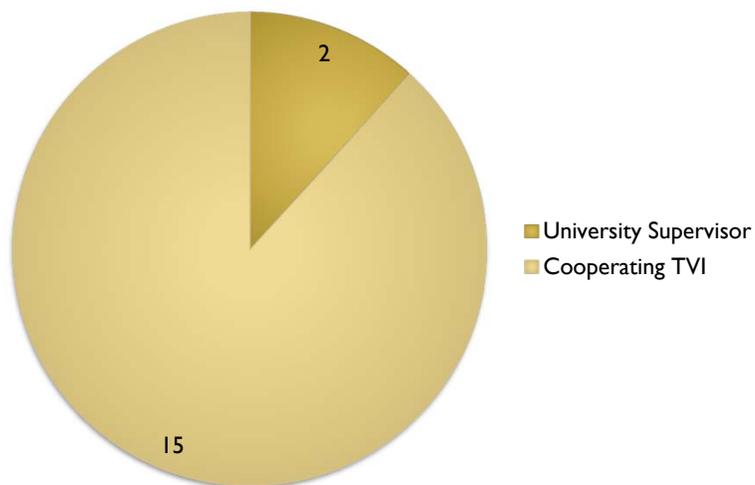
“It is a good tool. However, the tool's value is greatly influenced by the user of it. I was fortunate to have the Cooperating TVI that I had who was very good at providing feedback, her reasoning behind it, and suggestions to use in the future.”

Results of Cooperating TVI/ University Supervisor Survey

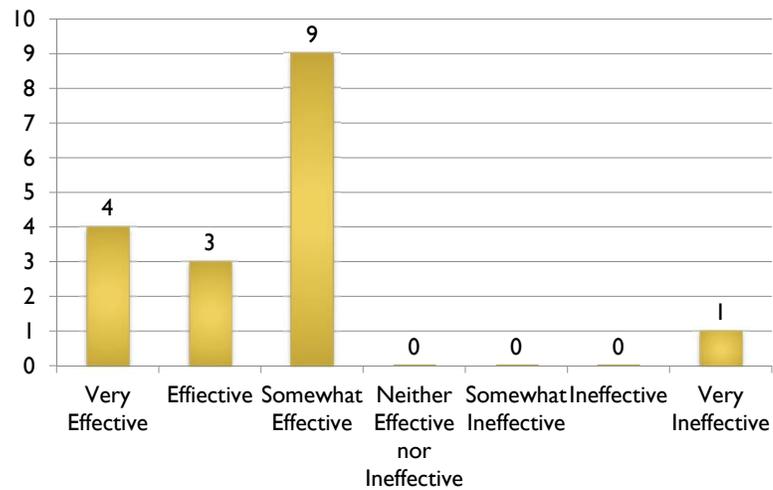
n= 17

Electronic survey was sent to 24 Cooperating TVIs and to 5 University Supervisors who observed TVI interns from Texas Tech University during the 2013-2014 academic year.

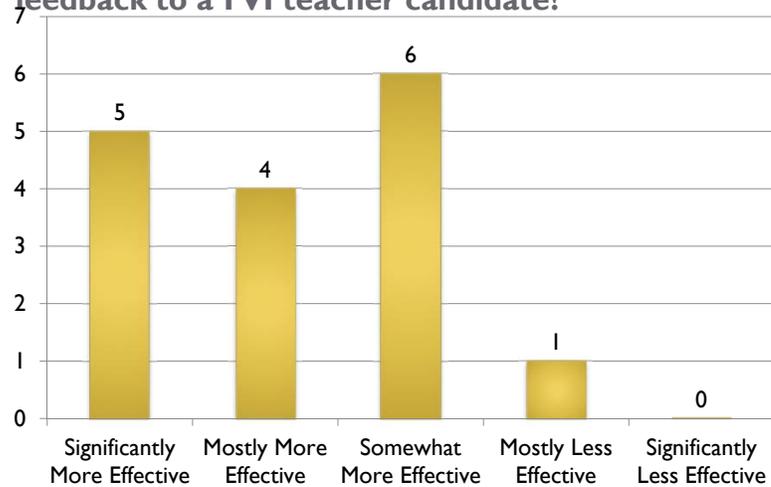
I. Indicate whether your role was a Cooperating TVI or a University Supervisor.

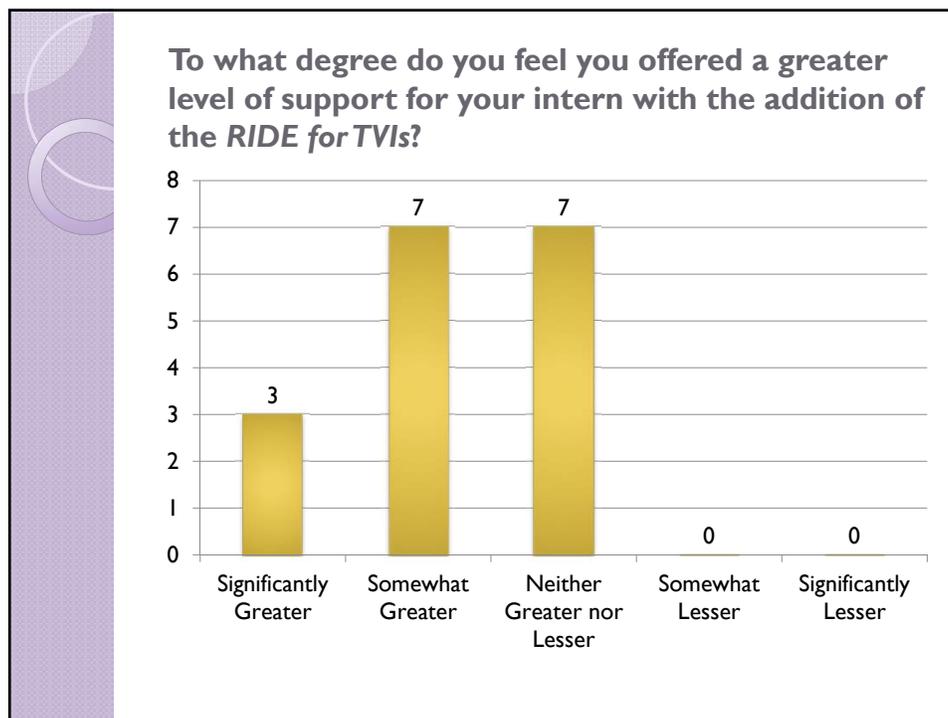
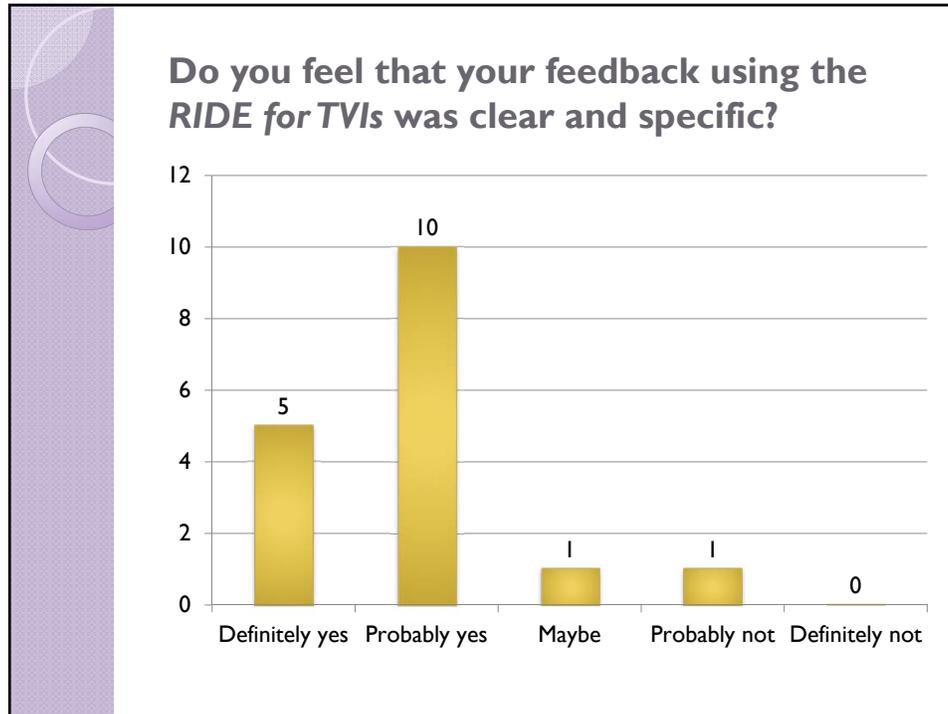


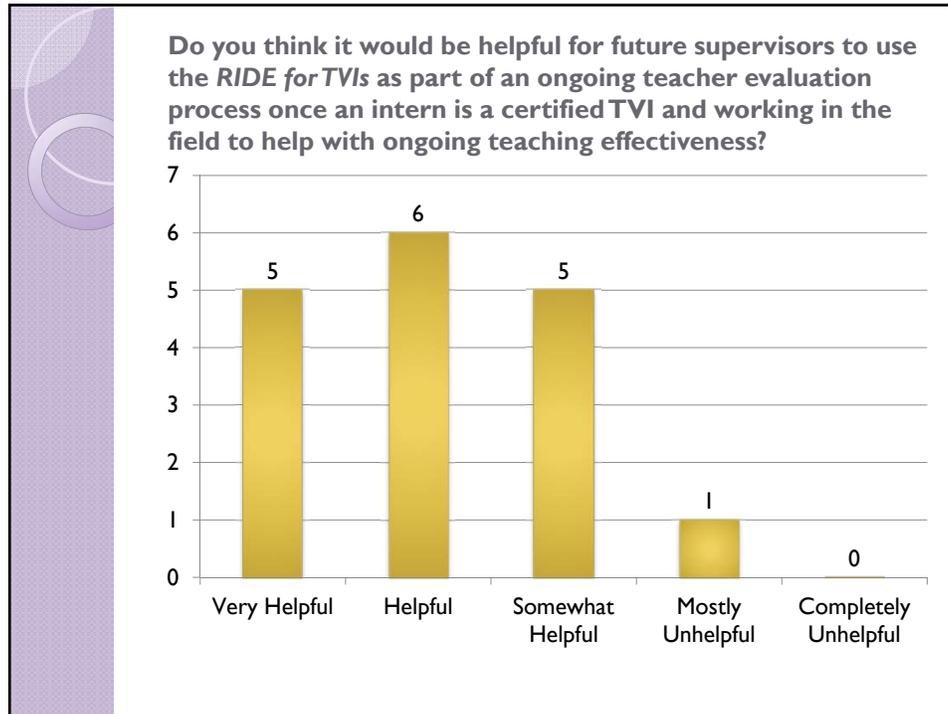
How effective do you feel your feedback using the *RIDE for TVIs* was in helping your intern improve his/her teaching skills?



Compared to other observation tools you have used previously, how much more effective do you feel the *RIDE for TVIs* is in providing meaningful feedback to a TVI teacher candidate?







Qualitative Data from Survey
Cooperating TVI Responses:
How has using the *RIDE for TVIs* feedback rubric changed the observation feedback you are providing to your intern?

“In several situations, I had mentioned in my notes other possible ways to do something my intern had planned during her period with the student, and she came back with another lesson, adding in my suggestion. I was just floored. It was a beautiful lesson in which the TVI used the iPad to introduce and review the lesson in a way that was so exciting for the student. The whole lesson was so tight and perfect. The first lesson was nice and good, but using input from the *RIDE*, she made it really wonderful. I think that experience made me think about the information on the *RIDEs* in a different, less negative way.”

Qualitative Data from Survey Cooperating TVI Responses:

How has using the *RIDE for TVIs* feedback rubric changed the observation feedback you are providing to your intern?

“It gives a more directed approach and specific information regarding targeted areas on which the TVI needs to focus. The comments given were the driving force behind the effectiveness of the rubric.”

“I feel it is making me more likely to give specific examples for feedback, rather than general.”

Qualitative Data from Survey: Cooperating TVI Suggestions for Rubric Use

“Making it "online" friendly as not to use so much paper and ink and allow it to be submitted immediately to TTU. I'm not sure this is possible, but sending it electronically would've saved time and resources.”

“More detailed information on determining a score would be helpful; fewer questions, please. Sample lessons and scoring for a variety of types of students would also be helpful.”

“I think what I liked best about the *RIDE* was that it made me think about some things that I do or do not do during a lesson. And I hope that is what my intern got out of the experience as well - greater thoughtfulness about what we do as teachers, a desire to be as effective as possible.”

Qualitative Data from Survey: Cooperating TVI Suggestions for Rubric Use

- “Ease of use, and understandability, are excellent. ...If some of the more similar ones could be combined, so that the rubric was shorter ... that would be appreciated. Also ... since it is an electronic tool, it would be much appreciated if the rubric scored itself.”

RIDE for TVIs Additional Professional Competencies

Competency Area	Skills	5 - Exceeds expectations	4	3 - Meets expectations	2	1 - Below expectations
Evaluation	• Ability to conduct a collaborative assistive technology evaluation and make recommendations for appropriate high and low tech devices.					
	• Ability to conduct a functional vision evaluation and prepare an appropriate written report identifying findings.					
	• Ability to perform a learning media assessment, to identify appropriate learning media, and prepare an appropriate written report identifying findings.					
	• Ability to conduct appropriate evaluations in all areas of the expanded core curriculum.					
Professional Communication	• Ability to establish rapport with administrators, teachers, and other professionals.					
	• Ability to work constructively with parents, family members, and school and agency personnel in a collaborative team model.					
Professional Development	• Provides evidence of continuing professional education activities, including workshops, inservices, curriculum development, mentoring, and college coursework.					
Compliance with Policies, Operating Procedures and Requirements	• Ability to follow school policies and procedures and use school documents appropriately, including: - maintaining student confidentiality - completing required documentation - participating in other school activities (faculty meetings, curriculum meetings, staff development opportunities, parent meetings, conferences, home visits, etc.), as applicable.					
Improvement of All Students' Academic Performance	• Provides documentation demonstrating student progress and outcomes related to students' IEP goals and objectives.					
	• Ensures that accommodations and modifications are being implemented for statewide assessments, as appropriate.					

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Next Steps

- Electronic version of *RIDE* that adds up scores automatically.
- Would like other TVI personnel preparation programs to use the *RIDE* with their interns/practicum students next year.
- Continue to revise and make adjustments based on user feedback.
- See if it would also be of value to school administrators as part of the evaluation process of inservice TVIs with addendum addressing other areas of professionalism.

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