## Domain 1: Planning

### 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.

- 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).

### 1.2 Data & Assessment
The teacher uses formal & informal methods to measure student progress, then manages & analyzes student data to inform instruction.

- 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.

### 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.

- 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.

### 1.4 Activities
The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence & achievement.

- 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.
## Domain 2: Instruction

<table>
<thead>
<tr>
<th>2.1 Achieving Expectations</th>
<th>Evidence for TVI</th>
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| The teacher supports all learners in their pursuit of high levels of academic & social-emotional success. | • 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 |

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<tr>
<th>2.2 Content Knowledge &amp; Expertise</th>
<th>Evidence for TVI</th>
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| The teacher uses content & pedagogical expertise to design & execute lessons aligned with state standards, related content & student needs. | • Use of task analysis to break skill into smallest steps necessary for student understanding.  
• Use of concrete, hands-on examples and activities |

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<th>2.3 Communication</th>
<th>Evidence for TVI</th>
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| The teacher clearly & accurately communicates to support persistence, deeper learning & effective effort. | • 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.). |

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<th>2.4 Differentiation</th>
<th>Evidence for TVI</th>
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| The teacher differentiates instruction, aligning methods & techniques to diverse student needs. | • 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). |

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<th>2.5 Monitor &amp; Adjust</th>
<th>Evidence for TVI</th>
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| The teacher formally and informally collects, analyzes, and uses student progress data and makes necessary lesson adjustments. | • 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. |
### Domain 3: Learning Environment

#### 3.1 Classroom Environment, Routines & Procedures
The teacher organizes a safe, accessible & efficient classroom.
- 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.

#### 3.2 Managing Student Behavior
The teacher establishes, communicates and maintains clear expectations for student behavior.
- Teacher follows expectations on behavioral intervention plan (BIP) if applicable.
- Evidence of social skill intervention to enhance student integration into classroom/school environment culture.

#### 3.3 Classroom Culture
The teacher leads a mutually respectful & collaborative class of actively engaged learners.
- 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

#### 4.1 Professional Demeanor & Ethics
The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal & statutory responsibilities.
- 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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<th>4.2 Goal Setting</th>
<th>The teacher reflects on his/her practice.</th>
<th>• Same as T-TESS rubric (No additions)</th>
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| 4.3 Professional Development | The teacher enhances the professional community. | • 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. |
| 4.4 School & Community Involvement | The teacher demonstrates leadership with students, colleagues, & community members in the school, district & community through effective communication & outreach. | • 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. |