

TVI Self-Assessment

for Visual Impairment Programs

Teachers of Students with Visual Impairments have a unique job and will need to develop skills in areas not typically addressed in standard teacher evaluation tools. This tool can help a TVI reflect on their current skills and determine areas in which they need to develop. It can also be used as part of the annual individual growth plan.

Key: I = Ineffective N = Needs Development P = Proficient E = Exemplary

#	Professional Knowledge	I	N	P	E
1	Have accurate, cohesive, and in-depth knowledge of VI laws policies, and procedures.				
2	Can effectively explain vision specific concepts, principles, and methodology to teams.				
3	Know and effectively communicate the areas of the Expanded Core Curriculum (ECC).				
4	Understand scope and sequence of teaching areas of the ECC.				
5	Choose the most effective strategies to communicate VI content to teams.				
6	Understand the issues of low incidence disabilities.				
7	Are aware of the visual pathologies and implications across the life span.				
8	Know the dev. patterns of children with VI across all developmental domains.				
9	Know the relationships between a visual impairment and other disabilities.				
10	Know issues and options for students with progressive eye conditions.				
11	Know and effectively communicate the role of the TVI, O&M, other vision.				

#	Assessment Strategies	I	N	P	E
1	Observe students informally in classroom to evaluate skills and accommodation use.				
2	Update the FVE to monitor progress and document current use of vision.				
3	Use/recommend appropriate evaluation for students with visual impairments.				
4	Conduct FVE, LMA, and environmental assessments.				
5	Write professional reports reflecting information from evaluations.				
6	Know visual impairment specific assessment tools and their intended use.				
7	Interpret eye reports and understand their contents and implications.				
8	Use assessments for instructional and programmatic planning and consultation.				
9	Design unique opportunities for the student to demonstrate proficiency.				
10	Maintain accurate and up to date data collection.				



Name: _____ Date: _____

#	Instructional Planning	I	N	P	E
1	Set clear and specific learning objectives to communicate intended learning outcome.				
2	Use IEP objectives to design instructional strategies and learning activities.				
3	Encourage students to objectively evaluate their progress.				
4	Use FVELMA and ECC annual needs consideration to plan instruction.				
5	Plans allow for student choice, flexibility and promote independence.				
6	Adjust instruction using backward chaining to ensure student success.				
7	Plan appropriate long-range learning and developmental goals for students.				
8	Align instruction with areas of the ECC.				
9	Use Federal Quota Funds to access instructional materials.				
10	Know transition issues (e.g., secondary to post-secondary, education to rehab, etc.).				

#	Instructional Practice	I	N	P	E
1	Exhibit instructional practice that is supported by current research and best practice.				
2	Collaborate effectively with classroom teachers and therapists.				
3	Use strategies to enhance student motivation and decrease negative behaviors.				
4	Match instruction to student's achievement level and visual needs.				
5	Adjust the delivery and pacing of instruction in response to student cues.				
6	Use wait time appropriately.				
7	Know braille codes and how to teach them, including literary and Nemeth code.				
8	Know and can teach the use of the Cranmer Abacus.				
9	Know how and when to adapt environments and materials for a variety of students.				
10	Train on low vision devices (to students, families, teachers, etc.).				
11	Know and have skill in using various other assistive technology devices.				
12	Know the structure and development of reading, especially as it pertains to braille.				
13	Maximize instructional time.				
14	Limit disruption and interruptions as possible.				
15	Carefully link learning objectives and activities.				



Name: _____ Date: _____

16	Design tasks that are relevant to student's life and current events.				
17	Link instruction to student's real-life experiences.				
18	Consider student attention span and learning styles when designing lessons.				
19	Be supportive and persistent in keeping student on task.				
20	Stress student responsibility and accountability.				

#	Differentiated Instruction	I	N	P	E
1	Are aware of psychosocial implications of visual impairments for the student/family.				
2	Design activities appropriate for various ages and abilities.				
3	Have an understanding of visual impairments and unique learner needs.				
4	Anticipate possible difficulties the student may have and adjust instruction.				
5	Adapt instruction to student's interests, learning abilities, and current skills.				
6	Vary instructional strategies and activities for students.				
7	Offer optimal amount of support to ensure student is challenged and successful.				
8	Provide help in potential crises involving psychosocial implications related to vision.				
9	Use knowledge of cultural and socio-economic factors in strategies and activities.				
10	Address unique communication issues of children with visual impairments.				

#	Positive Learning Environment	I	N	P	E
1	Observe students informally in classroom to evaluate skills and accommodation use.				
2	Update the FVE to monitor progress and document current use of vision.				
3	Use/recommend appropriate evaluation for students with visual impairments.				
4	Conduct FVE, LMA, and environmental assessments.				
5	Write professional reports reflecting information from evaluations.				
6	Know visual impairment specific assessment tools and their intended use.				
7	Interpret eye reports and understand their contents and implications.				
8	Use assessments for instructional and programmatic planning and consultation.				
9	Design unique opportunities for the student to demonstrate proficiency.				

Name: _____ Date: _____

#	Professionalism	I	N	P	E
1	Demonstrate interest in student's personal and developmental needs.				
2	Adhere to legal and ethical guidelines, standards of profession, and school policies.				
3	Demonstrate professional demeanor and positive interactions with others.				
4	Seek and find solutions that will solve problems encountered.				
5	Involvement in learning activities in the field of visual impairments.				
6	Assess and audit the gaps in professional practice.				
7	Incorporate learning from professional development activities into practice.				
8	Find, implement, and share new instructional strategies.				
9	Network, share practices through dialogue, modeling and demonstration.				
10	Share practices through mentoring, coaching, team teaching and shadowing.				
11	Know areas of personal strengths and weaknesses.				
12	Compare instructional practice to best practice in field of visual impairments.				
13	Know organizations in the field of visual impairments.				
14	Know publications and resources in the field of visual impairments				

#	Communication	I	N	P	E
1	Use repertoire of communication behaviors appropriate for team/setting.				
2	Use an effective approach that facilitates team collaboration.				
3	Document team communications.				
4	Provide progress reports in a timely and constructive manner.				
5	Share knowledge and engage in collaborative problem-solving with teams.				
6	Collaborate and network with teams to reach educational decisions.				
7	Parent interactions are professional and positive.				

#	Teacher Impact	I	N	P	E
1	Consistent involvement as a leader in VI activities and contributes to positive climate.				
2	Seek out professional growth aligned with National Agenda and areas of the ECC.				
3	Engage in professional presentations, mentoring other TVI's or conducting research.				
4	Reflect and analyze results of action and share info members and prof. community.				
5	FVE reports are always of high quality with exemplary accuracy and timeliness.				

