

**Just-in-Time**  
Information, Tools, and  
Resources for Administrators  
of Visual Impairment Programs

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**Just-in-Time**  
Information, Tools, and  
Resources for Administrators  
of Visual Impairment Programs

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**Handouts and Resources**

<http://www.tsbvi.edu/2015-11-18-21-31-13/school-district-administrator>

<http://www.slsbvitexas.org/admin>

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### Simulation Activities

- Partner Up - one person wears simulator
- Sighted Partner: Pull items from your purse or bag for your partner to explore
- VI Partner: Figure out what items your partner is showing you

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### All Vision Problems Can be

#### Categorized As:

- Visual Acuity - including accommodation
- Visual Field
- Binocularity - including ocular motor control
- Color Perception - including light and contrast sensitivity
- Processing Problems - including cortical visual impairment (CVI)

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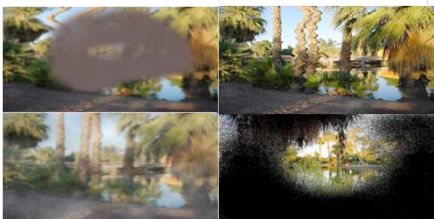
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### What do our students see?



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## Legally Blind

- 20/200 or worse
- 20 degrees or less

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20/200



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20 degrees



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## Blind

A person who is sightless, having less than 1/10 of normal vision in the more efficient eye when refractive defects are fully corrected by lenses

15%

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## Functionally Blind



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from a licensed ophthalmologist or optometrist that includes

- visual loss in exact measures of visual field and corrected visual acuity at a distance and at close range in each eye; or
- If exact measures cannot be obtained, provides best estimates of the visual loss; and prognosis whenever possible;
- Eye report must state that the child has :
  - no vision or to have a serious visual loss after correction; or
  - a progressive medical condition that will result in no vision or a serious visual loss after correction.

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### A functional vision evaluation (FVE)

by a certified teacher of children with visual impairments, or a COMS® that includes:

- Performance tasks in a variety of environments requiring the use of both near and distance vision; and
- Recommendations concerning the need for a clinical low vision evaluation;

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### A learning media assessment (LMA)

by a certified teacher of children with visual impairments that includes:

- Recommendations concerning which specific visual, tactual, and/or auditory learning media are appropriate for the child; and
- Whether there is a need for ongoing evaluation in this area;

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### An orientation and mobility evaluation

performed by a COMS® in

- a variety of lighting conditions and
- a variety of settings including in the
  - child's home,
  - school,
  - community
  - in settings unfamiliar to the child

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### Administrator's Toolbox

- Certification Information and Job Descriptions
- Workload Analysis
- Recruiting the Best Candidates
- Training & Professional Development Options
- Hiring & Employment Options and Interview Resources
- Mentoring
- Performance Evaluation
- Expanded Core Curriculum (ECC)

<http://www.tsbvi.edu/2015-11-18-21-31-13/school-district-administrators>

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### Chapter 2: Certification Information

- **Teachers of students with visual impairments (TVIs):**  
Certified through TEA
- **Certified orientation and mobility specialists (COMS®):**  
National certification through the Academy of Certification of Vision and Rehabilitation and Education Professionals (ACVREP)
- Stephen F. Austin State University
- Texas Tech University
- University programs completed mostly online.

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### Chapter 3: Job Descriptions

- Teacher of students with visual impairments(TVI)
- Certified orientation and mobility specialist (COMS)
- Braillist
- Paraprofessional with brailleing responsibilities
- VI program paraprofessional
- DeafBlind intervener

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### Chapter 4: Workload Analysis

- [Sample District Profile](#)
- [Quality Programs for Students with Visual Impairments \(QPVI\)](#)

### Itinerant Services



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### Chapter 5: Recruiting

#### Fact Sheets available:

- TVIs
- COMS®
- Braillists
- Interveners
- Workloads



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### Chapter 6: Training and Professional Development

- National Professional Associations
- Texas Professional Associations
- Conferences
- Regional Service Center
- Texas School for the Blind and Visually Impaired
- Mentor Center
- Webinars and Journals
- Peer Observations
- Texas Workforce Commission
- Health and Human Services Commission
- Advocacy Groups

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### Chapter 7: Hiring and Employment Options

- Region 11 Website
- Association for Education and Rehabilitation of the Blind and Visually Impaired
- University Programs
- Hiring dually certified VI professionals
- Desirable characteristics of VI professionals
- Possibly using alternate pay scales for VI professionals

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### Chapter 8: Interview Resources

- Sample interview questions
- Documents requested in advance
- Interview process considerations

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### Chapter 9: Mentoring

- Itinerant nature of the job
- Student diversity
- Changes in VI caseloads
- Working under a probationary certificate
- Access to professional development
- Special issues for O&M specialists

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### Chapter 10: Performance Evaluation

- T-TESS companion documents for the VI professional:
- [T-Tess Pre-conference Suggestions for VI Professionals](#)
- [Introduction to the T-TESS Companion: Teachers of Students with Visual Impairments \(TVI\)](#)
- [T-TESS Companion: Teacher of Students with Visual Impairments \(TVI\)](#)
- [Introduction to the T-TESS Companion: Certified Orientation & Mobility Specialists \(COMS\)](#)
- [T-TESS Companion: Certified Orientation & Mobility Specialist \(COMS\)](#)

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### Chapter 11: Expanded Core Curriculum

- Compensatory Skills
- Sensory Efficiency
- Orientation & Mobility
- Self-Determination
- Career Education
- Assistive Technology
- Independent Living Skills
- Recreation & Leisure
- Social Skills

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### Guidelines & Standards document

Provides decision-makers, including school administrators, educational staff and family members, with a set of guidelines and standards by which they can determine the quality of their programs serving students with visual impairments.

<http://www.tsbvi.edu/attachments/EducatingStudentswithVIGuidelinesStandards.pdf>

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### Early Childhood (0 - 3)

- [Memorandum of Understanding](#)
- [Effective Initiatives for Early Intervention Opportunities](#)



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What are your questions?



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