

2015-16 Rubric for Evaluating Colorado’s Specialized Service Professionals: School Orientation and Mobility Specialists

Definition of an Effective School Orientation and Mobility Specialist

Effective school orientation and mobility specialists are vital members of the education team. They are properly credentialed and have the knowledge, skills and dedication necessary to provide services that assist students who are blind/visually impaired to become safe, efficient and independent travelers. Effective school orientation and mobility specialists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. They provide effective, specialized instruction to support student growth and development in the areas of the Expanded Core Curriculum. Effective school orientation and mobility specialists work to form reciprocal relationships with students, families and staff to ensure safe, inclusive and respectful learning environments for their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, they enhance the academic achievement of their students.

QUALITY STANDARD I

School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A:

School orientation and mobility specialists demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the concepts, skills and techniques necessary for students with visual impairments. 	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assesses the needs of students to provide instruction from an orientation and mobility curriculum which emphasizes safe travel skills. 	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides instruction that enhances students’ travel efficiency, environmental awareness, knowledge of transportation modes and critical thinking and reasoning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are actively involved in their travel environment to enhance learning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generalize their knowledge of orientation and mobility skills in multiple travel environments to succeed socially and academically.
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QUALITY STANDARD I

School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT B:

School orientation and mobility specialists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of how an orientation and mobility curriculum can reduce barriers to learning. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands how to scaffold the orientation and mobility curriculum to support learning in literacy, math and other content areas. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides specially designed instruction and effective services to reduce barriers to learning. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience reduced barriers to learning as a result of the orientation and mobility instruction. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are able to identify and reduce barriers to learning.
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ELEMENT C:

School orientation and mobility specialist integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a basic awareness of research-based tools and resources related to orientation and mobility. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the connection of current, relevant orientation and mobility research to student performance. <input type="checkbox"/> Is knowledgeable about research-based tools and resources related to orientation and mobility. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates knowledge from current orientation and mobility research to meet individual needs of students. <input type="checkbox"/> Collaborates in the training of school personnel to incorporate evidence based orientation and mobility skills. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve their skills and knowledge through services that implement evidence based practice and research. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are supported in their learning by research-based services and specially designed instruction.
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QUALITY STANDARD I

School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School orientation and mobility specialists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Recognizes the interconnectedness of school, home and community influences on student learning.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Acknowledges in designing and implementing instruction the impact on student performance of home, school and community.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Demonstrates and communicates the importance of orientation and mobility skills in the environments in which students function. <input type="checkbox"/> Monitors student accomplishment in collaboration with the student, family and other professionals and adjusts the student's instruction accordingly.	... and STUDENTS: <input type="checkbox"/> Help set learning objectives which take into account the influences of home, school and community.	... and STUDENTS: <input type="checkbox"/> Mediate home and community influences to accelerate their learning.

QUALITY STANDARD I

School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

School orientation and mobility specialists demonstrate knowledge of and expertise in their professions.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands skills of the Expanded Core Curriculum including orientation and mobility, recreation and leisure, independent living skills and social skills. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a program of orientation and mobility based on best practices with consideration of the students' individual skills and abilities. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements lessons and uses research-based materials to assure that learning objectives are met in the areas of the Expanded Core Curriculum. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact with materials, asking questions and solve relevant problems, while making connections to prior learning. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select challenging content and activities to expand their skills and knowledge and help them transfer knowledge to other theories, ideas and/or content.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of travel environments in which students experience a safe and accessible learning environment.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Establishes travel environments which encourage positive relationships between and among students and adults and are conducive for all students to learn.	.. and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Collaborates with other professionals to improve safety and accessibility in travel environments and activities.<input type="checkbox"/> Ensures that services promote a student's sense of acceptance by peers and adults and promotes the student's positive self-concept.	.. and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Experience a learning environment that is safe and accessible and includes positive relationships with peers and school staff.	.. and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Engage in respectful and open dialogue with each other and their orientation and mobility specialist.

QUALITY STANDARD II

School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School orientation and mobility specialists demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Creates an environment in which student diversity is valued.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Uses instructional approaches and materials that reflect students' home and cultural backgrounds.<input type="checkbox"/> Acknowledges the value of each student's contributions to the quality of lessons.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Establishes routine processes that result in effective interactions among students with respect for individual differences.<input type="checkbox"/> Commits to and respects the diverse needs of each student during travel within the community.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Respect the backgrounds of fellow students.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Actively seek a variety of perspectives to complete group assignments.
ELEMENT C: School orientation and mobility specialists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Understands that students are unique individuals.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Challenges students to expand and enhance their learning by bringing their backgrounds, interest and strengths to bear.<input type="checkbox"/> Acknowledges students for their individual accomplishments.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Ensures that all students participate with a high level of frequency.<input type="checkbox"/> Demonstrates knowledge of how to differentiate instruction based on student strengths and needs.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Actively participate in classroom activities.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Encourage fellow students to participate and challenge themselves.

QUALITY STANDARD II

School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School orientation and mobility specialists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Establishes a learning environment that is inclusive of families and significant adults.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Maintains appropriate and respectful relationships with students, families and significant adults.<input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Partners with families and significant adults to help students meet education goals.<input type="checkbox"/> Coordinates information from families and significant adults with colleagues who provide student services.<input type="checkbox"/> Maintains ongoing communication with staff, family and peers to address student's individual needs.	... and STUDENTS AND FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Communicate with Orientation and Mobility instructor to access community resources and services.<input type="checkbox"/> Willingly share information that may impact student learning.	... and STUDENTS AND FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Partner with the Orientation and Mobility Specialist and the school for the benefit of their students.<input type="checkbox"/> Participate in a variety of school-based activities.

QUALITY STANDARD II

School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

School orientation and mobility specialists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Has rules to guide students to behave appropriately in the learning and travel environments.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Conveys to the student, social and behavioral expectations in a variety of environments.<input type="checkbox"/> Puts procedures in place to reduce interruption to instructional time.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Holds students accountable for adherence to school and/or community rules and social conventions.<input type="checkbox"/> Conducts lessons using strategies to teach efficient travel and acceptable social conventions.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Stay on task during lessons.<input type="checkbox"/> Abide by school and/or community rules and social conventions.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Accept responsibility for their behavior and use of time.
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*Evaluator Comments:
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*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A:

School orientation and mobility specialists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts’ organized plans of instruction and the individual needs of their students.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of state and federal laws, regulations and procedures that impact orientation and mobility practice in the educational setting. 	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the need to make decisions based on federal and state laws and local policy that impact school orientation and mobility practice as well as Colorado Academic Standards. 	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans, executes and evaluates services to address specific goals and objectives as they relate to orientation and mobility practices aligned with federal laws, state academic standards and the district’s organized plan of instruction. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with the instructor to develop appropriate IEP goals and objectives. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist in leading their IEP meeting.
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ELEMENT B:

School orientation and mobility specialists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the need for using multiple sources of data in developing specifically designed instruction. 	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts and implements lessons based on informal and formal assessments. <input type="checkbox"/> Utilizes multiple sources of data to develop specially designed instruction. 	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses and/or develops data collection and assessment tools and shares data with others to inform services and instruction. <input type="checkbox"/> Plans, implements and evaluates lessons to accomplish student goals based on multiple sources of data. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confer with orientation and mobility instructor regarding their needs within their travel environments. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in formal and informal assessments and in the interpretation of the resulting data.
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QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

School orientation and mobility specialists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Has a basic awareness of how to integrate data to match instructional practices to student academic needs.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Integrates data from multiple sources to implement services according to individualized student needs.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Analyzes lesson data and notes integrating them with existing data to make adjustments to future lessons. <input type="checkbox"/> Supports transition planning for student through data sharing and collaboration.	... and STUDENTS: <input type="checkbox"/> Reflect on performance toward lesson goals and achieving academic standards.	... and STUDENTS: <input type="checkbox"/> Monitor their progress towards their goals/objectives. <input type="checkbox"/> Seek opportunities to demonstrate their successes across environments.
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ELEMENT D:

School orientation and mobility specialists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Recognize available technology supports.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Uses assistive technology effectively in collaboration with the educational team.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <input type="checkbox"/> Demonstrates and uses a variety of assistive technology (low and high) to support student participation and learning. <input type="checkbox"/> Communicates with district administration about the use, selection and purchase of assistive technology needed by students.	... and STUDENTS: <input type="checkbox"/> Use assistive technology during lessons.	... and STUDENTS: <input type="checkbox"/> Evaluate a variety of technology supports based on their personal needs. <input type="checkbox"/> Share with peers the use of assistive technology.
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QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School orientation and mobility specialists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Recognizes the need to challenge students at a high level.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Collaboratively develops travel goals that challenge the students' current level of performance to work towards high expectations.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Sets high student expectations considering qualities needed for independence in school or community (e.g. executive functioning, problem-solving, self-advocacy).	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Strive to achieve expectations set by orientation and mobility Specialist and the educational team.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate cognitive, leadership and independence skills using relevant accommodations and modifications.
ELEMENT F: School orientation and mobility specialists communicate effectively with students.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Recognizes a need to build rapport with students.<input type="checkbox"/> Communicates effectively with students.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Builds rapport with students.<input type="checkbox"/> Models effective communication skills for students.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Communicates effectively using the expressive and receptive communication modes of the student.<input type="checkbox"/> Makes learning activities clear and provides appropriate environmental, physical and communication supports.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Apply effective communication skills.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Hold personal goals related to communication and participation in the educational setting.

QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT G:

School orientation and mobility specialists develop and/or implement services and/or specially designed instruction unique to their profession.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the scope and extensiveness of orientation and mobility practices. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements lessons tailored to the students' needs in the specific area of orientation and mobility. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of approaches to deliver services to meet student needs, including establishing new skills, maintaining previous skills and adapting the activity and environments. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transfer activities learned across travel environments. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist other students in identifying and using orientation and mobility skills in travel environments.
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QUALITY STANDARD IV

School orientation and mobility specialists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Collects and analyzes student data on student learning, development and growth to improve practice.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of knowing how student learning occurs and what can be done to improve student outcomes.<input type="checkbox"/> Creates lessons so students have the opportunity to build on their interests and strengths.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Collects and uses data on student learning, development and growth in the design and implementation of lesson plans and instructional strategies.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Modifies instruction to assure that all students are challenged to meet or exceed expectations.<input type="checkbox"/> Sees that students participate in travel activities with a high level of frequency and quality.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Monitors and evaluates individual behavioral changes to determine what works for students.<input type="checkbox"/> Develops student learning plans based on student work and information gathered from students, families and significant adults and colleagues.
ELEMENT B: School orientation and mobility specialists link professional growth to their professional goals.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.<input type="checkbox"/> Recognizes the requirements and opportunities for professional development.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Develops a professional development plan that builds on strengths and addresses areas in need of improvement.<input type="checkbox"/> Seeks professional development opportunities to improve practice to positively impact student performance.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates self-awareness and openness to feedback from others about own practice.<input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional decisions.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Develops and follows a long-term professional development plan.<input type="checkbox"/> Using data from self-assessment, feedback from teachers, parents and students evaluates performance to select professional development activities.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Expands ideas for new and different strategies to be used in lessons through conferences, professional journals and peer collaboration.<input type="checkbox"/> Regularly tries and evaluates new and different ways of teaching skills.

QUALITY STANDARD IV

School orientation and mobility specialists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

School orientation and mobility specialists respond to complex, dynamic environments.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the need to appropriately problem solve for students within a complex and dynamic environment. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scans the student and school learning environments for changes that could impact practice. <input type="checkbox"/> Identifies new ideas in response to the environment that would improve teaching and learning. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands how changing, complex learning environments influence student learning. <input type="checkbox"/> Supports low achieving and advanced level students struggling with changes in the learning environment. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates and leads collaborative activities with colleagues to respond to and develop problem solving abilities within a complex and dynamic environment. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts teaching practice based on an understanding of the school's and students' learning environments. <input type="checkbox"/> Collaborates with community resources to provide rich experiences within a variety of environments.
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QUALITY STANDARD V

School orientation and mobility specialists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Recognizes the importance of collaborating with colleagues, parents and/or outside professionals.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues, families and community members to meet the needs of students.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Consistently initiates and responds to colleagues, parents and/or outside professionals to identify the needs of students.<input type="checkbox"/> Integrates collaboratively shared information into services to benefit the student.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Facilitates collaboration between colleagues, families and external stakeholders.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Participates in or initiates projects and/or research for the purpose of improving student outcomes.
ELEMENT B: School orientation and mobility specialists advocate for students, families and schools.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Recognizes a need to advocate for students and their families to improve policies and/or procedures that affect school climate and student learning.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Participates in activities designed to improve policies and/or procedures that affect school climate and student learning.<input type="checkbox"/> Contributes to and/or participates in school committees to advocate for students with visual impairment.	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: <ul style="list-style-type: none"><input type="checkbox"/> Implements school and district policies and/or procedures with fidelity.<input type="checkbox"/> Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Suggest changes to their school experience that affect their ability to acquire a high quality education.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Advocate for curricular, school climate and instructional improvements.

QUALITY STANDARD V

School orientation and mobility specialists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT C: School orientation and mobility specialists demonstrate leadership in their educational setting(s).</p>				
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes opportunities to demonstrate leadership skills in the educational setting. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports school goals and initiatives. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides knowledge of individual student needs to all members of the multi-disciplinary team. <input type="checkbox"/> Confers with school administrators to improve Orientation and Mobility Specialist working and student learning conditions. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge of helpful practices with colleagues. <input type="checkbox"/> Participates in school activities beyond those expected of all orientation and mobility specialists. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates and leads collaborative activities with colleagues to improve teaching practice. <input type="checkbox"/> Provides leadership locally and beyond to improve the outcomes for all students.
<p>ELEMENT D: School orientation and mobility specialists contribute knowledge and skills to educational practices and their profession.</p>				
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of supporting colleagues through sharing knowledge and skills of the orientation and mobility specialist. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes knowledge and skills to discussions linking student strengths and needs to practices which support student growth. <input type="checkbox"/> Shares knowledge of student's orientation and mobility performance within the context of IEP meetings. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge and skills to assist other teaching staff in lesson planning. <input type="checkbox"/> Participates in district-wide decision-making concerning orientation and mobility that influence student accomplishment. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents at conferences/workshops related to contribute knowledge and skills. <input type="checkbox"/> Leads district professional growth and development activities. 	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of orientation and mobility specialists in education and government decision-making processes. <input type="checkbox"/> Participates in planning and executing professional development activities.

QUALITY STANDARD V

School orientation and mobility specialists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

School orientation and mobility specialists demonstrate high ethical standards.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high ethical standards for himself/herself and others.	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Holds high ethical standards for himself/herself and others. <input type="checkbox"/> Adheres to standards of professional practice.	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Maintains confidentiality of student and fellow orientation and mobility specialist interactions as well as student and personal data. <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Models ethical behavior for students, families and other staff. <input type="checkbox"/> Expects ethical behavior on the part of students.	<p>... and STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate honesty and respect for others.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Orientation and Mobility Specialists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none">● Anecdotal Records● Communication with Families, Students and Other Health Professionals● Data Analysis Records● Documentation of Service on Teams, Task Forces and Committees● Expanded Core Curriculum for Students with Visual Impairments, Including Blindness● Family Partnerships● Federal, State and Local Laws and Policies● Feedback from Walkthrough Observations● Findings from Analyses● IEPs● Instructional Activities Schedules● Lesson Plans/Units of Study● Materials that Support Diversity | <ul style="list-style-type: none">● Notes from Parent and Community Meetings● Orientation and Mobility Assessments● Parent/Student Feedback● Professional Growth Plans● Records of Advocacy Activities● Record of Collaborations with Colleagues and Community● Research-based Materials● Responses to Feedback● Self-Reflection Templates● Standards of Professional Practice● Student Achievement Data● Student Growth Goals● Student Portfolios● Student Work● Workshop/Conference Certificate of Attendance● Workshop/Conference Resources |
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