Rubric for Evaluating Colorado's School Orientation & Mobility Specialists

Definition of an Effective School Orientation & Mobility Specialist

Effective School Orientation & Mobility Specialists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed School Orientation & Mobility Specialists employ and adjust evidence-based strategies and approaches to meet the unique needs of 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 and personal/social development of their students.

Quality Standard I : S are responsible.	School Orientation & Mobili	ty Specialists demonstrate	mastery of and expertise in	the domain for which they
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Or	rientation & Mobility Speci	alists demonstrate knowle	edge of current developme	ntal science, the ways in
	place, and the appropriate			
There is inadequate		and	and	and
evidence that the				
School Orientation	The School Orientation	The School Orientation	The School Orientation	The School Orientation
& Mobility	& Mobility Specialist:	& Mobility Specialist:	& Mobility Specialist:	& Mobility Specialist:
Specialist:		O Articulates the	O Routinely shares	O Shares knowledge of
-	O Understands the	concepts, skills, and	knowledge of the	the concepts, skills,
O Understands the	concepts, skills, and	techniques	concepts, skills, and	and techniques
concepts, skills,	techniques	necessary for a	techniques necessary	necessary for a
and techniques	necessary for a	person with a visual	for a person with a	person with a visual
necessary for a	person with a visual	impairment	visual impairment	impairment
person with a	impairment	(including students	(including students	(including students
visual	(including students	with additional	with additional	with additional
impairment	with additional	disabilities) to travel	disabilities) to travel	disabilities) to travel
(including	disabilities) to travel	safely, efficiently,	safely, efficiently,	safely, efficiently,
students with	safely, efficiently,	and gracefully	and gracefully	and gracefully
additional	and gracefully	through any	through any	through any
disabilities) to	through any	environment and	environment and	environment and
travel safely,	environment and	under all	under all	under all
efficiently, and	under all	environmental	environmental	environmental
gracefully	environmental	conditions and	conditions and	conditions and
through any	conditions and	situations.	situations.	situations at district,
environment and	situations.			state and/or national
under all	0		Students:	level.
environmental			O Will be actively	
conditions and			involved in their	Students:
situations.			travel environment	O Will generalize
			with consideration	Orientation &
			of their individual	Mobility knowledge
			skills and abilities	in multiple travel
	il .		İ	environments.

instruction that reduce barriers to and support learning in literacy, math, and other content areas.

There is inadequate evidence that the		and	and	and
School Orientation	The School Orientation	The School Orientation	The School Orientation	The School Orientation
& Mobility	& Mobility Specialist:	& Mobility Specialist:	& Mobility Specialist:	& Mobility Specialist:
Specialist: O Has a basic awareness of an Orientation & Mobility curriculum.	O Understands how to scaffold the Orientation & Mobility curriculum and the Colorado Academic Standards	O Articulate to others how the Orientation & Mobility curriculum relates to the Colorado Academic Standards.	O Routinely shares knowledge of how the Orientation & Mobility curriculum relates to the Colorado Academic Standards.	O Shares knowledge of how the Orientation & Mobility curriculum relates to the Colorado Academic Standards at the district, state, national and/or interplanetary level.
			Students:	
			O Communicate their knowledge of how the Orientation & Mobility curriculum relates to their academic achievement.	Students: O Actively involved in communication with their instructor to adapt instruction to meet individual needs.

Element c: School Orientation & Mobility Specialists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

There is inadequate
evidence that the
School Orientation
& Mobility
Specialist:

O Has a basic awareness of tools and resources related to Orientation & Mobility.

The School Orientation & Mobility Specialist:

- O Understands the connection of current, relevant Orientation & Mobility research which impacts student performance.
- O Understands the tools and resources related to Orientation & Mobility.

... and

The School Orientation & Mobility Specialist:

- O Incorporates
 knowledge form
 current Orientation
 & Mobility research
 to meet individual
 needs of students.
 O Collaborates in the
- O Collaborates in the training of school personnel regarding evidence based instruction.

. . . and

The School Orientation & Mobility Specialist:

O Demonstrates knowledge of how to adapt instruction based on student progress using evidence-based practices and research.

Students:

- O Improving their skills and knowledge through an understanding of evidence based practice and research.
- O Students lived to tell the tale of new practices tested on them!

...and

The School Orientation & Mobility Specialist:

- O Share and contribute new knowledge within the field of Orientation & Mobility.
- O Actively incorporates knowledge/research from fields outside of Orientation & Mobility to practice within Orientation & Mobility.

Students:

O Apply newly learned content skills to unique situations and different content areas.

Element d: School Orientation & Mobility Specialists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

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There is inadequate evidence that the		and	and	and
	TI GI 10: 44:	T		W G 1 10 : 4 4:
School Orientation	The School Orientation	The School Orientation	The School Orientation	The School Orientation
& Mobility	& Mobility Specialist:	& Mobility Specialist:	& Mobility Specialist:	& Mobility Specialist:
Specialist:		O Demonstrate and	O Demonstrates	O Applying the
O Implements	O Acknowledges	communicate the	knowledge of	knowledge of
instruction that	instruction of the	necessity of	community, state,	community, state,
communicates a	home, school, and	Orientation &	and national	and national
purpose for	community and the	Mobility and how it	resources related to	resources in the
learning.	impacts of student	applies in a variety	the practice of	practice of
	performance and	of environments.	Orientation &	Orientation &
	growth.		Mobility	Mobility.
			O Monitors and	
			reassesses in	Students:
			collaboration with	O Use current lesson to
			the student, family	accelerate their
			and other	learning, and advance
			professionals	to the next
			1	performance level
			Students:	•
			O Help set their	
			learning objectives.	
			O Make connections	
			between prior	
			learning and the	
			current lesson	
Element e: School On	rientation & Mobility Speci	alists demonstrate knowle	edge of and expertise in the	eir professions.

There is inadequate		and	and	and	
evidence that the					
evidence that the School Orientation & Mobility Specialist: O Has a basic awareness of the Expanded Core Curriculum including Orientation & Mobility, Recreation & Leisure, Self- Advocacy, Daily Living Skills, Assistive Technology, Sensory Efficiency, Compensatory Skills, Social Skills, Career Education.	The School Orientation & Mobility Specialist: O Understands the necessity of the Expanded Core Curriculum including Orientation & Mobility, Recreation & Leisure, Self-Advocacy, Daily Living Skills, Assistive Technology, Sensory Efficiency, Compensatory Skills, Social Skills, Career Education.	The School Orientation & Mobility Specialist: O Articulates the importance of the Expanded Core Curriculum including Orientation & Mobility, Recreation & Leisure, Self-Advocacy, Daily Living Skills, Assistive Technology, Sensory Efficiency, Compensatory Skills, Social Skills, Career Education and how it relates to students with visual impairments.	The School Orientation & Mobility Specialist: O Shares knowledge of the Expanded Core Curriculum including Orientation & Mobility, Recreation & Leisure, Self-Advocacy, Daily Living Skills, Assistive Technology, Sensory Efficiency, Compensatory Skills, Social Skills, Career Education with family and other professionals. Students: O Will be able to communicate how visual impairments affect their development within	The School Orientation & Mobility Specialist: O Share and contribute new knowledge related to the Expanded Core Curriculum including Orientation & Mobility, Recreation & Leisure, Self-Advocacy, Daily Living Skills, Assistive Technology, Sensory Efficiency, Compensatory Skills, Social Skills, Career Education at a district, state and/or national level. Students: O Will be able to self-evaluate and communicate their needs within the Expanded Core	
			the Expanded Core Curriculum.	Curriculum.	
	ice is Observable during an	observation of a session.	n		
Examples of Artifacts	s that may be used to		nce provided by artifact:		
provide evidence of p	erformance:				
					
			Ratings NE PP	P A E Total Points	
FI	0.35 1.11. 0		ating at this level) (0) (1)	(2) (3) (4)	
		ialists demonstrate knowle ch learning takes place, an			
		otional development of the			
Proprieto levelo or	direction, social, and em			1 1	

Element b: School Orientation & Mobility Specialists demon	strate knowledge of				
effective services and/or specially designed instruction that reduce barriers to and					
support learning in literacy, math, and other content areas.					
Element c: School Orientation & Mobility Specialists integrate evidence-based					
practices and research findings into their services and/or spe	ecially designed				
instruction.					
Element d: School Orientation & Mobility Specialists demon					
interconnectedness of home, school, and community influence	ces on student				
achievement.					
Element e: School Orientation & Mobility Specialists demon	strate knowledge of and				
expertise in their professions.					
0 to 3 Total Points = Not Evident	Overall Rating for Star	ndard I:			
4 to 7 Total Points = Partially Proficient					
4 to 7 Total Tollits – Tartiany Trollecent					
8 to 12 Total Points = Proficient					
v					
8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary					
8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary Evaluator Comments (Required for Ratings of "Not Evident"					
8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary					
8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary Evaluator Comments (Required for Ratings of "Not Evident"					
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8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary Evaluator Comments (Required for Ratings of "Not Evident levels). Please indicate the element for which the comment a					
8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary Evaluator Comments (Required for Ratings of "Not Evident levels). Please indicate the element for which the comment a					
8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary Evaluator Comments (Required for Ratings of "Not Evident levels). Please indicate the element for which the comment a			_		

Quality Standard II: School Orientation & Mobility Specialists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Orientation & Mobility Specialists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
There is inadequate evidence that the Orientation & Mobility SPECIALIST is aware of travel environments in	The Orientation & Mobility SPECIALIST understands travel environments which: O Emphasizes mutual	and The Orientation & Mobility SPECIALIST: O Models empathy and respect for	Students: O Demonstrate respect for classmates and their Orientation & Mobility Specialist.	and Students: O Engage in respectful and open dialogue with each other and their Orientation & Mobility Specialist.
which: O Diversity is acknowledged and used to further student learning. O The importance of student and family background is considered in	respect for and understanding of all students. O Encourages positive relationships between and among students. O Is conducive for all students to learn.	diversity. O Creates individual goals for students to participate in and become more active in their community O Collaborates with other professionals to improve safety and accessibility in		
developing lesson plans. O Students build positive relationships with each other.		travel environments and activities. O Ensures that services promote a student's sense of acceptance by peers and adults and promotes the student's positive self-concept O Eostering		
Element h: School C	Prientation & Mobility Spe	self-concept O Fostering relationships	ect for diversity within th	e home, school, and local and

global communities.

There is		and	and	and
inadequate evidence that the	The ORIENTATION	The ORIENTATION	Students:	Students:
ORIENTATION &	& MOBILITY	& MOBILITY	O Respect the	O Actively seek a variety
MOBILITY	SPECIALIST:	SPECIALIST	backgrounds of	of perspectives to
SPECIALIST	O Uses instructional	establishes routine	fellow students.	complete group
creates a classroom	approaches and	processes that result in:		assignments.
environment in	materials that	O A strong sense of		
which:	reflect students'	community among		
O Student	backgrounds.	students.		
diversity is		O Effective		
valued.	O Acknowledges the	interactions among		
O Student and	value of each	students.		
family	student's	O Respect for		
background	contributions to the	individual		
characteristics	quality of lessons.	differences.		
are considered		O Positive social		
in developing		relationships.		
lessons.		O Commits to and		
		respects the diverse		
		needs of each		
		student during		
		travel within the		
		community.		
		O Selects and		
		implements		
		culturally		
		responsive tools,		
		assessments and		
		resources		

Element c: School Orientation & Mobility Specialists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

There is		and	and	and
inadequate		···unu	···unu	unu
evidence that the	The ORIENTATION	The ORIENTATION	Students:	Students:
ORIENTATION &	& MOBILITY	& MOBILITY	O Actively participate	O Select challenging
MOBILITY	SPECIALIST:	SPECIALIST:	in classroom	content and activities
SPECIALIST:	O Monitors students	O Asks appropriately	activities.	when given the choice in
O Has high	for level of	challenging		order to stretch their
expectations for	participation.	questions of all	O Seek opportunities	skills and abilities.
all students.	1 1	students.	to respond to	
	O Encourages		difficult questions.	O Encourage fellow
O Uses data for	students to share	O Scaffolds		students to participate
instructional	their interests.	questions.		and challenge
decision				themselves.
making.	O Challenges	O Gives wait time		
	students to expand	equitably.		O Participate in
O Holds students	and enhance their			collaborative learning
accountable for	learning.	O Flexibly groups		and appropriate group
their learning.		students.		processes.
	O Acknowledges			
O Considers	students for their	O Ensures that all		
student interests	accomplishments.	students participate		
in planning		with a high level of		
lessons.		frequency.		
		O Plans, executes and		
		evaluates lessons		
		which emphasizes		
		individuals' unique		
		interests and		
		strengths. O Develops		
		appropriate and differentiated		
		supports for students		
		students		

Element d: School Orientation & Mobility Specialists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

There is		and	and	and
inadequate				
evidence that the	The ORIENTATION	The ORIENTATION	Students:	Families and Significant
ORIENTATION &	& MOBILITY	& MOBILITY	O Communicate with	Adults:
MOBILITY	SPECIALIST:	SPECIALIST:	family and	☐ Seek the Orientation &
SPECIALIST:	O Maintains	☐ Partners with	significant adults.	Mobility Specialist's
O Establishes a	appropriate and	families and		assistance to find
travel	respectful	significant adults to	Families and	resources and services to
environment	relationships with	help students meet	Significant Adults:	support student needs.
that is inviting	students, their	education goals.	☐ Initiate	
to families and	families, and		communication	☐ Partner with the
significant	significant adults.	☐ Coordinates	with Orientation &	Orientation & Mobility
adults.		information from	Mobility	Specialist and the school
	☐ Uses a variety of	families and	Specialists to	for the benefit of their
	methods to initiate	significant adults	discuss student	students.
	communication	with colleagues	needs.	
	with families and	who provide		
	significant adults.	student services.	☐ Participate in a	
	_		variety of school-	
	☐ Is sensitive to the	☐ Seeks services and	based activities.	
	diverse family	resources to meet		
	structures.	the diverse needs	☐ Willingly share	
		of students.	information that	
		☐ Maintain and share	may impact student	
		data and	learning.	
		communication log		
		communication		
		with staff, family		
		and peers to		
		address student's		
		individual needs		
		cialists select, create and,		
characterized by acce	eptable student behavior,	efficient use of time, and	appropriate behavioral st	crategies.

There is		and	and		and		
inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST: O Has rules to guide students to behave appropriately in the travel environment. O Holds students accountable for school and/or community rules and social conventions.	The ORIENTATION & MOBILITY SPECIALIST: O Conveys to the student, social expectations in a variety of environments O Puts procedures in place to reduce interruption to instructional time.	The ORIENTATION & MOBILITY SPECIALIST: O Makes maximum use of instructional time. O Holds students accountable for adherence to school and/or community rules and social conventions. O Mitigate a safe and orderly travel environment. O Conducts lessons using strategies to teach efficient travel and acceptable social	Students: O Stay on task during lessons. O Avoid interruptions to their work. O Abide by school and/or community rules and social conventions. O	О	on task.	respo	udents stay nsibility for r and use of
Professional Prac	tice is Observable during a tice is Not Observable dur	ing an observation of a ses	sion.				
provide evidence of	ts that may be used to performance:	Evidence of perfori	mance provided by artifa	ct:			
			7				
		-					
			Ratings NE	PP I	P A	E	Total Points
			er rating at this level) (0)	(1) (2)		(4)	Total Points
learning environmer with caring adults ar		has a positive, nurturing	relationship				
	Orientation & Mobility Spe		pect for diversity				
	nool, and local and global o Drientation & Mobility Spe	cialists engage students a	as unique				
individuals with dive							

Element d: School Orientation & Mobility Specialists engag	e in proactive, clear, and
constructive communication and work collaboratively with	students, families, and
other significant adults and/or professionals.	
Element e: School Orientation & Mobility Specialists select,	create and/or support
accessible learning environments characterized by acceptab	ole student behavior,
efficient use of time, and appropriate behavioral strategies.	
0 to 3 Total Points = Not Evident	Overall Rating for Standard II:
4 to 7 Total Points = Partially Proficient	
8 to 12 Total Points = Proficient	
13 to 16 Total Points = Accomplished	
17 to 20 Total Points = Exemplary	
Evaluator Comments (Required for Ratings of "Not Eviden "	t" or "Partially Proficient" and recommended for all rating
levels). Please indicate the element for which the comment a	applies if not for the standard as a whole.
Comments of person being evaluated. (Optional)	

		obility Specialists plan, del		ces and/or specially
Not Evident	and/or create environmer Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
	s, regulations and proced	cialists provide services a ures, academic standards and The School Orientation & Mobility Specialist: Plan, execute and evaluate daily activities to address specific goals and objectives as they relate Orientation & Mobility practices. Makes decisions based on federal and state laws, regulations, and local policy that impact school based Orientation & Mobility practice. Makes decisions based on Colorado Academic Standards and district's organized plan of instruction		Students: O Will work with instructor to develop appropriate IEP goals and objectives. O Will assist in leading their IEP meeting.

Element b: School Orientation & Mobility Specialists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

There is inadequate	m cı ı	and	and The School	and The School Orientation &
evidence that the School Orientation	The School Orientation &	The School Orientation &	Orientation &	Mobility Specialist:
& Mobility Specialist: O Utilizes a minimum of one source of data to develop specially designed instruction. O Utilizes data to	Mobility Specialist: O Utilizes a minimum of one source of data to develop specially designed instruction. O Consults with teachers, students and parents	Mobility Specialist: O Evaluates, plans, and execute lessons based on multiple sources of data which reflect student goals. O Conducts and implements lessons based on informal	Mobility Specialist: O Analyzes evaluation and reporting skills. O Advocates for the acquisition and use of current assessment tools and processes.	 O Utilizes a minimum of one source of data to develop specially designed instruction. O Develops data collection and assessment tools that others find useful and effective.
develop specially designed instruction.	regarding student strengths and needs.	and formal assessments. O Interprets professional reports to aid in determination of eligibility per ECEA disability category eligibility criteria.	Students: O Confer with Orientation & Mobility instructor regarding their needs within their travel environments.	Students: O Recognize and advocate for their needs as developmentally appropriate within their travel environments.

Element c: School Orientation & 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.

There is		and	and	and
inadequate				
evidence that the	The School	The School	Students:	Students:
School Orientation	Orientation &	Orientation &	O Will reflect on	O Will monitor their
& Mobility	Mobility Specialist:	Mobility Specialist:	performance	progress towards their
Specialist:			toward lesson goal	goals/objectives
O Has a basic awareness of how to match instructional practices to student academic needs	O Understands services must be appropriate for a student's age, grade, ability level, and interests O Employs single service strategy O Shares lesson goals with students	O Will implement services according to individualized evidence-based needs. O Analyze lesson data and notes to make adjustments for further lessons O Supports transition planning for student through data sharing and collaboration		O Seek opportunities to demonstrate their successes across environments

Element d: School Orientation & Mobility Specialists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

There is inadequate		and	and	and
evidence that the	The School	The School	Students:	Students:
School Orientation & Mobility Specialist: O Utilizes available technology supports as determined by the educational team	Orientation & Mobility Specialist: O Utilizes technology supports as determined by the educational team	Orientation & Mobility Specialist: O Exploration and use of a variety of assistive technology (low and high) to support student participation and learning O Communication with district administration about the use, selection and	O Will demonstrate knowledge of where to purchase assistive technology to meet their individual needs	O Will evaluate a variety of technology based on their personal needs O Will share with peers the use of assistive technology
		purchase of assistive		
		technology needed by students		

Element e: School Orientation & Mobility Specialists establish and communicate high expectations for their support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

There is		and	and	and
inadequate				
evidence that the	The School	The School	Students:	Students:
School Orientation	Orientation &	Orientation &	O Will strive to	O Will demonstrate
& Mobility	Mobility Specialist:	Mobility Specialist:	achieve	generalization and
Specialist:			expectations set by	independence skills
O Sets student	O Sets student	O Sets student	Orientation and	learned through
expectations/go	expectations/goals	expectations	Mobility Specialist	Orientation and
als at a level	at a level that	considering	and the educational	Mobility services using
that challenges	challenges students	qualities need for	team	relevant
students		independence in		accommodations and
		school or		modifications
		community		
		(executive		
		functioning,		
		problem-solving,		
		self-advocacy, etc.)		
		O Collaboratively		
		develop travel		
		goals that		
		challenge the		
		students current		
		level of		
		performance to		
		work towards high		
		expectations		
Element f: School O	rientation & Mobility Spe	cialists communicate effe	ctively with students.	

	П	T -	T -	_
There is		and	and	and
inadequate			Students:	
evidence that the	The School	The School	Students:	Students:
School Orientation	Orientation &	Orientation &	O Consistently	O Communicates through
& Mobility	Mobility Specialist:	Mobility Specialist:	positive rapport is	a preferred mode of
Specialist:	O Builds rapport with		evident during	communication.
O Builds rapport	students	O Communicate	provider/student	O Understands personal
with students	O Models effective	effectively using	interactions	goals related to
O Models	communication	the expressive and	О	progress or
effective	skills for students	receptive		participation in the
communication		communication		educational setting.
skills for		modes of the		
students		student.		
		O Make learning		
		activities clear and		
		provide appropriate		
		environmental,		
		physical, and		
		communication		
		supports		
		O Provide positive,		
		immediate		
		feedback to student		
		on their		
		performance		

There is		and	and	and
inadequate				
evidence that the	The School	The School	Students:	Students:
School Orientation	Orientation &	Orientation &	O Transfer activities	O Consistently generalize
& Mobility	Mobility Specialist:	Mobility Specialist:	learned across	skills in travel
Specialist:			travel	environments.
O Is implementing	O Implements lessons	O Uses a variety of	environments.	
lessons tailored	tailored to the	approaches to		
to the students	students need	deliver services to		
need specific to	specific to the	meet student needs,		
the following	following areas:	including		
areas: teaching	teaching	establishing new		
orientation and	orientation and			
		skills, maintaining		
mobility,	mobility,	previous skills,		
maintaining	maintaining one's	adapting the		
one's	orientation in	activity and		
orientation in	space, basic	environments		
space, basic	techniques for	and/or providing		
techniques for	guiding a person	accommodations.		
guiding a	with a visual			
person with a	impairment, self-			
visual	protection			
impairment,	techniques: moving			
self-protection	through the			
techniques:	environment			
moving through	independently,			
the	basic long cane and			
environment	self-			
independently,	familiarization			
basic long cane	skills, advanced			
and self-	indoor orientation			
familiarization	and mobility skills,			
skills, advanced	basic outdoor			
indoor	orientation and			
orientation and	mobility skills,			
mobility skills,	intermediate			
basic outdoor	outdoor orientation			
orientation and	and mobility skills,			
mobility skills,	advanced outdoor			
intermediate	orientation and			
outdoor	mobility skills,			
orientation and	special situations			
mobility skills,	and conditions and			
advanced	mobility devices.			
outdoor	moonity devices.			
orientation and				
mobility skills,				
-				
special situations and				
conditions and				
mobility				
devices.				
		an observation of a session.		
		ring an observation of a ses		
	s that may be used to	Evidence of perfori	nance provided by artifa	ct:
provide evidence of p	nertormance.			

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Orientation & Mobility Specialis	\ 1 0 /	(0)	(1)	(2)	(3)	(4)	Tomes
designed instruction aligned with state and federal							
academic standards, their districts' organized plan	s of instruction and the individual						
needs of their students.							
Element b : School Orientation & Mobility Speciali	•						
which include valid informal and/or formal assess	ments, to inform services and/or						
specially designed instruction.							
Element c: School Orientation & Mobility Specialis							
services and/or specially designed instruction that to inform practices related to student needs, learni							
academic standards and individualized student go							
Element d: School Orientation & Mobility Speciali							
appropriate available technology in their services a							
instruction to maximize student outcomes.	, 1						
Element e: School Orientation & Mobility Specialis	sts establish and communicate high						
expectations for their students that support the de	velopment of critical-thinking, self-						
advocacy, leadership and problem solving skills.							
Element f: School Orientation & Mobility Specialis	sts communicate effectively with						
students.							
Element g: School Orientation & Mobility Specialis							
services and/or specially designed instruction unio	que to their professions.						
0 to 5 Total Points = Not Evident	Overall Rating for	Stand	lard I	П.			
6 to 11 Total Points = Partially Proficient	Overall Rating for	Stand	iai u i				
12 to 17 Total Points = Proficient							
18 to 23 Total Points = Accomplished							
24 to 28 Total Points = Exemplary							
Evaluator Comments (Required for Ratings of "No					d for	all ra	ating
levels). Please indicate the element for which the c	omment applies if not for the standard	i as a	whol	e.			

Comments of person being evaluated. (Optional)			



Quality Standard IV	: School Orientation & Mo	obility Specialists reflect or	n their practice.		
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary	
		ecialists demonstrate that	they analyze student lear	rning, development, and	
growth and apply wh	nat they learn to improve	their practice.			
		and	and	and	
There is					
inadequate	The ORIENTATION	The ORIENTATION	The ORIENTATION	The ORIENTATION &	
evidence that the	& MOBILITY	& MOBILITY	& MOBILITY	MOBILITY SPECIALIST:	
ORIENTATION &	SPECIALIST:	SPECIALIST applies	SPECIALIST modifies	☐ Monitors and evaluates	
MOBILITY	☐ Understands the	knowledge of student	instruction to assure	personal behavioral	
SPECIALIST:	importance of	learning, development,	that all students:	changes to determine	
☐ Understands the	knowing how	and growth to the		what works for students.	
importance of	student learning	development of:	O Understand what is		
knowing how	occurs and what	☐ Lesson plans.	expected of them.	☐ Develops student	
student learning	can be done to	O Instructional	O Are challenged to	learning plans based on	
occurs.	improve student	strategies.	meet or exceed	multiple examples of	
	outcomes.		expectations.	student work and	
☐ Collects and		☐ Collects multiple	O Participate in travel	information gathered	
analyzes	☐ Takes	examples of	activities with a	from students, families	
student data to	responsibility for	student work to	high level of	and significant adults,	
inform	safety of students	determine student	frequency and	and colleagues.	
instruction.	☐ Understands the	progress over time.	quality.	☐ Uses family and student	
☐ Takes	role and	☐ Develop, analyze	O Have the	input and data collection	
responsibility	responsibility of an	and apply lessons	opportunity to	when developing goals	
for safety of	Orientation &	based on student	build on their	and objectives.	
students	Mobility Specialist.	performance and	interests and		
☐ Understands the	☐ Communicate	data.	strengths.		
role and	safety practices for	☐ Communicate and	O Uses data to refine		
responsibility of	students with	advocate the role	and scaffold		
an Orientation	visual impairment,	and responsibility	appropriate lessons		
& Mobility	including blindness	of an Orientation &	and goals.		
Specialist.	with school staff.	Mobility Specialist.	O Maintain checklists		
TY 1		☐ Take responsibility	and data logs.		
Uses data to:		for their work			
☐ Support student					
learning.					
☐ Inform practice.	0.75.3.71				
Element b : School C	Prientation & Mobility Spe	ecialists link professional	growth to their profession	nai goals.	

There is		and	and	and
inadequate				
evidence that the	The ORIENTATION	The ORIENTATION	The ORIENTATION	The ORIENTATION &
ORIENTATION &	& MOBILITY	& MOBILITY	& MOBILITY	MOBILITY SPECIALIST:
MOBILITY	SPECIALIST:	SPECIALIST:	SPECIALIST:	□ Willingly tries new and
SPECIALIST:	Seeks high quality	□ Participates in	□ Develops and	different ways of
□ Uses	professional	relevant continuing	follows a long-term	teaching new skills.
performance	development	education for	professional	☐ Expands ideas for new
feedback from	opportunities to	professional	development plan.	and different strategies to
supervisor	meet professional	development and	☐ Initiates and	be used in lessons
and/or	goals.	related to	actively seeks	through conferences,
colleagues to	Č	professional goals	opportunities to	professional journals and
improve	□ Develops a	to ensure best	process and share	peer collaboration.
practice.	professional	practice.	new knowledge	1
r	development plan	☐ Demonstrates self-	☐ Uses data from	
□ Completes	that builds on	awareness and	self-assessment,	
required	strengths and	openness to	feedback from	
professional	addresses areas in	feedback from	teachers, parents	
development.	need of	others about own	and students and	
1	improvement.	practice.	performance	
☐ Understands	1	☐ Seeks opportunities	appraisal to select	
which	☐ Applies knowledge	to improve practice	professional	
professional	and skills learned	to positively	development	
development	through	impact student	activities.	
activities will	professional	performance.		
help to address	development to	1		
student and	instructional			
Studelit allu				
school needs.	decisions.			
school needs. Element c : School O		cialists respond to compl	ex, dynamic environment	S.
school needs. Element c: School O There is	decisions.	cialists respond to comple	ex, dynamic environment	s and
school needs. Element c : School O	decisions. rientation & Mobility Spe	and	and	and
school needs. Element c: School O There is	decisions. rientation & Mobility Spe The ORIENTATION		_ /	
school needs. Element c: School O There is inadequate	decisions. rientation & Mobility Spe	and	and	and
school needs. Element c: School O There is inadequate evidence that the	decisions. rientation & Mobility Spe The ORIENTATION	and The ORIENTATION	and The ORIENTATION	and The ORIENTATION &
school needs. Element c: School O There is inadequate evidence that the ORIENTATION &	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY	and The ORIENTATION & MOBILITY	and The ORIENTATION & MOBILITY	and The ORIENTATION & MOBILITY SPECIALIST:
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST:	The ORIENTATION & MOBILITY SPECIALIST initiates	and The ORIENTATION & MOBILITY SPECIALIST:	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to:	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to:	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees	and The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams.	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a	and The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive,	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results.	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning.	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with	and The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice.	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues.	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement.
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students.	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops problem solving	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex and dynamic	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students. Discusses multiple options with a	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops problem solving	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students. Discusses multiple options with a student.	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops problem solving abilities within a complex and dynamic	decisions. rientation & Mobility Spe The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex and dynamic environment Consider new ideas	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students. Discusses multiple options with a student. Calmly and	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops problem solving abilities within a complex and	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex and dynamic environment Consider new ideas to improve	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students. Discusses multiple options with a student. Calmly and actively adapting to	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops problem solving abilities within a complex and dynamic	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex and dynamic environment Consider new ideas to improve teaching and	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students. Discusses multiple options with a student. Calmly and actively adapting to a complex and	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the
school needs. Element c: School O There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Appropriately responds and develops problem solving abilities within a complex and dynamic	The ORIENTATION & MOBILITY SPECIALIST: Contributes to school committees and teams. Maintains a positive, productive and respectful relationship with colleagues. Appropriately responds and develops problem solving abilities within a complex and dynamic environment Consider new ideas to improve	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students. Discusses multiple options with a student. Calmly and actively adapting to	The ORIENTATION & MOBILITY SPECIALIST: Serves as a critical friend for colleagues, both providing and receiving feedback on performance. Collaborates with community resources to provide experiences within a variety of	The ORIENTATION & MOBILITY SPECIALIST: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement. Continually analyzes, adapts and responds to constant changes in the

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
	Ratings NE PP P A E Total Points (# Points per rating at this level) (0) (1) (2) (3) (4)
Element a: School Orientation & Mobility Special student learning, development, and growth and appractice. Element b: School Orientation & Mobility Special professional goals. Element c: School Orientation & Mobility Special environments.	pply what they learn to improve their lists link professional growth to their
0 to 1 Total Points = Not Evident 2 to 4 Total Points = Partially Proficient 5 to 7 Total Points = Proficient 6 to 10 Total Points = Accomplished 11 to 12 Total Points = Exemplary	Overall Rating for Standard IV:
	Not Evident" or "Partially Proficient" and recommended for all rating comment applies if not for the standard as a whole.

Quality Standard V: School Orientation & Mobility Specialists demonstrate collaboration, advocacy and leadership.						
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary		

Element a: School (Prientation & Mobility Spe	cialists collaborate with i	nternal and external stake	eholders to meet the needs of
students.				
There is		and	and	and
inadequate				
evidence that the	The School	The School	Students:	Students:
School Orientation	Orientation &	Orientation &	O Facilitates	O Participates in
& Mobility	Mobility Specialist:	Mobility Specialist:	collaboration	interagency projects
Specialist:	v 1		between school-	and/or research and/or
O Demonstrates	O Demonstrates an	☐ Consistently	based Orientation	district, state or national
an awareness of	awareness of the	initiates and	& Mobility	policy development.
the need to	need to collaborate	responds to needs	Specialists both in	
collaborate with	with colleagues,	of colleagues,	and out of district.	
colleagues,	parents and/or	parents and/or		
parents and/or	outside	outside		
outside	professionals by	professionals.		
professionals by	initiating and/or	☐ Întegrates		
initiating and/or	responding to	collaboratively		
responding to	requests for	shared information		
requests for	communication.	into services to		
communication.		benefit the student.		
Element b: School (Orientation & Mobility Spe	cialists advocate for stud	ents, families, and schools	5.
There is		and	and	and
inadequate				
evidence that the	The ORIENTATION	The ORIENTATION	Students:	Students:
ORIENTATION &	& MOBILITY	& MOBILITY	☐ Suggest changes to	☐ Advocate for curricular,
MOBILITY	SPECIALIST:	SPECIALIST:	their school	school climate, and
SPECIALIST:	☐ Contributes to	☐ Implements school	experience that	instructional
☐ Participates in	and/or participates	and district policies	affect their ability	improvements.
activities	in school and	and procedures	to acquire a high	
designed to	district task forces	with fidelity.	quality education.	
improve	and committees to		☐ Articulate their	
policies and	advocate for	☐ Discusses potential	support of practices	
procedures that	students.	revisions to	that improve their	
affect school	☐ Participates in	policies and	access to learning	
climate and	activities designed	procedures with	opportunities.	
student	to improve policies	administrators in	☐ Provide a variety	
learning.	and procedures that	order to better	of community	
	affect school	address student and	resources to	
☐ Reaches out to	climate and student	school needs.	families.	
students,	learning.			
families, and				
the community	☐ Reaches out to			
in order to	students, families,			
understand their	and the community			
needs.	in order to			
	understand their			
	needs			
	Prientation & Mobility Spe	. 1 1	11 1 1 1	1 ()

ORIENTATION & MOBILITY SPECIALIST: Cont scho Recognizes opportunities to develop Main	**ILITY	ORIENTATION IOBILITY CIALIST: Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues.	The ORIENTATION & MOBILITY SPECIALIST: Shares knowledge of helpful practices with colleagues.	The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results.
evidence that the ORIENTATION & MOBILITY SPECIALIST: Recognizes opportunities to develop The ORI & MOBI & MOBI & SPECIA SPECIA SPECIALIST: Cont scho	**ILITY	CIALIST: Provides leadership to school-based teams in order to harness the skills and knowledge of	& MOBILITY SPECIALIST: □ Shares knowledge of helpful practices with colleagues.	MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to: ☐ Analyze student data and
skills. prod respectively for the benefit of students. Supports school goals and initiatives. Supports students. Supports school goals and initiatives. Supports school goals and initiatives. Supports school goals and initiatives.	ionship with eagues. ognizes ortunities to elop leadership s. ks aboratively for oenefit of	Provides knowledge of individual student needs to all members of the multidisciplinary team.	Confers with school administrators to improve Orientation & Mobility Specialist working and student learning conditions.	 □ Apply findings to improve teaching practice. □ Share ideas to improve teaching and learning □ Support struggling students. □ Participates in school activities beyond those expected of all Orientation & Mobility Specialists.
Element d: School Orientation	a & Mobility Specialis	ts contribute knowle	edge and skills to education	onal practices and their
profession. There is	12	and	and	and
inadequate				
	ILITY & M LIST SPE	ORIENTATION IOBILITY CIALIST: Leads professional	The ORIENTATION & MOBILITY SPECIALIST: Participates in	The ORIENTATION & MOBILITY SPECIALIST: ☐ Advocates for the inclusion of Orientation
□ Is willing to share expertise with colleagues. □ Understands the importance of supporting colleagues. □ Demonstrates understanding of Orientation & Mobility practices colleagues □ Demonstrates understanding of the colleagues.	es to: tributes to ussions linking ent strengths needs to tices which oort student wth. res knowledge udent's ntation &	growth and development activities whenever possible.	district-wide decision-making processes that impact the school. Attends conferences/ workshops related to professional development.	& Mobility Specialists in education and government decision-making processes. Participate in planning and executing professional development activities Presenting at conferences Participating on state professional boards and/or committees.
	ortunities for essional vth.	te damonetrata high	athical standards	

There is		and	and	ond		
inadequate		and	and	and		
evidence that the ORIENTATION & MOBILITY SPECIALIST: Maintains confidentiality of student records as required by law. Understands the need to hold high standards for himself/herself and others. Adheres to standards of professional practice.	The ORIENTATION & MOBILITY SPECIALIST: Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. Maintains confidentiality of student records as required by law. Understands the need to hold high standards for himself/herself and others. Adheres to standards of	The ORIENTATION & MOBILITY SPECIALIST: Maintains confidentiality of student and fellow Orientation & Mobility Specialist interactions as well as student and personal data.	The ORIENTATION & MOBILITY SPECIALIST: Demands ethical behavior on the part of students. Encourages colleagues to demonstrate ethical behavior.	Adhere to ethical principles and demonstrate ethical behavior such as hone integrity, and respect f others.	•	
	professional practice.					
O Professional Prac		an observation of a session.				
Professional Prac	■ Professional Practice is Not Observable during an observation of a session.					
provide evidence of	ts that may be used to performance:	Evidence of perform	nance provided by arti	fact:		
		(# Daints no	Ratings NE rating at this level) (0)	PP P A E Total Poi	nts	
Element a: School (Orientation & Mobility Spe	ecialists collaborate with i		(1) (2) (3) (4)		
external stakeholder	rs to meet the needs of stu	idents.				
Element b: School Orientation & Mobility Specialists advocate for students, families						
and schools	orientation & Mobility Spo	celalists advocate for stud				
and schools. Element c: School 0						
	Orientation & Mobility Spe	ecialists demonstrate lead				
Element c: School (educational setting(s Element d: School (Orientation & Mobility Spe		ership in their			

Element e: School Orie	ntation & Mobility Specialis	sts demonstrate	high ethical				
standards.							
0 to 3 Total Points =	Not Evident		Overall Rating	for Stand	dard V:		
4 to 7 Total Points =	Partially Proficient						_
8 to 12 Total Points =	Proficient						
13 to 16 Total Points =	Accomplished						
17 to 20 Total Points =	Exemplary						
Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating							
levels). Please indicate t	he element for which the co	omment applies i	f not for the stand	dard as a	whole.		
)			
Comments of person bei	ing evaluated. (Optional)						