

Rubric for Evaluating Colorado Special Services Providers: School Orientation and Mobility Specialists

QUALITY STANDARD I

Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction, and the individual needs of their students.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
<p>1 Is aware of state and federal laws, regulations, and procedures that impact orientation and mobility practice in the educational setting.</p>	<p>2 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 (CAS), Extended Evidence Outcomes (EEO), and Expanded Core Curriculum (ECC) for Learners with Blindness/Visual Impairment.</p>	<p>3 Plans, evaluates, manages, and delivers services in accordance with federal, state law, local policy and procedures, and the individual needs of students aligned to the CAS, EEO, and ECC.</p> <p>4 Complies with timelines for state, federal, and local policies related to documentation and communication.</p>	<p>5 Are aware that the nature of the services provided are determined by state and federal laws and individual needs of students aligned to the CAS, EEO, and ECC.</p>	<p>6 Consult with the School Orientation and Mobility Specialist as a resource regarding state and federal laws, local policies and procedures, and the individual needs of students.</p>

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ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Has basic knowledge of how orientation and mobility programming can support learning and reduce barriers in a variety of situations to promote safe, efficient, and independent travel, which may include home, school, and/or community environments.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>2 Understands how to scaffold the orientation and mobility curriculum to reduce barriers to and support student learning in academic and nonacademic content areas, and safe, efficient, and independent travel within the home, school, and/or community environments, based on the ability and needs of individual students.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Provides individualized specially designed instruction and effective service in collaboration with others to reduce barriers and support learning in academic and nonacademic content areas and promote safe, efficient, and independent travel in the home, school, and/or community environments based on the ability and needs of the individual students.</p>	<p>... and</p> <p>STUDENTS:</p> <p>4 Demonstrate learning in academic and nonacademic content areas and safe, efficient, and independent travel in the home, school, and community environments as a result of orientation and mobility instruction that is tailored to their individualized ability and needs.</p>	<p>... and</p> <p>SIGNIFICANT ADULT(S):</p> <p>5 Consult with the School Orientation and Mobility Specialist to reduce barriers to and support student learning in academic and nonacademic content areas and safe, efficient, and independent travel in the home, school, and community environments.</p>
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ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

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<p>ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.</p>				
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Identifies sources of evidence-based practices to obtain relevant current research related to and specific to orientation and mobility.</p> <p>2 Understands the content of the Expanded Core Curriculum including orientation and mobility, recreation and leisure, independent living skills, and social skills.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Remains current with evidence-based orientation and mobility practices specific to assessment and programmatic instruction to provide services to meet individual student needs.</p> <p>4 Develops a program repertoire orientation and mobility based on evidence-based practices with consideration of the students' individual skills and abilities.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>5 Designs and implements evidence-based interventions to meet the individual needs of students.</p> <p>6 Implements lessons and uses evidence-based materials to assure that learning objectives are met in the areas of the Expanded Core Curriculum.</p>	<p>... and</p> <p>STUDENTS:</p> <p>7 Improve their efficiency and independent travel knowledge and skill through evidence-based orientation and mobility instruction.</p>	<p>... and</p> <p>STUDENTS:</p> <p>8 Generalize learned knowledge and skills to a variety of environments, which may include but are not limited to home, school, and/or community.</p> <p>9 Interact with materials and equipment, ask questions, and solve relevant problems, while making connections to prior learning.</p>

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

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ELEMENT A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

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<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Understands and articulates the importance of a safe, accessible learning and travel environment in which students with blindness/visual impairment or deaf-blindness experience positive, nurturing relationships with caring adults and/or peers.</p> <p>2 Provides expectations and guidelines to establish acceptable student behavior and efficient use of time during orientation and mobility lessons.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Establishes travel environments which encourage positive relationships between and among students and adults that are conducive for the safety, accessibility, efficiency, and travel independence of students with blindness/visual impairment or deaf-blindness.</p> <p>4 Conveys to the student, social and behavioral expectations in a variety of environments.</p> <p>5 Puts expectations and procedures in place to reduce interruption to instructional time.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>6 Collaborates with parents and other professionals to improve safety and accessibility across the students travel environments.</p> <p>7 Ensures a continuum of services, which promote a student’s sense of acceptance by peers and adults and promotes the student’s positive self-concept.</p> <p>8 Holds students accountable for adherence to school and/or community rules and social conventions.</p>	<p>... and</p> <p>STUDENTS:</p> <p>9 Engage in respectful and open dialogue with each other and their Orientation and Mobility Specialist.</p> <p>10 Stay on task during lessons.</p> <p>11 Abide by instructor, school, and/or community rules and social conventions.</p>	<p>... and</p> <p>STUDENTS:</p> <p>12 Use experience of traveling in safe and accessible environments to discern and negotiate new travel environments.</p> <p>13 Accept responsibility for their behavior and use of time.</p>

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ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

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<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Identifies individual differences, cultural beliefs and customs, and their influence on independent travel and participation in orientation and mobility programming.</p> <p>2 Creates an environment in which student diversity is valued.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Considers individual differences, cultural beliefs and customs, and their influence when planning orientation and mobility instruction.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>4 Implements instruction that honor individual differences, cultural beliefs and customs, and their influence on safe, efficient, and independent travel in home, school, and/or community environments.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Recognize and are personally respectful of diversity among others and the influences of student and family backgrounds, cultures, and experiences.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Advocate respect of others for the backgrounds, cultures, and experiences of others in the school and community settings.</p>

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ELEMENT C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Identifies individual student’s interests, strengths, and needs.</p>	<p>2 Establishes priorities and goals based on each student’s interests, strengths, and needs.</p>	<p>3 Designs and adapts interventions to reflect each student’s interests, strengths, and needs.</p>	<p>4 Understand the importance of each student’s interests, strengths, and needs in achieving goals.</p>	<p>5 Advocate for supports based on interests, strengths, and needs of each student.</p>

ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Recognizes the value of building relationships with students, families, and significant adults.</p>	<p>2 Establishes effective relationships with students, families, and significant adults.</p> <p>3 Establishes a learning environment that is inclusive of families and significant adults.</p>	<p>4 Uses a variety of methods to communicate the importance of orientation and mobility skills in the environments in which students function.</p> <p>5 Monitors student accomplishment in collaboration with the student, family, and other professionals and adjusts the student’s instruction accordingly.</p> <p>6 Partners with families and significant adults to help students meet education goals.</p>	<p>7 Communicate pertinent information (medical, home, and community) with the Orientation and Mobility Specialist that may impact student participation across educational activities and travel environments.</p> <p>8 Communicate with Orientation and Mobility Specialist a desire to access community resources and services.</p>	<p>9 Seek the Orientation and Mobility Specialist as a resource to support student needs.</p> <p>10 Partner with the Orientation and Mobility Specialist to support and collaborate with the student’s educational community environment.</p>

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Understands the relevance of child development and impact of blindness/visual impairment and deaf-blindness to human development.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>2 Assesses the needs of students to plan and provide instruction from an orientation and mobility curriculum which emphasizes safe, efficient, and developmentally appropriate travel skills.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Applies knowledge of child development across multiple domains to support students' access and participation in the school environment and enhance students' developmentally appropriate travel efficiency, environmental awareness, knowledge of transportation modes, and judgment.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Understand the unique role of Orientation and Mobility Specialist's to support and assist students to access, participate, and travel within their home, school, and/or community environments.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>5 Understand and apply information provided by the Orientation and Mobility Specialist related to the student's developmental trajectory for environmental awareness and safe, efficient, and independent travel.</p>
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ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Identifies multiple forms of informal and formal assessment related to orientation and mobility performance.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>2 Utilizes multiple forms of assessment (informal and/or formal) related to orientation and mobility performance to inform instruction.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Accurately interprets and communicates evaluation findings with student, family, and school team members.</p> <p>4 Plans, implements, and evaluates lessons to accomplish student goals based on multiple forms of informal and formal assessment data.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Communicate pertinent information to the orientation and mobility evaluation process.</p>	<p>... and STUDENTS:</p> <p>6 Actively participate in formal and informal assessments and in the interpretation of the resulting data.</p>
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ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Is aware of appropriate available technology supports specific to orientation and mobility.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>2 Uses appropriate available assistive technology effectively in collaboration with the educational team to maximize student outcomes.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Selects, recommends, demonstrates, and trains the use of appropriate available assistive technology to support student participation and travel within the educational setting.</p> <p>4 Communicates with district administration about the use, selection, and purchase of appropriate and available assistive technology needed by students.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Express preferences for appropriate available assistive technology.</p>	<p>... and STUDENTS:</p> <p>6 Use a variety of appropriate available assistive technology to improve orientation and mobility skills in home, school, and community environments with support from significant adults.</p>

ELEMENT D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Understands the importance of having high expectations for all students.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>2 Develops orientation and mobility goals that challenge the students' current level of performance.</p>	<p>... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Collaborates with the team to choose activities that provide the student with an appropriate level of challenge.</p> <p>4 Provides opportunities for students to practice critical thinking, self-advocacy,</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Consult with the Orientation and Mobility Specialist on opportunities and strategies that promote critical thinking, problem-solving, and self-advocacy during travel tasks.</p>	<p>... and STUDENTS:</p> <p>6 Demonstrate critical thinking, problem-solving, and self-advocacy skills using individualized accommodations and modifications to improve orientation and mobility skills with support from significant adults.</p>
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		and/or problem-solving during travel tasks.		
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ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and STUDENTS:	... and SIGNIFICANT ADULT(S):
<ol style="list-style-type: none"> Has a basic awareness of how to integrate student data into plan services. Recognizes the scope and extensiveness of orientation and mobility practices. 	<ol style="list-style-type: none"> Integrates data related to student needs, learning, and progress toward goals to design and deliver individualized orientation and mobility instruction. 	<ol style="list-style-type: none"> Analyzes lesson data and progress notes to make adjustments to future lessons. Uses a variety of approaches to deliver instruction to meet student needs, including establishing new skills, maintaining previous skills, adapting activities, and selecting travel environments. 	<ol style="list-style-type: none"> Monitor their progress towards their orientation and mobility goals. Seek opportunities to demonstrate their successes across environments. 	<ol style="list-style-type: none"> Integrate orientation and mobility recommendations to provide practice opportunities in order for students to make progress towards identified goals.

ELEMENT F: Special Services Providers model and promote effective communication.

THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<ol style="list-style-type: none"> Recognizes the need to build rapport with students. Recognizes the importance of respectful and effective written (informal and formal) and oral communication. 	<ol style="list-style-type: none"> Builds rapport with students and provides positive feedback to students on their performance. Selects and uses a variety of communication strategies based on situational needs. 	<ol style="list-style-type: none"> Communicates effectively using the expressive and receptive communication modes of the student. Develops plans that are concise and meaningfully linked to student strengths and needs. Tailors communications to be developmentally and culturally relevant. 	<ol style="list-style-type: none"> Engage in dialogue and/or collaboration related to student strengths and needs. 	<ol style="list-style-type: none"> Understand and follow oral, written, or gestural / signed instructions to maximize student outcomes.

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.				
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Is familiar with Orientation and Mobility (O&M) Code of Ethics.</p> <p>2 Understands the need to hold high ethical standards for himself/herself and others.</p> <p>3 Maintains confidentiality of student information as required by law.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>4 Demonstrates basic skills related to the O&M Code of Ethics.</p> <p>5 Adheres to standards of professional practice.</p> <p>6 Accepts responsibility for actions and decisions that affect student outcomes.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>7 Holds high ethical standards of practice as defined by the O&M Code of Ethics and applicable state laws and regulations.</p> <p>8 Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>9 Upholds ethical standards of practice as defined by the O&M Code of Ethics and applicable state laws and regulations.</p> <p>10 Models ethical behavior for students, families and other staff.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>11 Promotes ethical standards of practice within school, department, and/or district teams.</p>
ELEMENT B: Special Services Providers link professional growth to their professional goals.				
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Understands performance feedback from supervisor and/or colleagues to improve practice.</p> <p>2 Completes required professional development according to state and/or district/BOCES policies.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Attempts to address performance feedback from supervisor and/or colleagues to improve practice.</p> <p>4 Participates in professional development opportunities that support a professional learning plan.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>5 Demonstrates self-awareness and openness to feedback that results in a deliberate change in practice.</p> <p>6 Develops a professional learning plan that builds on strengths and addresses target areas that will support student outcomes, as well as areas of need for improvement.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>7 Seeks, reflects upon, and uses coaching from others to make proactive changes within own practice.</p> <p>8 Applies knowledge and skills gained through professional learning to confirm, inform, and/or change instructional decisions.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>9 Expands ideas for new and different strategies to be used in lessons through conferences, professional journals, and peer collaboration.</p> <p>10 Establishes continuous improvement strategies, including seeking feedback from colleagues, and/or supervisors, to identify and self-monitor professional growth.</p>

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Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

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ELEMENT C: Special Services Providers respond to a complex, dynamic environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Recognizes the need to appropriately problem solve for students within a complex and dynamic environment.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>2 Actively seeks professional guidance and/or resources to prioritize competing demands within a complex and dynamic environment.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Demonstrates flexibility and adjusts priorities based on the changing needs of students, teams, travel conditions, and environments.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>4 Initiates and leads collaborative activities with colleagues to respond to, develop, and adjust problem solving abilities within complex and dynamic environments to meet student's needs.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>5 Is aware of and responds to changing conditions at the national, state, or local level in order to provide effective services.</p>

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

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<p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>1 Recognizes the importance of collaborating with colleagues, parents, and/or outside school professionals.</p> <p>2 Recognizes the need to advocate and be a leader for students with blindness/visual impairments or deaf-blindness and their families to improve orientation and mobility services.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>3 Collaborates with colleagues, families, and community members to meet the needs of students with blindness/visual impairments or deaf-blindness.</p> <p>4 Educates school staff about orientation and mobility services and how they relate to students who are visually impaired/blind.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>5 Facilitates collaboration between colleagues, families, and other integral individuals.</p> <p>6 Makes significant contributions from an orientation and mobility perspective to school or district teams.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>7 Provides leadership to school-based teams in order to maximize the skills and knowledge of colleagues.</p> <p>8 Shares knowledge through coaching and/or mentorship of colleagues.</p> <p>9 Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs.</p>	<p>... and</p> <p>THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:</p> <p>10 Initiates and leads collaborative activities and/or action research with colleagues to improve teaching practice and student outcomes.</p> <p>11 Provides leadership locally and beyond to improve the outcomes for all students.</p> <p>12 Participates in school activities beyond those expected of all Orientation and Mobility Specialists.</p>