

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: School Orientation & Mobility Specialists demonstrate mastery of and expertise in the domain for which they are responsible.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Orientation & Mobility Specialists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> Understands the concepts, skills, and techniques necessary for a person with a visual impairment (including students with additional disabilities) to travel safely, efficiently, and gracefully through any environment and under all environmental conditions and situations. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> Understands the concepts, skills, and techniques necessary for a person with a visual impairment (including students with additional disabilities) to travel safely, efficiently, and gracefully through any environment and under all environmental conditions and situations. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> Articulates the concepts, skills, and techniques necessary for a person with a visual impairment (including students with additional disabilities) to travel safely, efficiently, and gracefully through any environment and under all environmental conditions and situations. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> Routinely shares knowledge of the concepts, skills, and techniques necessary for a person with a visual impairment (including students with additional disabilities) to travel safely, efficiently, and gracefully through any environment and under all environmental conditions and situations. <p>Students:</p> <ul style="list-style-type: none"> Will be actively involved in their travel environment with consideration of their individual skills and abilities 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> Shares knowledge of the concepts, skills, and techniques necessary for a person with a visual impairment (including students with additional disabilities) to travel safely, efficiently, and gracefully through any environment and under all environmental conditions and situations at district, state and/or national level. <p>Students:</p> <ul style="list-style-type: none"> Will generalize Orientation & Mobility knowledge in multiple travel environments.
Element b: School Orientation & Mobility Specialists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Has a basic awareness of an Orientation & Mobility curriculum. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Understands how to scaffold the Orientation & Mobility curriculum and the Colorado Academic Standards 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Articulate to others how the Orientation & Mobility curriculum relates to the Colorado Academic Standards. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Routinely shares knowledge of how the Orientation & Mobility curriculum relates to the Colorado Academic Standards. <p>Students:</p> <ul style="list-style-type: none"> ○ Communicate their knowledge of how the Orientation & Mobility curriculum relates to their academic achievement. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Shares knowledge of how the Orientation & Mobility curriculum relates to the Colorado Academic Standards at the district, state, national and/or <u>inter-planetary level</u>. <p>Students:</p> <ul style="list-style-type: none"> ○ Actively involved in communication with their instructor to adapt instruction to meet individual needs.
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Element c: School Orientation & Mobility Specialists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Has a basic awareness of tools and resources related to Orientation & Mobility. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Understands the connection of current, relevant Orientation & Mobility research which impacts student performance. ○ Understands the tools and resources related to Orientation & Mobility. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Incorporates knowledge from current Orientation & Mobility research to meet individual needs of students. ○ Collaborates in the training of school personnel regarding evidence based instruction. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of how to adapt instruction based on student progress using evidence-based practices and research. <p>Students:</p> <ul style="list-style-type: none"> ○ Improving their skills and knowledge through an understanding of evidence based practice and research. ○ Students lived to tell the tale of new practices tested on them! 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Share and contribute new knowledge within the field of Orientation & Mobility. ○ Actively incorporates knowledge/research from fields outside of Orientation & Mobility to practice within Orientation & Mobility. <p>Students:</p> <ul style="list-style-type: none"> ○ Apply newly learned content skills to unique situations and different content areas.
<p>Element d: School Orientation & Mobility Specialists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.</p>				

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Implements instruction that communicates a purpose for learning. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Acknowledges instruction of the home, school, and community and the impacts of student performance and growth. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Demonstrate and communicate the necessity of Orientation & Mobility and how it applies in a variety of environments. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of community, state, and national resources related to the practice of Orientation & Mobility ○ Monitors and reassesses in collaboration with the student, family and other professionals <p>Students:</p> <ul style="list-style-type: none"> ○ Help set their learning objectives. ○ Make connections between prior learning and the current lesson 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Applying the knowledge of community, state, and national resources in the practice of Orientation & Mobility. <p>Students:</p> <ul style="list-style-type: none"> ○ Use current lesson to accelerate their learning, and advance to the next performance level
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Element e: School Orientation & Mobility Specialists demonstrate knowledge of and expertise in their professions.

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ 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. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ 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. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ 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. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ 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. <p>Students:</p> <ul style="list-style-type: none"> ○ Will be able to communicate how visual impairments affect their development within the Expanded Core Curriculum. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ 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. <p>Students:</p> <ul style="list-style-type: none"> ○ Will be able to self-evaluate and communicate their needs within the Expanded Core Curriculum.
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○ Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:					
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Orientation & Mobility Specialists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.							

Element b: School Orientation & Mobility Specialists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.						
Element c: School Orientation & Mobility Specialists integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
Element d: School Orientation & Mobility Specialists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
Element e: School Orientation & Mobility Specialists demonstrate knowledge of and expertise in their professions.						
0 to 3 Total Points = Not Evident 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	Overall Rating for Standard I: <div data-bbox="873 604 1463 684" style="background-color: #c8e6c9; width: 100%; height: 30px; margin-top: 10px;"></div>					
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						

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
<p>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.</p>				
<p>There is inadequate evidence that the Orientation & Mobility SPECIALIST is aware of travel environments in which:</p> <ul style="list-style-type: none"> ○ Diversity is acknowledged and used to further student learning. ○ The importance of student and family background is considered in developing lesson plans. ○ Students build positive relationships with each other. 	<p>The Orientation & Mobility SPECIALIST understands travel environments which:</p> <ul style="list-style-type: none"> ○ Emphasizes mutual respect for and understanding of all students. ○ Encourages positive relationships between and among students. ○ Is conducive for all students to learn. 	<p>.. and</p> <p>The Orientation & Mobility SPECIALIST:</p> <ul style="list-style-type: none"> ○ Models empathy and respect for diversity. ○ Creates individual goals for students to participate in and become more active in their community ○ Collaborates with other professionals to improve safety and accessibility in travel environments and activities. ○ Ensures that services promote a student’s sense of acceptance by peers and adults and promotes the student’s positive self-concept ○ Fostering relationships 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Demonstrate respect for classmates and their Orientation & Mobility Specialist. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in respectful and open dialogue with each other and their Orientation & Mobility Specialist.
<p>Element b: School Orientation & Mobility Specialists demonstrate respect for diversity within the home, school, and local and global communities.</p>				

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST creates a classroom environment in which:</p> <ul style="list-style-type: none"> ○ Student diversity is valued. ○ Student and family background characteristics are considered in developing lessons. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Uses instructional approaches and materials that reflect students' backgrounds. ○ Acknowledges the value of each student's contributions to the quality of lessons. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST establishes routine processes that result in:</p> <ul style="list-style-type: none"> ○ A strong sense of community among students. ○ Effective interactions among students. ○ Respect for individual differences. ○ Positive social relationships. ○ Commits to and respects the diverse needs of each student during travel within the community. ○ Selects and implements culturally responsive tools, assessments and resources 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Respect the backgrounds of fellow students. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively seek a variety of perspectives to complete group assignments.
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Element c: School Orientation & Mobility Specialists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Has high expectations for all students. ○ Uses data for instructional decision making. ○ Holds students accountable for their learning. ○ Considers student interests in planning lessons. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Monitors students for level of participation. ○ Encourages students to share their interests. ○ Challenges students to expand and enhance their learning. ○ Acknowledges students for their accomplishments. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Asks appropriately challenging questions of all students. ○ Scaffolds questions. ○ Gives wait time equitably. ○ Flexibly groups students. ○ Ensures that all students participate with a high level of frequency. ○ Plans, executes and evaluates lessons which emphasizes individuals' unique interests and strengths. ○ Develops appropriate and differentiated supports for students 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively participate in classroom activities. ○ Seek opportunities to respond to difficult questions. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Select challenging content and activities when given the choice in order to stretch their skills and abilities. ○ Encourage fellow students to participate and challenge themselves. ○ Participate in collaborative learning and appropriate group processes.
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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.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Establishes a travel environment that is inviting to families and significant adults. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Maintains appropriate and respectful relationships with students, their families, and significant adults. □ Uses a variety of methods to initiate communication with families and significant adults. □ Is sensitive to the diverse family structures. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> □ Partners with families and significant adults to help students meet education goals. □ Coordinates information from families and significant adults with colleagues who provide student services. □ Seeks services and resources to meet the diverse needs of students. □ Maintain and share data and communication log □ Maintains ongoing communication with staff, family and peers to address student's individual needs 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Communicate with family and significant adults. <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> □ Initiate communication with Orientation & Mobility Specialists to discuss student needs. □ Participate in a variety of school-based activities. □ Willingly share information that may impact student learning. 	<p>... and</p> <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> □ Seek the Orientation & Mobility Specialist's assistance to find resources and services to support student needs. □ Partner with the Orientation & Mobility Specialist and the school for the benefit of their students.
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Element e: School Orientation & Mobility Specialists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Has rules to guide students to behave appropriately in the travel environment. ○ Holds students accountable for school and/or community rules and social conventions. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Conveys to the student, social expectations in a variety of environments ○ Puts procedures in place to reduce interruption to instructional time. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> ○ Makes maximum use of instructional time. ○ Holds students accountable for adherence to school and/or community rules and social conventions. ○ Mitigate a safe and orderly travel environment. ○ Conducts lessons using strategies to teach efficient travel and acceptable social conventions. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Stay on task during lessons. ○ Avoid interruptions to their work. ○ Abide by school and/or community rules and social conventions. ○ 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Help other students stay on task. ○ Accept responsibility for their behavior and use of time.
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○ Professional Practice is **Observable** during an observation of a session.
 □ Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
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.							
Element b: School Orientation & Mobility Specialists demonstrate respect for diversity within the home, school, and local and global communities.							
Element c: School Orientation & Mobility Specialists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.							

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.						
Element e: School Orientation & Mobility Specialists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.						
0 to 3 Total Points = Not Evident 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	Overall Rating for Standard II: <div data-bbox="875 445 1461 525" style="background-color: #d9ead3; width: 100%; height: 38px;"></div>					
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						

Quality Standard III: School Orientation & Mobility Specialists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element a: School Orientation & Mobility Specialists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.</p>				
<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Describes Orientation & Mobility scope of practice in the educational environment. ○ Is aware of state and federal laws, regulations and procedures that impact Orientation & Mobility practice in the educational setting. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Describes Orientation & Mobility scope of practice in the educational environment. ○ Attempts to make decisions based on federal and state laws, regulations, and local policy that impact school based Orientation & Mobility practice. ○ Attempts to make decisions based on Colorado Academic Standards and district's organized plan of instruction. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan, execute and evaluate daily activities to address specific goals and objectives as they relate Orientation & Mobility practices. <input type="checkbox"/> Makes decisions based on federal and state laws, regulations, and local policy that impact school based Orientation & Mobility practice. <input type="checkbox"/> Makes decisions based on Colorado Academic Standards and district's organized plan of instruction 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will participate in their IEP meeting. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will work with instructor to develop appropriate IEP goals and objectives. ○ Will assist in leading their IEP meeting.
<p>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.</p>				

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Utilizes a minimum of one source of data to develop specially designed instruction. ○ Utilizes data to develop specially designed instruction. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Utilizes a minimum of one source of data to develop specially designed instruction. ○ Consults with teachers, students and parents regarding student strengths and needs. 	<p>... and The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Evaluates, plans, and execute lessons based on multiple sources of data which reflect student goals. ○ Conducts and implements lessons based on informal and formal assessments. ○ Interprets professional reports to aid in determination of eligibility per ECEA disability category eligibility criteria. 	<p>... and The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Analyzes evaluation and reporting skills. ○ Advocates for the acquisition and use of current assessment tools and processes. <p>Students:</p> <ul style="list-style-type: none"> ○ Confer with Orientation & Mobility instructor regarding their needs within their travel environments. 	<p>... and The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Utilizes a minimum of one source of data to develop specially designed instruction. ○ Develops data collection and assessment tools that others find useful and effective. <p>Students:</p> <ul style="list-style-type: none"> ○ Recognize and advocate for their needs as developmentally appropriate within their travel environments.
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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.

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Has a basic awareness of how to match instructional practices to student academic needs 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Understands services must be appropriate for a student's age, grade, ability level, and interests ○ Employs single service strategy ○ Shares lesson goals with students 	<p>... and The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Will implement services according to individualized evidence-based needs. ○ Analyze lesson data and notes to make adjustments for further lessons ○ Supports transition planning for student through data sharing and collaboration 	<p>... and Students:</p> <ul style="list-style-type: none"> ○ Will reflect on performance toward lesson goal 	<p>... and Students:</p> <ul style="list-style-type: none"> ○ Will monitor their progress towards their goals/objectives ○ Seek opportunities to demonstrate their successes across environments
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Element d: School Orientation & Mobility Specialists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Utilizes available technology supports as determined by the educational team 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Utilizes technology supports as determined by the educational team 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Exploration and use of a variety of assistive technology (low and high) to support student participation and learning ○ Communication with district administration about the use, selection and purchase of assistive technology needed by students 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will demonstrate knowledge of where to purchase assistive technology to meet their individual needs 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will evaluate a variety of technology based on their personal needs ○ Will share with peers the use of assistive technology
<p>Element e: School Orientation & Mobility Specialists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.</p>				
<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Sets student expectations/goals at a level that challenges students 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Sets student expectations/goals at a level that challenges students 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Sets student expectations considering qualities need for independence in school or community (executive functioning, problem-solving, self-advocacy, etc.) ○ Collaboratively develop travel goals that challenge the students current level of performance to work towards high expectations 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will strive to achieve expectations set by Orientation and Mobility Specialist and the educational team 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will demonstrate generalization and independence skills learned through Orientation and Mobility services using relevant accommodations and modifications
<p>Element f: School Orientation & Mobility Specialists communicate effectively with students.</p>				

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Builds rapport with students ○ Models effective communication skills for students 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Builds rapport with students ○ Models effective communication skills for students 	<p>... and The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Communicate effectively using the expressive and receptive communication modes of the student. ○ Make learning activities clear and provide appropriate environmental, physical, and communication supports ○ Provide positive, immediate feedback to student on their performance 	<p>... and Students:</p> <ul style="list-style-type: none"> ○ Consistently positive rapport is evident during provider/student interactions ○ 	<p>... and Students:</p> <ul style="list-style-type: none"> ○ Communicates through a preferred mode of communication. ○ Understands personal goals related to progress or participation in the educational setting.
<p>Element g: School Orientation & Mobility Specialists develop and/or implement services and/or specially designed instruction unique to their professions.</p>				

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Is implementing lessons tailored to the students need specific to the following areas: teaching orientation and mobility, maintaining one's orientation in space, basic techniques for guiding a person with a visual impairment, self-protection techniques: moving through the environment independently, basic long cane and self-familiarization skills, advanced indoor orientation and mobility skills, basic outdoor orientation and mobility skills, intermediate outdoor orientation and mobility skills, advanced outdoor orientation and mobility skills, special situations and conditions and mobility devices. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Implements lessons tailored to the students need specific to the following areas: teaching orientation and mobility, maintaining one's orientation in space, basic techniques for guiding a person with a visual impairment, self-protection techniques: moving through the environment independently, basic long cane and self-familiarization skills, advanced indoor orientation and mobility skills, basic outdoor orientation and mobility skills, intermediate outdoor orientation and mobility skills, advanced outdoor orientation and mobility skills, special situations and conditions and mobility devices. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Uses a variety of approaches to deliver services to meet student needs, including establishing new skills, maintaining previous skills, adapting the activity and environments and/or providing accommodations. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Transfer activities learned across travel environments. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Consistently generalize skills in travel environments.
<p><input type="radio"/> Professional Practice is Observable during an observation of a session.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during an observation of a session.</p>				
<p>Examples of Artifacts that may be used to provide evidence of performance:</p> <p><input type="checkbox"/></p>		<p>Evidence of performance provided by artifact:</p>		

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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Orientation & Mobility Specialists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts’ organized plans of instruction and the individual needs of their students.							
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.							
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.							
Element d: School Orientation & Mobility Specialists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.							
Element e: School Orientation & Mobility Specialists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.							
Element f: School Orientation & Mobility Specialists communicate effectively with students.							
Element g: School Orientation & Mobility Specialists develop and/or implement services and/or specially designed instruction unique to their professions.							

0 to 5 Total Points = Not Evident 6 to 11 Total Points = Partially Proficient 12 to 17 Total Points = Proficient 18 to 23 Total Points = Accomplished 24 to 28 Total Points = Exemplary	Overall Rating for Standard III: <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #d9ead3;"></div>
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Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. (Optional)

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Quality Standard IV: School Orientation & Mobility Specialists reflect on their practice.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element a: School Orientation & Mobility Specialists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.</p>				
<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs. <input type="checkbox"/> Collects and analyzes student data to inform instruction. <input type="checkbox"/> Takes responsibility for safety of students <input type="checkbox"/> Understands the role and responsibility of an Orientation & Mobility Specialist. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs and what can be done to improve student outcomes. <input type="checkbox"/> Takes responsibility for safety of students <input type="checkbox"/> Understands the role and responsibility of an Orientation & Mobility Specialist. <input type="checkbox"/> Communicate safety practices for students with visual impairment, including blindness with school staff. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST applies knowledge of student learning, development, and growth to the development of :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies. <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time. <input type="checkbox"/> Develop, analyze and apply lessons based on student performance and data. <input type="checkbox"/> Communicate and advocate the role and responsibility of an Orientation & Mobility Specialist. <input type="checkbox"/> Take responsibility for their work 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST modifies instruction to assure that all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand what is expected of them. <input type="checkbox"/> Are challenged to meet or exceed expectations. <input type="checkbox"/> Participate in travel activities with a high level of frequency and quality. <input type="checkbox"/> Have the opportunity to build on their interests and strengths. <input type="checkbox"/> Uses data to refine and scaffold appropriate lessons and goals. <input type="checkbox"/> Maintain checklists and data logs. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students. <input type="checkbox"/> Develops student learning plans based on multiple examples of student work and information gathered from students, families and significant adults, and colleagues. <input type="checkbox"/> Uses family and student input and data collection when developing goals and objectives.

Element b: School Orientation & Mobility Specialists link professional growth to their professional goals.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development. <input type="checkbox"/> Understands which professional development activities will help to address student and school needs. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks high quality professional development opportunities to meet professional goals. <input type="checkbox"/> Develops a professional development plan that builds on strengths and addresses areas in need of improvement. <input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional decisions. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in relevant continuing education for professional development and related to professional goals to ensure best practice. <input type="checkbox"/> Demonstrates self-awareness and openness to feedback from others about own practice. <input type="checkbox"/> Seeks opportunities to improve practice to positively impact student performance. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan. <input type="checkbox"/> Initiates and actively seeks opportunities to process and share new knowledge <input type="checkbox"/> Uses data from self-assessment, feedback from teachers, parents and students and performance appraisal to select professional development activities. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Willingly tries new and different ways of teaching new skills. <input type="checkbox"/> Expands ideas for new and different strategies to be used in lessons through conferences, professional journals and peer collaboration.
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Element c: School Orientation & Mobility Specialists respond to complex, dynamic environments.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Appropriately responds and develops problem solving abilities within a complex and dynamic environment 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. <input type="checkbox"/> Appropriately responds and develops problem solving abilities within a complex and dynamic environment <input type="checkbox"/> Consider new ideas to improve teaching and learning. <input type="checkbox"/> 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students. <input type="checkbox"/> Discusses multiple options with a student. <input type="checkbox"/> Calmly and actively adapting to a complex and dynamic environment 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance. <input type="checkbox"/> Collaborates with community resources to provide experiences within a variety of environments 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. <input type="checkbox"/> Seeks specific feedback on areas of professional practice that are in need of improvement. <input type="checkbox"/> Continually analyzes, adapts and responds to constant changes in the environment.
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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:						
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Orientation & Mobility Specialists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.							
Element b: School Orientation & Mobility Specialists link professional growth to their professional goals.							
Element c: School Orientation & Mobility Specialists respond to complex, dynamic environments.							
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: <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #d9ead3;"></div>						
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.							
Comments of person being evaluated. (Optional)							

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 Orientation & Mobility Specialists collaborate with internal and external stakeholders to meet the needs of students.

<p>There is inadequate evidence that the School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Demonstrates an awareness of the need to collaborate with colleagues, parents and/or outside professionals by initiating and/or responding to requests for communication. 	<p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> ○ Demonstrates an awareness of the need to collaborate with colleagues, parents and/or outside professionals by initiating and/or responding to requests for communication. 	<p>... and</p> <p>The School Orientation & Mobility Specialist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently initiates and responds to needs of colleagues, parents and/or outside professionals. <input type="checkbox"/> Integrates collaboratively shared information into services to benefit the student. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Facilitates collaboration between school-based Orientation & Mobility Specialists both in and out of district. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Participates in interagency projects and/or research and/or district, state or national policy development.
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Element b: School Orientation & Mobility Specialists advocate for students, families, and schools.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect school climate and student learning. <input type="checkbox"/> Reaches out to students, families, and the community in order to understand their needs. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to and/or participates in school and district task forces and committees to advocate for students. <input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect school climate and student learning. <input type="checkbox"/> Reaches out to students, families, and the community in order to understand their needs 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements school and district policies and procedures with fidelity. <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggest changes to their school experience that affect their ability to acquire a high quality education. <input type="checkbox"/> Articulate their support of practices that improve their access to learning opportunities. <input type="checkbox"/> Provide a variety of community resources to families. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for curricular, school climate, and instructional improvements.
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Element c: School Orientation & Mobility Specialists demonstrate leadership in their educational setting(s).

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports school goals and initiatives. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports school goals and initiatives 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues. <input type="checkbox"/> Provides knowledge of individual student needs to all members of the multidisciplinary team. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge of helpful practices with colleagues. <input type="checkbox"/> Confers with school administrators to improve Orientation & Mobility Specialist working and student learning conditions. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Share ideas to improve teaching and learning <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Participates in school activities beyond those expected of all Orientation & Mobility Specialists- <input type="checkbox"/>
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Element d: School Orientation & Mobility Specialists contribute knowledge and skills to educational practices and their profession.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to share expertise with colleagues. <input type="checkbox"/> Understands the importance of supporting colleagues. <input type="checkbox"/> Demonstrates understanding of Orientation & Mobility practices 	<p>The ORIENTATION & MOBILITY SPECIALIST collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to discussions linking student strengths and needs to practices which support student growth. <input type="checkbox"/> Shares knowledge of student's Orientation & Mobility performance within the context of IEP meetings. <input type="checkbox"/> Enhance opportunities for professional growth. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities whenever possible. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school. <input type="checkbox"/> Attends conferences/ workshops related to professional development. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of Orientation & Mobility Specialists in education and government decision-making processes. <input type="checkbox"/> Participate in planning and executing professional development activities <input type="checkbox"/> Presenting at conferences <input type="checkbox"/> Participating on state professional boards and/or committees.
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Element e: School Orientation & Mobility Specialists demonstrate high ethical standards.

<p>There is inadequate evidence that the ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others. <input type="checkbox"/> Adheres to standards of professional practice. 	<p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others. <input type="checkbox"/> Adheres to standards of professional practice. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student and fellow Orientation & Mobility Specialist interactions as well as student and personal data. 	<p>... and</p> <p>The ORIENTATION & MOBILITY SPECIALIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demands ethical behavior on the part of students. <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others.
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Orientation & Mobility Specialists collaborate with internal and external stakeholders to meet the needs of students.							
Element b: School Orientation & Mobility Specialists advocate for students, families and schools.							
Element c: School Orientation & Mobility Specialists demonstrate leadership in their educational setting(s).							
Element d: School Orientation & Mobility Specialists contribute knowledge and skills to educational practices and their profession.							

Element e: School Orientation & Mobility Specialists demonstrate high ethical standards.											
Overall Rating for Standard V:											
0 to 3 Total Points = Not Evident 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						<div style="border: 1px solid black; background-color: #c8e6c9; width: 100%; height: 20px;"></div>					
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.											
Comments of person being evaluated. (Optional)											

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