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## The Administrator Crosswalk for Evaluating Low Incidence Service Providers

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# Evaluation Crosswalk Description

Public Act 173 of 2015 requires that all educators and administrators be evaluated annually. As a result of this mandate, the Michigan Department of Education - Low Incidence Outreach (MDE-LIO) received requests for assistance from supervisors and administrators in evaluating their staff in low-incidence areas. This guidance document, which was created to meet that request, has been aligned with the five state-approved observation/evaluation tools:

- Charlotte Danielson's Framework for Teaching
- Marzano Teacher Evaluation Model
- Marzano Focused Teacher Evaluation Model
- The Thoughtful Classroom
- 5 Dimensions of Teaching and Learning

This publication is comprised of three separate evaluation guides for three low-incidence areas: Deaf or Hard of Hearing (DHH), Blind/Visually Impaired (BVI), and Orientation and Mobility (O&M).

Each guide is divided into six areas of evaluation, which include all areas evaluated in the four state-approved tools:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Planning, Preparation, Purpose</li><li>• Student Engagement</li><li>• Classroom Environment</li></ul> | <ul style="list-style-type: none"><li>• Pedagogy and Instruction</li><li>• Assessment</li><li>• Self-Reflection and Professionalism</li></ul> |
|---|---|

Applicable professional standards are listed under each of the six areas, along with educator observables that provide specific knowledge and skill expectations. A cross-reference key allows the user to connect educator observables to the specific evaluation tool they are using. These educator observables are neither exclusive nor exhaustive, but they are offered as guidance for evaluators and educators. References and resources are also included.

A special thanks to the following people for their efforts in making this document available to educators working with students who are BVI or DHH:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Collette Bauman, Supervisor, MDE-LIO</li><li>• Johanna Brutvan, BVI Education Consultant</li><li>• Lynn Pensari, BVI Education Consultant</li></ul> | <ul style="list-style-type: none"><li>• Pat Love-Sypho, BVI Education Consultant</li><li>• Beth Rice, DHH Education Consultant</li><li>• Susan Bradley, Certified O&amp;M Specialist</li></ul> | <ul style="list-style-type: none"><li>• All stakeholders who provided suggestions and feedback</li></ul> |
|---|--|--|

## Project Timeline

Date	Project Steps
May 2016	MDE-LIO created draft guidance documents to assist supervisors in evaluating their staff in low-incidence areas.
August 2016	Draft guidance documents were presented to the Michigan Association of Administrators of Special Education (MAASE). Feedback was positive. The MDE-LIO team continued to improve the document by consulting standards and other resources.
November - December 2016	MDE-LIO consultants compared the four state-approved educator evaluation tools. Commonalities among tools were noted and grouped by various evaluation aspects. Orientation and mobility was added as another area for the guidance document. Professional standards were added under each aspect of evaluation.
February - March 2017	MDE-LIO consultants researched standards and evaluation tools to determine extensions for each standard. These brief explanations and examples are meant to provide guidance for "what to look for" when evaluating staff. A third column was added to each document tool.
April - May 2017	Draft copies of the guidance documents were sent to specific stakeholders for input. Recipients included supervisors, directors, and practitioners.
July 2017	Final edits were made.
August 2017	Guidance documents were presented at MAASE.
Ongoing	MDE-LIO will continue to accept feedback and make improvements to the documents. Our goal is to provide a relevant, useful resource to assist supervisors in evaluating their staff.



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## Deaf or Hard of Hearing (DHH) Teacher Evaluation Crosswalk

Updated 11.15.2022

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# Resources

## MDE-LIO Resources

[MDE-LIO: Deaf or Hard of Hearing](http://mdelio.org/deaf-hard-of-hearing) (mdelio.org/deaf-hard-of-hearing)

Examples include:

- *Educational Impact Matrix*
- *Early Childhood Planning Guide*
- *Secondary Transition Guide*

## Resources for DHH

- [Individuals with Disabilities Education Act \(IDEA\): Sec. 300.8 \(c\)](#) (bit.ly/3G7bRrW)
- [Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations \[PDF\]](#) (bit.ly/2QYIS39)
- [Medicaid Provider Manual](#) (bit.ly/3E0lvKh)
- [Information and Technical Assistance on the Americans with Disabilities Act](#) (ada.gov)

## Evaluation Cross-Reference Key

(5D): 5 Dimensions of Teaching and Learning

(M): The Marzano Teacher Evaluation Model

(D): Charlotte Danielson's Framework for Teaching

(TC): The Thoughtful Classroom

# I. Planning, Preparation, Purpose

## Key Words:

- Student needs (learner development and learning differences for students who are DHH)
- Knowing standards/curriculum
- Appropriate resources

**Evaluation tool cross-reference:** 5D1, M2, D3, TC4

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
1	(DHH.1.K1) Cognitive and language development (of individuals who are DHH).	Applies knowledge of cognitive theories and sequence of language acquisition (of individuals who are DHH) to lesson planning, goal writing, and consultation services.
2	(DHH.1.K2) Effects and interrelationship of onset of hearing loss, age of identification, amplification, and intervention on development.	Differentiates instruction in response to effects of hearing loss, the efficacy of amplification and past intervention, and other factors related to hearing loss.
3	(DHH.6.K7) Etiologies of hearing loss that can result in additional learning challenges.	Articulates the effects of specific etiologies of hearing loss through communication with family, report writing, and consultation with staff.
4	(DHH.1.K3) Influence of experience and educational placement on all developmental domains.	Communicates the benefits and challenges of typical special educational programs, services, and placements in meeting the communication and language needs of students with hearing loss.

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
5	(DHH.1.K5) Components of linguistic and nonlinguistic communication.	Articulates the potential influence of hearing loss on linguistic and nonlinguistic communication.
6	(DHH.1.K6) Importance of early intervention to language development.	Educes families and professionals about the communication and educational options used with children who are DHH. Collaborates to ensure implementation of high-quality early intervention plans.
7	(DHH.1.K7) Effects of sensory input on development of language and learning.	Articulates the effects of sensory input and sensory deprivation (auditory and visual) on language acquisition and brain development.
8	(DHH.2.K1) Influence of family communication and culture on all developmental domains.	Displays respect for cultural identity and language by interacting supportively with students and families and by educating others.
9	(DHH.1.K8) Spoken and visual communication modes.	Articulates the language acquisition process involved in various philosophies of Deaf education and communication modes, modeling respect for each.
10	(DHH.1.K9) Current theories of the development of spoken language and signed languages.	Explains and implements strategies and principles of spoken and/or signed language acquisition and development.
11	(DHH.3.S1) Plan and implement transitions across service continuums.	Develops and writes individualized education program (IEP) to address students' language and communication needs related to hearing loss. Writes appropriate transition plans that engage students and families. Provides support and resources necessary for students to achieve their transition goals.

## II. Student Engagement

### Key Words:

- Relationships
- Demonstrated ability to create relationships
- Strategies to engage
- Show care/concern for students
- Celebrating success

**Evaluation tool cross reference:** 5D2, M1, D3, TC9

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
1	(DHH.1.K4) Influence of cultural identity and language.	Incorporates aspects of a student's cultural identity and language into instruction and activities.
2	(DHH.6.S1) Communicate proficiently in spoken language or the sign language indigenous to the Deaf community.	Demonstrates fluency and communicates effectively with students, staff, and families using spoken language and/or American Sign Language (ASL).
3	(DHH.6.S4) Develop and enrich cultural competence relative to the Deaf community.	Displays respect for Deaf culture through ongoing education and/ or interaction with Deaf adults, and attendance at Deaf events. Respectfully articulates the similarities and differences between Deaf and hearing cultures.
4	(DHH.7.K1) Knowledge of services, organizations, and networks that support individuals who are DHH.	Lists and explains agencies and organizations (local and national) that serve individuals who are DHH and shares information with students, families, and staff.

### III. Classroom Environment

#### Key Words:

- Physical layout
- Culture of learning
- Classroom community
- Routines
- Student behavior
- Collaboration and discussion
- Procedures
- Respect
- Use time wisely

**Evaluation tool cross reference:** 5D5, M1, D2, TC1,2,3,4

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
1	(DHH.2.S1) Provide ongoing opportunities for interactions between individuals who are DHH and peers and role models who are DHH.	Arranges events and guest speakers, or shares information regarding social opportunities such as camps, art, theater, or sporting events.
2	(DHH.2.S2) Provide access to incidental language experiences.	Facilitates access to incidental learning (e.g., peer comments) by establishing classroom communication guidelines, and by teaching and using communication repair strategies.
3	(DHH.2.S3) Prepare individuals who are DHH to use interpreters.	Explains the role of the interpreter to students and staff. Utilizes role-play to ensure students practice appropriate use of interpreter services.
4	(DHH.2.S4) Manage assistive technology.	Stays current on hearing assistive technology (HAT), including personal listening devices, school-owned direct auditory input equipment, classroom amplification, appropriate apps and software, and online resources. Uses technology consistently. Educates others to use and check technology daily.

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
5	(DHH.2.S5) Design a classroom environment that maximizes opportunities for visual and auditory learning and meets developmental needs.	Creates an acoustically sound and visually enhancing environment; takes steps to reduce ambient noise/reverberation and minimize visual clutter.
6	(DHH.5.S5) Use specialized technologies, resources, and instructional strategies unique to individuals who are DHH.	Aware of technologies, strategies, and supports that provide access to instruction (e.g., amplification devices, interpreters, note-takers, captioning systems, communication repair strategies) and facilitates implementation of such, per the IEP. Delivers specially designed instruction necessary to facilitate literacy, language acquisition and development, and academic progress.
7	(DHH.5.S6) Develop successful inclusion experiences.	Informs general education teachers of students' hearing, language, and communication needs. Collaborates to implement accommodations and differentiate instruction to ensure students have access to instruction and content.

## IV. Pedagogy and Instruction

### Key Words:

- Demonstrates knowledge of student
- Uses a variety of questioning techniques
- Demonstrates knowledge of content
- Designs appropriate instruction
- Preview new content
- Clear feedback
- Tracks student progress
- Chunks content
- Instructional outcomes
- Think aloud
- Teaching approaches
- Scaffolds
- Modeling
- Lesson/unit structure
- Student opportunities to process new knowledge

**Evaluation tool cross reference:** 5D3, M1, D1, TC6,7

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
1	(DHH.3.S2) Integrate language instruction into academic areas.	Approaches every academic, social, or experiential activity as an opportunity to teach language and practice communication skills.
2	(DHH.5.K1) Visual tools and organizers that support content mastery and retention.	Utilizes a variety of visual tools, including graphic organizers, charts, pictures, videos, timelines, and picture schedules to support understanding, learning, and retention of content.
3	(DHH.5.S1) Apply strategies to facilitate cognitive and communicative development.	Implements pre-teaching practices to build background knowledge prior to introduction of new concepts or vocabulary. Provides students with opportunities to process content and demonstrate understanding in a variety of ways (e.g., art, music, movement, video journals, experience stories, peer interactions) to facilitate understanding and retention.
4	(DHH.5.S3) Facilitate independent communication in all contexts.	Provides instruction on effective communication strategies and techniques; provides opportunities to practice independent communication followed by feedback.

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
5	(DHH.5.S4) Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.	Implements language acquisition and development strategies as well as literacy development strategies across the curriculum.
6	(DHH.5.S5) Use specialized technologies, resources, and instructional strategies unique to individuals who are DHH.	Uses technologies, resources, and instructional strategies with the overarching goals of language acquisition and development (and improving communicative competence) in students, regardless of language or communication mode used.
7	(DHH.5.S2) Implement strategies for stimulating and using residual hearing.	Implements listening strategies, activities, and practices to improve auditory comprehension skills.
8	(DHH.5.S7) Develop proficiency in the languages used to teach individuals who are DHH.	Seeks ways to assess own skills and improve proficiency through in-person and online resources; participates in deliberate practice and progress monitoring.
9	(DHH.5.S8) Provide activities to promote print literacy and content-area reading and writing through instruction via spoken language or the signed language indigenous to the Deaf Community.	Creates literacy-rich environmental and experiential opportunities for students to engage with high-interest text, media, and technology. Instruction supports students in reading (and producing written pieces) at increasingly complex levels.
10	(DHH.5.S9) Apply first- and second-language teaching strategies to instruction.	Implements second-language teaching strategies (e.g., pre-teaching, explicit instruction, modeling target language, use of visuals, collaborative learning) to promote English and/or ASL proficiency.

## V. Assessment

### Key Words:

- Clear goals
- Tracking progress
- Aligns assessment with learning goals
- Feedback
- Student self-assessment
- Assess to determine student needs
- Eligibility

**Evaluation tool cross reference:** 5D4, M1, D1,3, TC8

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
1	(DHH.4.K1) Knowledge of specialized terminology used in assessing individuals who are DHH.	Understands specialized terminology and tools to assess development of functional listening, ASL and/or spoken language, literacy, pragmatic language, self-advocacy, and communicative competence.
2	(DHH.4.S1) Administer assessment tools using the individual's preferred mode and language communication.	Uses appropriate language and accommodations to ensure students have auditory, visual, and language access necessary to participate in assessments with fidelity.
3	(DHH.4.S2) Develop specialized assessment procedures that allow for alternate forms of expression.	Administers formal and informal assessments in collaboration with the IEP team to determine students' language and communication levels, inform IEP team discussions and decisions, and monitor progress.
4	(DHH.4.S3) Collect and analyze spoken, signed, or written communication samples.	Works collaboratively with IEP team members to acquire the information necessary to determine students' educational deficits and needs. Uses language samples, observation, and progress monitoring along with assessment results to inform instruction and IEP discussions.

## VI. Self-Reflection and Professionalism

### Key Words:

- Accurate records
- Seek professional development
- Communicate with families
- Self-assess to improve skills
- Assume leadership roles
- Open communication with school community
- Growth plan
- Community of practice
- Know legal responsibilities/educational policies

**Evaluation tool cross reference:** M3,4, D3,4, TC 10 (Not found in 5D)

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
1	(DHH.6.K1) Model programs for individuals who are DHH.	Articulates best practice for providing access and appropriate programs and services for students who are DHH.
2	(DHH.6.K2) Roles and responsibilities of teachers and support personnel in educational practice for individuals who are DHH.	Articulates own role and responsibilities and actively seeks opportunities to collaborate with others.
3	(DHH.6.K3) Professional resources relevant to the field of education of individuals who are DHH.	Daily practice reflects an awareness of research related to the educational impact of hearing loss.
4	(DHH.6.K4) Knowledge of professional organizations in the field of Deaf education.	Participates in professional learning communities, organizations, and networking to enhance growth and development of skills.
5	(DHH.6.K5) Incidence and prevalence figures for individuals who are DHH.	Stays current on statistics regarding babies born with hearing loss and knows where to find updated information.

No.	CEC Preparation Standard (DHH Specialty Set)	Educator Observables
6	(DHH.6.K6) Sociocultural, historical, and political forces unique to Deaf education.	Practice and interactions reflect a knowledge and respect for the sociocultural and political aspects unique to Deaf education.
7	(DHH.6.S3) Explain historical foundations and research evidence upon which educational practice is based.	Able to cite sources that document the history of Deaf education. Able to access current research to substantiate practices being implemented.
8	(DHH.7.S1) Services, organizations, and networks that support individuals who are DHH.	Lists and explains organizations and networks that support individuals who are DHH specific to their identity and philosophy.
9	(DHH.2.K1) Influence of family communication and culture on all developmental domains.	Demonstrates understanding of cultural identity and language by interacting respectfully and supportively with students and families, and by educating others.

# DHH References

## Contents

- *Initial Specialty Set: Deaf and Hard of Hearing*, Council for Exceptional Children (CEC), 2015
- *Advanced Specialty Set: Deaf and Hard of Hearing*, CEC, 2015
- Council on Education of the Deaf (CED), 2017
- [\*Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations \[PDF\]\*](#) (bit.ly/2QYIS39)
- [\*Competencies for Teachers of the Deaf or Hard of Hearing, Grades K-12, 2014 \[PDF\]\*](#) (bit.ly/3A5MZgl)
- [\*Deaf and Hard of Hearing Standards \[PDF\]\*](#) (bit.ly/3WT7INU), Texas Education Agency, 2004
- [\*Standards of Practice for Teachers of the Deaf and Hard of Hearing \[PDF\]\*](#) (bit.ly/3th9ESW), Government of Newfoundland and Labrador, 2015
- *Certification Standards*, Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH), 2009
- [\*State Approved Tools: Teacher Evaluation\*](#) (bit.ly/3TsXml7), Michigan Department of Education



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## Blind/Visually Impaired (BVI) Teacher Evaluation Crosswalk

Updated 11.15.2022

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# BVI Resources

## MDE-LIO Resources

[MDE-LIO Blind/Visually Impaired Section](http://mdelio.org/blind-visually-impaired) (mdelio.org/blind-visually-impaired)

Examples include:

- Vision Severity Rating Scale (VSSRS)
- Vision Severity Rating Scale (VSSRS+)
- Neurological Visual Impairment / Cortical Visual Impairment
- Expanded Core Curriculum

## BVI Resources

- [Individuals with Disabilities Education Act \(IDEA\): Sec. 300.8 \(c\)](#) (bit.ly/3G7bRrW)
- Allman, Lewis, and Spungin (2014). *ECC Essentials: Teaching the Core Curriculum to Students with Visual Impairments*.
- D'Andrea, Presley (2009). *Assistive Technology for Students who are Blind or Visually Impaired: A Guide to Assessment*.
- D'Andrea, Farrenkopf (2000). *Looking to Learn: Promoting Literacy for Students with Low Vision*.
- Holbrook, Koenig (2017). *Foundations of Education: History and Theory of Teaching Children and Youths with Visual Impairments for Blind and Visually Handicapped Children and Youth*.
- Holbrook, Koenig (2017). *Foundations of Education: Instructional Strategies for Teaching Children and Youths with Visual Impairments*.
- *Initial Specialty Set: Blind and Visual Impairments*, Council for Exceptional Children (CEC), 2015.
- Jose, R (2004). *Understanding Low Vision*.
- Kamei-Hannan, Ricci (2015). *Reading Connections: Strategies for Teaching Students with Visual Impairments*.
- [Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations \[PDF\]](#) (bit.ly/2QYIS39)
- [Medicaid Provider Manual](#) (bit.ly/3E0lvKh)

- Roman-Lantzy (2018). *Cortical Visual Impairment: An Approach to Intervention*.
- Swenson (2017). *Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy*.
- Wormsley (2016). *I-M-ABLE: Individualized Meaning-Centered Approach to Braille Literacy Education*.
- [Information and Technical Assistance on the Americans with Disabilities Act](#) (ada.gov)

### Evaluation Cross-Reference Key

(5D): 5 Dimensions of Teaching and Learning

(M): The Marzano Teacher Evaluation Model

(D): Charlotte Danielson's Framework for Teaching

(TC): The Thoughtful Classroom

# I. Planning, Preparation, Purpose

## Key Words:

- Student needs
- Appropriate resources
- Knowing standards/curriculum
- Using best practices for instruction

**Evaluation tool cross reference:** 5D1, M2, D3, TC4

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observables
1	(B&VI2K2) Importance of role models with visual impairment (VI).	Seeks out adults or older students with visual impairments. Uses resources like American Foundation for the Blind's CareerConnect® to find professionals who are BVI in the area of student interest.
2	(B&VI1S1) Select and develop teaching strategies addressing age, VI, and visual prognosis.	Develops and writes individualized education programs (IEPs) to address students' needs related to vision loss. Obtains commercially available resources.
3	(B&VI3S1) Sequence, implement, and evaluate learning objectives based on the Expanded Core Curriculum (ECC) for individuals with visual impairments.	Utilizes commercially available resources aligned with the ECC.
4	(B&VI3S2) Obtain and organize specialized materials to implement instructional goals.	Secures registration, if applicable, to receive Federal Quota fund materials through American Printing House for the Blind (APH). Able to order books and materials through the Michigan Department of Education – Low Incidence Outreach (MDE–LIO).

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observables
5	(B&VI4S3) Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments.	Aware of standardized tests available in braille and large print.
6	(B&VI4S4) Participate in the standardization process for local and state assessments.	Aware of approved devices and formats for local and state assessments. Arranges for materials to be ordered in the most accessible format for the student.
7	(B&VI5S1) Select and use technologies to accomplish instructional objectives.	Provides rationale and data to support the specific device that is recommended for a student.
8	(B&VI5S2) Integrate the individualized health care plan into daily programming.	Aware of students' individual needs based on their health care plan, if applicable.
9	(B&VI5S3) Teach communication through technology and adaptations specific to visual impairments.	Ensures student plan includes specific types of communication methods that are specific to VI.
10	(B&VI5S4) Select and adapt materials in braille, accessible print, and other formats.	Performs a learning media assessment (LMA) to select proper media for the student. Shows knowledge specific to Unified English Braille (UEB) and techniques to adapt materials into large print.
11	(B&VI5S5) Teach the use of braillewriter, slate and stylus, and computer technology to produce braille materials.	Describes techniques used for instruction and commercially available products to enhance instruction.
12	(B&VI5S6) Teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment.	Describes techniques used for instruction and commercially available products to enhance instruction.
13	(B&VI5S7) Prepare individuals for sighted guide and pre-cane orientation and mobility (O&M) instruction.	Demonstrates proper techniques or collaborates with a certified O&M specialist.
14	(B&VI5S8) Teach literacy skills to individuals who have vision loss as well as other disabilities.	Displays the ability to teach reading in conjunction with the rules that govern braille.

## II. Student Engagement

### Key Words:

- Relationships
- Demonstrated ability to create relationships
- Strategies to engage
- Show care/concern for students
- Celebrating success
- CEC

**Evaluation tool cross reference:** 5D2, M1, D3, TC9

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observables
1	(B&VI2K2) Importance of role models with visual impairments.	Seeks out adults or older students with visual impairments. Uses resources like American Foundation for the Blind's CareerConnect® to find professionals who are BVI in the area of student interest.

### III. Classroom Environment

#### Key Words:

- Physical layout
- Culture of learning
- Classroom community
- Routines
- Student behavior
- Collaboration and discussion
- Procedures
- Respect
- Uses time wisely

**Evaluation tool cross reference:** 5D5, M1, D2, TC1,2,3,4

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
1	(B&VI2K1) Classroom organization to accommodate materials, equipment, & technology for vision loss and other disabilities.	Follows an organized method to distribute materials and track locations of books, materials, and specialized tools.
2	(B&VI2K1) Classroom organization to accommodate materials, equipment, & technology for vision loss and other disabilities.	Offers consultation with classroom teachers to manage student materials prior to the start of the school year.
3	(B&VI7K1) Strategies for assisting families and other team members in transition planning.	Works as an individualized education program (IEP) team member on all levels of transition for the student.
4	(B&VI7K2) Services, networks, publications for and organizations of individuals with visual impairments.	Provides information to school team/family concerning upcoming events, and publications and resources that would be beneficial to the student or a member of the student's team.

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
5	(B&VI7S1) Structure and supervise the activities of Para educators and others who work with individuals with visual impairments.	Provides structured in-services to all individuals who work with students at the beginning of the school year and as needed throughout the school year.
6	(B&VI7S2) Plan and implement literacy and communication and consultative support within the general curriculum and the ECC.	Provides resources for best practice.

## IV. Pedagogy and Instruction

### Key Words:

- Knowledge of student
- Instructional outcomes
- Scaffolds
- Track student progress
- Knowledge of content
- Designing instruction
- Modeling
- Variety of questioning techniques
- Teaching approaches
- Lesson unit structure
- Think aloud
- Clear feedback
- Previewing new content
- Chunking content
- Student opportunities to process new knowledge

**Evaluation tool cross reference:** 5D3, M1, D1, TC6,7

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
1	(B&VI1K1) Development of the human visual system.	Understands and can describe common eye conditions and the educational effects.
2	(B&VI1K2) Development of secondary senses when vision is impaired.	Comprehends and describes how a student may use and develop other senses.
3	(B&VI1K3) Effects of VI on development.	Recognizes and describes possible developmental delays due to vision loss and how that may affect the student.
4	(B&VI1K4) Impact of VI on learning and experience.	Understands and describes to the members of the student's school team the impact of the eye condition.
5	(B&VI1K5) Psychosocial aspects of VI and cultural identity.	Shows sympathy and can describe areas that the student may experience difficulty socially in their environment.

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
6	(B&VI1K6) Effects of VI on receptive and expressive literacy and communication.	Understands and describe the effects of VI with regard to the age, onset, and severity of the visual impairment.
7	(B&VI1S1) Select and develop teaching strategies addressing age, VI, and visual prognosis.	Uses commercially produced materials that address VI and age-appropriate goals and objectives.
8	(B&VI1S3) Select, adapt and use instructional strategies to address the impact of additional exceptionalities.	Uses resources based on the ECC to address all areas of student need.
9	(B&VI2S1) Design multi-sensory learning environments that encourage active participation in group and individual activities.	Works closely with the classroom teacher to ensure that the student has the opportunity to participate to the fullest extent across the educational day.
10	(B&VI2S2) Provide access to incidental learning experience.	Tracks and understands the areas in which a student may have educational gaps due to incidental learning. Uses checklists and resources available on state websites to identify those areas.
11	(B&VI5K1) Strategies for teaching new concepts.	Identifies areas to provide instruction based on systematic review of available checklists.
12	(B&VI5K2) Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.	Utilizes the ECC to guide instruction.
13	(B&VI5K3) Strategies for teaching organization and study skills.	Utilizes the ECC to guide instruction.
14	(B&VI5K4) Strategies for teaching tactful perceptual skills.	Utilizes the ECC to guide instruction.

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
15	(B&VI5K5) Strategies for teaching adapted physical and recreational skills.	Utilizes the ECC to guide instruction.
16	(B&VI5K6) Strategies for teaching social, daily living, and functional life skills.	Utilizes the ECC to guide instruction.
17	(B&VI5K7) Strategies for teaching career-vocational skills and providing vocational counseling.	Utilizes the ECC to guide instruction.
18	(B&VI5K8) Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills.	Provides current information from the LMA to guide braille instruction.
19	(B&VI5K9) Techniques for teaching human sexuality.	Utilizes the ECC to guide instruction.
20	(B&VI5K11) Strategies for teaching listening and compensatory auditory skills.	Utilizes the ECC to guide instruction.

## V. Assessment

### Key Words:

- Clear goals
- Eligibility
- Student self-assessment
- Assess to determine student needs
- Feedback
- Tracking progress
- Aligns assessment with learning goals

**Evaluation tool cross reference:** 5D4, M1, D1,3, TC8

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
1	(B&VI3K1) Relationship among assessment, development of individualized education program, and placement as they affect vision-related services.	Understands student needs with regard to assessment and their education program.
2	(B&VI4K1) Specialized terminology used in assessing individuals with visual impairments.	Understands the purpose of a functional vision assessment (FVA) and LMA to make educational decisions.
3	(B&VI4K2) Alternative assessment techniques for individuals with visual impairments.	Performs an FVA and LMA to make educational decisions.
4	(BVI4K3) Basic terminology related to the function of the human visual system.	Uses and can explain to the educational team terminology as it relates to the student's eye condition and educational needs.
5	(B&VI4S1) Administer and interpret vision-related assessments.	Performs or interprets FVA, LMA, and eye reports. Able to explain the information to individuals who are not experts in the field of visual impairment.
6	(B&VI4S2) Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments.	Uses data from VI-specific evaluations to make educational decisions as part of the IEP team.

## VI. Self-Reflection and Professionalism

### Key Words:

- Accurate records
- Assumes leadership roles
- Seek professional development
- Self-assess to improve skills
- Communicates with families
- Knows legal responsibilities/educational policies
- Growth plan
- Community of practice
- Open communication with school community

**Evaluation tool cross reference:** M3,4, D 3,4, TC 10 (Not found in 5 Dimensions)

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
1	(B&VI1S12) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem.	Uses resources locally, statewide, and nationally that are available to support family and student needs.
2	(B&VI4S5) Interpret and apply background information and family history related to the individual's visual status.	Able to look at visual conditions as they apply to family history to guide educational decisions. These decisions will affect selection of goals in relation to the ECC.
3	(B&V6K1) Access rights to specialized equipment and materials for individuals with visual impairments.	Utilizes local and state programs for materials and equipment. Arranges for delivery of materials and equipment in alignment with general education curriculum.
4	(B&V6K2) Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world.	Aware of the wide variety of service delivery models and their ramifications.

No.	CEC Preparation Standard (B/VI Specialty Set)	Educator Observable
5	(B&V6K3) Incidence and prevalence for individuals with visual impairments.	Speaks to the number of students who have certain types of VI.
6	(B&V6K4) Basic terminology related to the function of the human visual system.	Uses and is able to explain to the educational team terminology as it relates to the student's eye condition and educational needs.
7	(B&V6S1) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem.	Uses resources locally, statewide, and nationally that are available to support family and student needs.
8	(B&V6S2) Select, adapt, and use instructional strategies to address the impact of additional exceptionalities.	Uses resources based on the ECC to address all areas of student need.
9	Utilizes resources based on the ECC to address all areas of student need.	Able to speak to all nine areas of the ECC, its purpose, and implementation.
10	(B&V6S4) Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options.	Able to speak to all nine areas of the ECC, its purpose, and implementation.
11	(B&V6S5) Participate in the activities of professional organizations in the field of VI.	Attends local, state, or national conferences that are specific to the field of VI. Aware of professional organizations and groups that support teachers of students with VI.
12	(B&V6S6) Advocate for educational policy related to VI.	Aware of and able to explain state and national policy and laws as they pertain to VI.

# BVI References

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- *Initial Specialty Set: Blind and Visual Impairments*, Council for Exceptional Children (CEC), 2015.
- Jose, R (2004). *Understanding Low Vision.*
- [Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations \[PDF\]](#) (bit.ly/2QYIS39)
- [State Approved Tools: Teacher Evaluation](#) (bit.ly/3TsXmI7), Michigan Department of Education



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## Orientation and Mobility (O&M) Professional Evaluation Crosswalk

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# Resources

## MDE-LIO Resources

[Orientation and Mobility](#) (bit.ly/OM-LIO)

Examples include:

- Michigan O&M Goal Bank
- Michigan O&M Severity Rating Scale (O&M SRS)
- Michigan O&M Severity Rating Scale for students with additional disabilities (O&M SRS+)
- New Mexico School for the Blind and Visually Impaired O&M Inventory
- O&M Assessment: Early Years of Birth through Three Years

## Resources for O&M

- [Individuals with Disabilities Education Act \(IDEA\) S 300.34c](#) (bit.ly/3O2Bz2I)
- [Medicaid Provider Manual](#) (bit.ly/3E0lvKh)
- [Information and Technical Assistance on the Americans with Disabilities Act](#) (ada.gov)
- [Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations \[PDF\]](#) (bit.ly/2QYIS39)
- [Academy for Certification of Vision Rehabilitation and Education Professionals \(ACVREP\): Orientation and Mobility Specialist](#) (acvrep.org/certifications/coms)
- [Certified Orientation and Mobility Specialist \(COMS\) Handbook, Section 5, Code of Ethics](#) (acvrep.org/certifications/coms-code)

- Pogrund, R.; Sewell, D; Anderson, H.; Calaci, L.; Cowart, M.; Gonzalez, C.; Marsh, R.; Roberson-Smith, B (2012). *TAPS - An Orientation and Mobility Curriculum for Students with Visual Impairments*, 3rd Edition.
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- Wiener, W.; Welsh, R.; Blasch, B (2010). *Foundations of Orientation and Mobility Third Edition*.

### Evaluation Cross-Reference Key

(5D): 5 Dimensions of Teaching and Learning

(M): The Marzano Teacher Evaluation Model

(D): Charlotte Danielson's Framework for Teaching

(TC): The Thoughtful Classroom

# I. Planning, Preparation, Purpose

## Key Words:

- Student needs
- Best practice for instruction
- Standards/curriculum
- Appropriate resources

**Evaluation tool cross reference:** 5D1, M2, D3, TC4

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
1	Michigan Department of Education - Low Incidence Outreach (MDE-LIO) O&M Severity Rating Scales	Uses the Michigan O&M Severity Rating Scale (OMSRS and OMSRS+) to support consistency in determining service delivery time.
2	Michigan O&M Goal Bank	Uses the O&M Goal Bank to determine appropriate goals for students and track progress.
3	Professional resources pertinent to O&M listed on resource page	Uses resources appropriate to students' needs.

## II. Student Engagement

### Key Words:

- Relationships
- Ability to create relationships
- Strategies to engage
- Care/concern for students
- Celebrating success

**Evaluation tool cross reference:** 5D2, M1, D3, TC9

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
1	(ACVREP Section 3 CPC 6) Encourage deductive reasoning as related to future independence.	Lessons include opportunities to determine best solutions to make safe decisions regarding independent travel.
2	(ACVREP Section 3, CPC 1) Include students in planning of lessons.	Seeks student's input to maximize potential success.
3	(ACVREP Section 3,10.1) Consider the implications of additional disabilities upon O&M instruction (e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury) and plan lessons accordingly.	Addresses student's unique needs in planning lessons and programming.

### III. Classroom Environment

#### Key Words:

- Physical layout
- Routines
- Procedures
- Culture of learning
- Student behavior
- Respect
- Classroom community
- Collaboration and discussion
- Uses time wisely

**Evaluation tool cross reference:** 5D5, M1, D2, TC1,2,3,4

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
1	(ACVREP Section 3, CPC 6) Convey the importance of strong O&M skills for future independence.	Discusses O&M skills necessary in a work environment, on a college campus, etc., and gives opportunities to practice these skills.
2	(ACVREP Section 3, 7.4) Use strategies to help students develop problem solving skills.	Encourages critical thinking skills when traveling in familiar and unfamiliar settings.
3	(ACVREP Section 2) Plan lessons to incorporate specific skills appropriate to individual students based on sequential skill development.	Plans lessons that teach skills in the following order: indoor travel, outdoor travel, residential travel, small business, large business, downtown districts, rural travel.
4	(ACVREP Section 3, CPC 4) Provide opportunities for student to use specific cane techniques, orientation skills, and low vision devices.	Selects environments to practice specific skills.
5	(ACVREP Section 3, 6.4) Teach life skills concepts related to O&M, including money skills, social skills, and time management.	Implements lessons and uses research-based materials to ensure learning objectives are met in the areas of the expanded core curriculum.

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
6	(ACVREP Section 3, CPC 1) Establish ground rules and expectations for behavior on lessons.	Conducts lessons using strategies to teach efficient travel and acceptable social conventions.
7	(ACVREP Section 3, CPC 5, Code of Ethics) Effectively monitor O&M skills, position self to ensure student safety in possible dangerous situations, and intervene as appropriate to ensure student safety.	COMS stands slightly behind and away from parallel traffic during street crossings.
8	(ACVREP Section 3, CPC 6) Teach problem-solving strategies related to independent travel within the school setting.	Teaches students to problem solve by following these steps:  A. Something is not right: stop. B. Where am I? C. Where do I want to go? D. What do I know? E. What do I need to know? F. How do I get this information?
9	(ACVREP Section 3, CPC 6) Provide opportunity in an unfamiliar environment to use O&M skills that have been previously taught.	Provides opportunity to practice skills (e.g., street crossings) in a variety of settings.
10	(ACVREP Section 3, 12.1) Have an alternate plan for instruction (e.g., inclement weather, assembly, field trip).	COMS has a variety of O&M games, maps, etc., to use when lesson must be altered.
11	(ACVREP Section 3, 7.4) Teach problem-solving strategies related to establishing and maintaining orientation while traveling.	Uses instructional approaches, such as re-orientation and planning alternative routes.
12	(ACVREP Section 3, 8.3) Incorporate O&M technology appropriately.	Teaches the use of Global Positioning System (GPS) devices (specific to travelers with visual impairments and mainstream GPS devices).

## IV. Pedagogy and Instruction

### Key Words:

- Knowledge of student
- Instructional outcomes
- Scaffolds
- Track student progress
- Knowledge of content
- Chunking content knowledge
- Variety of questioning techniques
- Teaching approaches
- Lesson unit structure
- Think aloud
- Modeling
- Clear feedback
- Previewing new content
- Designing instruction
- Student opportunities to process new knowledge

**Evaluation tool cross reference:** 5D3, M1, D1, TC6,7

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
1	(ACVREP Section 3, 2.2) Knowledge of specific eye conditions and educational implications.	Describes eye conditions and how the condition affects independent travel.
2	Describes eye conditions and how the condition affects independent travel.	Concept development includes body image, spatial, positional, directional, and environmental concepts, motor development, and sensory development.
3	(ACVREP Section 3, 8.2) Knowledge of human guide technique and protective techniques.	(See O&M Resource Guide for examples of human/sighted guide and protective techniques.)
4	(ACVREP Section 3, 2.2) Knowledge of degree and type of visual loss.	Understands the severity of visual impairment and how it impacts independent travel.

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
5	(Section 3, 2.2) Knowledge of effects of vision loss on student.	Understands how vision loss impacts independent travel, socialization, independent living, etc.
6	(ACVREP Section 3, 2.2) Knowledge of implications of vision loss on independent travel.	Understands how vision loss impacts independent travel in all environments.
7	(ACVREP Section 3, 4.2) Understanding of each student's unique needs.	Understands that each student is unique and addresses those unique needs.
8	(ACVREP Section 3, 1.3) Use of established curricula, assessments, and tools.	(See O&M Resource Guide for list of assessment tools.)
9	(ACVREP Section 3, 8.3) Use of appropriate mobility devices and/or systems.	Includes (but is not limited to) GPS, adapted mobility device, cane, and low vision devices.
10	(ACVREP Section 3, 8.5) Apply appropriate sequence of street crossing instruction, e.g., simple to complex.	Designs lessons to proceed in a logical manner and at a speed and duration tailored to meet the needs of the individual student.
11	(ACVREP Section 3, 8.6) Teach students to analyze intersections in simple and complex environments.	Teaches student to analyze intersections to determine type of traffic control, shape of intersection, width of street to be crossed, direction of traffic flow, safe vs. unsafe place to cross.
12	(ACVREP Section 3, 8.7) Identify and describe traffic controls (e.g., uncontrolled, two-way, and four-way stops; traffic signal systems; roundabouts; yields) and the implications for crossings.	Teaches student to analyze traffic patterns to identify traffic controls at intersections.
13	(ACVREP Section 3, 8.8) Identify and describe street crossing techniques and when to begin crossing, alignment, use of pedestrian button, etc.	Teaches student to align with traffic sounds and/or curb for straight crossing.

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
14	(ACVREP Section 3, 8.9) Teach students how to access, plan, and execute simple and complex transportation systems.	Teaches student to use taxis, city buses, railways, and paratransit.
15	(ACVREP Section 3, 8.10) Teach travel in special environments.	Teaches student skills in adverse weather conditions, rural areas, airports, malls, stores, gas stations, etc.
16	(ACVREP Section 3, 10.1) Knowledge of the implications of additional disabilities upon O&M instruction.	Understands additional disabilities, including physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.
17	(ACVREP Section 3, 10.2) Adapt instructional strategies for consumers with additional disabilities.	Adapts lessons to take into consideration physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.
18	(ACVREP Section 3, CPC 6) Teach problem-solving strategies related to independent travel in the community setting.	Teaches students to problem solve by following these steps:  A. Something is not right: stop. B. Where am I? C. Where do I want to go? D. What do I know? E. What do I need to know? F. How do I get this information?
19	(ACVREP Section 3, CPC 6) Provide opportunities for discussion with students on how to apply skills and strategies learned during lessons to situations outside of the school setting.	Provides opportunities for the transfer of skills learned across travel environments.
20	(ACVREP Section 3, 7.4) Teach problem-solving strategies related to establishing and maintaining orientation while traveling.	Uses instructional approaches such as re-orientation, planning alternative routes, etc.

## V. Assessment

### Key Words:

- Clear goals
- Eligibility
- Aligns assessment with learning goals
- Student self-assessment
- Feedback
- Tracking progress
- Assessment to determine student needs

**Evaluation tool cross reference:** 5D4, M1, D1&3, TC 8

No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
1	(ACVREP Section 3, 5.2) Appropriate individualized education program (IEP) goals (based on assessment and best practices).	Uses Michigan O&M Goal Bank for ideas on appropriate IEP goals. (See O&M Resource Guide for link to Michigan O&M Goal Bank.)
2	(ACVREP Section 3, 4.5) Monitor IEP goals and collect data on progress.	Collects data from each lesson to determine mastery of IEP goals.
3	(ACVREP Section 3, 4.1) Choose a variety of assessment tools to determine and monitor O&M skills.	(See O&M Resource Guide for various assessment tools.)
4	(ACVREP Section 3, 4.5) Conduct ongoing assessments.	Uses assessments to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient to move on.
5	(ACVREP Section 3, 4.5) Accurate records of skills taught.	Demonstrates data of when skills were taught and if skills were mastered.
6	(ACVREP Section 3, 4.2) Consider student's unique interest when determining goals and objectives and planning lessons.	Plans lessons that will be of interest to the student.

## VI. Self-Reflection and Professionalism

### Key Words:

- Accurate records
- Assumes leadership roles
- Seeks out professional development
- Community of practice
- Communicates with families
- Growth plan
- Knows legal responsibilities/educational policies
- Self-assessment to improve skills
- Open communication with school community

**Evaluation tool cross reference:** M3,4, D 3,4, TC 10 (Not found in 5 Dimensions)

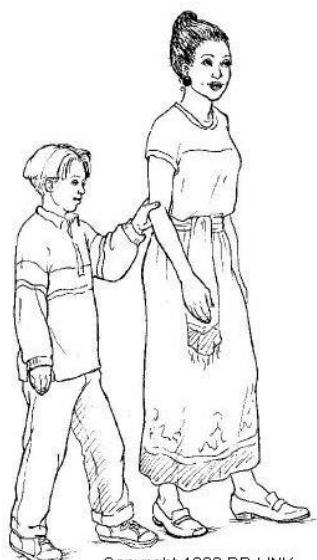
No.	Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&M Specialty Set)	Educator Observables
1	Possess certification as a COMS.	The Office of Special Education (OSE) recognizes the ACVREP as the credentialing organization for all O&M specialists working in school districts.
2	(ACVREP Section 5, Code of Ethics) Demonstrate professional conduct consistent with the Code of Ethics for Orientation and Mobility Specialists.	The O&M profession requires its certified members to agree to abide by an O&M code of ethics. (See O&M Resource Guide for link to O&M Code of Ethics.)
3	(ACVREP Section 3, 1.1) Identify and describe basic laws and regulations that affect O&M services (e.g., <i>Individuals with Disabilities Education Act</i> (IDEA), rehabilitation laws, <i>Americans with Disabilities Act</i> (ADA), Medicaid)	(See O&M resource guide for IDEA, ADA, Medicaid, and Michigan Administrative Rules for Special Education (MARSE) rules.)
4	(ACVREP Section 3, CPC 1) Communicate with families the importance of encouraging independence.	Explains to families ways they can encourage independence at home.

No.	<b>Academy for Certification of Vision Rehabilitation and Education (ACVREP Standards) (O&amp;M Specialty Set)</b>	<b>Educator Observables</b>
5	(ACVREP Section 3, CPC 6) Demonstrate to families specific cane techniques and/or use of low-vision devices.	Encourages families to monitor these skills at home.
6	(ACVREP Section 3, 4.4) Collaborate with team members.	Collaborates with classroom teacher, teacher for the visually impaired, occupational therapist (OT), physical therapist (PT), speech and language pathologist, physical education teacher, etc.
7	(ACVREP Section 3, 1.1) Grow and develop professionally.	Keeps updated on special education laws, IEP procedures, and appropriate professional development.
8	(ACVREP Section 3, CPC 1) Collaborate with student, family, and colleagues to develop appropriate goals and behavioral objectives; and sequence individual lessons based on student abilities, needs, and goals.	Consults with students and families regarding goals and future needs.
9	(ACVREP Section 3, CPC 7) Attend conferences, workshops, webinars, etc., related to orientation and mobility subject matter.	Attends local, state, or national conferences that are related to O&M.

## Illustrations of Human/Sighted Guide

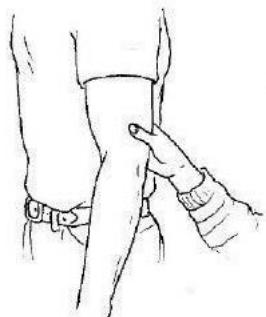
Using this technique, the student maintains a constant grip on the guide's arm (figure 1) while following the guide around obstacles as they travel through the environment. The student must grasp the guide's arm so the thumb is placed on the outside, with the remaining fingers gripping the inside of the arm (figure 2). The student is half a step behind and to the side of the guide. The guide can move the guiding arm behind his or her back to indicate that they are approaching a narrow space and must walk single file. Other cues can be given to indicate stairs and doors.

Figure 1



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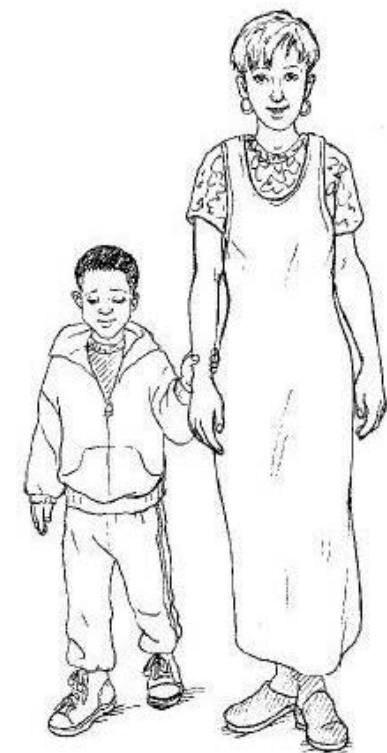
Figure 2



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A common adaptation to the "basic" guided travel technique for smaller students is to have the student grasp the guide's extended fingers, wrist, or forearm rather than maintaining a grip above the elbow (figure 3). Effective guided travel involves a partnership between guide and child with both participants actively involved.

Figure 1



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## Illustrations of Protective Techniques

Protective techniques allow students to travel independently yet safely in familiar places, enabling them to locate objects while protecting their bodies.

Protection skills are primarily used in familiar indoor environments and are designed to provide information about the environment during travel. Upper hand and forearm protection skills (figure 4) in which the arm is bent and held across the body at shoulder height parallel to the floor with the palm facing outward and the fingertips extending beyond the opposite shoulder, will provide protection from objects the student may contact at head and chest level.



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Lower-body protection (figure 5), with the arm extended down and held diagonally across the body, provides protection from obstacles at waist- to upper-leg level. These two techniques are sometimes used together but can be fatiguing. Typically, neither technique is used continually, but rather is employed as needed.



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# O&M References

## Contents

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- [Foundations of Orientation and Mobility, Third Edition](#) (bit.ly/3DX6Lf4)
- [State Approved Tools: Teacher Evaluation](#) (bit.ly/3TsXmI7), Michigan Department of Education