## Domain 1: Planning

### 1.1 Standards & Alignment
The teacher designs clear, well organized, sequential lessons that reflect best practice, align with the standards & are appropriate for diverse learners.

- Lesson plans are related to O&M evaluation.
- Documentation exists that reflects collaboration with general and special education teachers, related service personnel, parents & ECI where appropriate for this specific student (e.g., email, collaboration notes, gen ed teacher input).
- O&M goals are functional in nature as these skills are typically not based on enrolled grade content standards.

### 1.2 Data & Assessment
The teacher uses formal & informal methods to measure student progress, then manages & analyzes student data to inform instruction.

- Planning reflects the orientation and mobility evaluation.
- Planning reflects student’s progress on IEP or IFSP (for infants) goals.
- Planning reflects collaboration with classroom teachers.
- Data collection on student progress is evident.

### 1.3 Knowledge of Students
Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development & achievement for all students.

- COMS reference and use Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements to guide individual student lessons.
- Student level of progress is measured against student’s O&M goals and objectives.
- COMS documents student performance during or following the lesson.

### 1.4 Activities
The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence & achievement.

- Lesson plans reflect activities that are individualized & engaging.
- Use of appropriate language/communication supports (conversation boards, assistive technology tools) to support student response mode (pointing, eye gaze, switch access, verbalization)
- Questioning and expectations adjusted depending on student independence level and ability.
Domain 2: Instruction

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<thead>
<tr>
<th>2.1 Achieving Expectations</th>
<th>Evidence for COMS</th>
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</table>
| The teacher supports all learners in their pursuit of high levels of academic & social-emotional success. | • COMS communicates feedback on progress directly to the student.  
• Data collection w/objectives based on student level of skill acquisition; students able to complete a task/activity to demonstrate understanding (not solely paper/pencil type assessment)  
• Use of cues/prompts and fading of support to build student independence and skill mastery. |

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<thead>
<tr>
<th>2.2 Content Knowledge &amp; Expertise</th>
<th>Evidence for COMS</th>
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<tbody>
<tr>
<td>The teacher uses content &amp; pedagogical expertise to design &amp; execute lessons aligned with state standards, related content &amp; student needs.</td>
<td>• Use of task analysis to break skill into smallest steps necessary for student understanding.</td>
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<th>2.3 Communication</th>
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| The teacher clearly & accurately communicates to support persistence, deeper learning & effective effort. | • COMS adapts instruction for students who use alternate communication styles that could include objects, tactile symbols, vocalizations &/or assistive technology to indicate critical thinking.  
• Objective of the lesson is clearly communicated to the student.  
• Use of concrete, interactive activities presented in small steps for students with cognitive disabilities and/or students who are deafblind; consider preferred/dominant learning style of student (visual, auditory, kinesthetic, etc.). |

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<th>2.4 Differentiation</th>
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| The teacher differentiates instruction, aligning methods & techniques to diverse student needs. | • Learning materials and instruction are adapted to accommodate student’s sensory needs (eg. Braille, sign, tactile symbols).  
• COMS demonstrates competence with VI related technology used in the lesson if applicable (eg. long white cane, optical devices, braille devices, gps devices, compasses). |
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<th>2.5 Monitor &amp; Adjust</th>
<th>Evidence for COMS</th>
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| The teacher formally and informally collects, analyzes, and uses student progress data and makes necessary lesson adjustments. | • COMS allows opportunities for student problem solving throughout the lesson with reasonable precautions and actions for physical safety.  
• Lesson pace is adjusted to student processing time and age of the student; COMS gives student time to respond.  
• Awareness of lesson length as this relates to student’s ability to maintain attention and physical stamina.  
• COMS adjusts instruction to take advantage of teachable moments (i.e. fire drill during lesson, crowded hallway, construction along route). |

### Domain 3: Learning Environment

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<tr>
<th>3.1 Classroom Environment, Routines &amp; Procedures</th>
<th>Evidence for COMS</th>
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| The teacher organizes a safe, accessible & efficient classroom. | • Learning environment/lesson includes a consistent routine that may use visual or object schedules, timers, transition markers with students who need additional support.  
• Lessons may take place in a natural environment (e.g. grocery store, mall, restaurant, residential or business setting) to ensure functional applications of skills.  
• COMS will have a plan that addresses an unusual or unforeseen situation that may arise in the community, such as changes in the weather, construction, and overly helpful or potentially threatening individuals. |

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<th>3.2 Managing Student Behavior</th>
<th>Evidence for COMS</th>
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| The teacher establishes, communicates and maintains clear expectations for student behavior. | • COMS follows expectations on behavioral intervention plan (BIP) if applicable.  
• In unstructured teaching environments (grocery stores, malls, airport), the COMS should be prepared with alternative techniques to manage student behavior which address students unique needs and promotes self-discipline. |
### 3.3 Classroom Culture
The teacher leads a mutually respectful & collaborative class of actively engaged learners.

- Does not apply. *Look at Introduction page *

### Domain 4: Professional Practices & Responsibilities

#### 4.1 Professional Demeanor & Ethics
The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal & statutory responsibilities.

- COMS follows O&M code of ethics.
- COMS prepares for, attends and participates in meetings for students with visual impairments as required.
- COMS checks in/out from campuses following expected procedures.
- COMS turns in progress and consultation notes in a timely fashion.
- COMS submits schedules/logs on time to supervisor.
- COMS completes evaluations in accordance with compliance timelines.
- COMS adheres to district dress policy.

#### 4.2 Goal Setting
The teacher reflects on his/her practice.

- Same as T-TESS rubric (No additions)

#### 4.3 Professional Development
The teacher enhances the professional community.

- COMS has access to professional development specific to his or her field. Sources could be regional service centers, statewide conferences/workshops and/or web-based professional development.
- COMS routinely attends and documents meetings and conferences related to students with visual impairments.
- COMS applies information from professional development activities to lessons with students.
### 4.4 School & Community Involvement

The teacher demonstrates leadership with students, colleagues, & community members in the school, district & community through effective communication & outreach.

| COMS provides evidence of regular communication regarding student’s goals with family, teachers, administrators, doctors, related staff, DARS/DBS and ECI agencies. |
| COMS supports other professionals including parents by using strategies such as coaching and modeling. |
| COMS provides training for staff and family on issues related to visual impairment. |