



T-TESS Companion: Certified Orientation & Mobility Specialist (COMS)

Domain 1: Planning

Evidence for COMS

<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>1.2 Data & Assessment The teacher uses formal & informal methods to measure student progress, then manages & analyzes student data to inform instruction.</p>	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence & achievement.</p>	<ul style="list-style-type: none"> • 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.



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Domain 2: Instruction

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<p>2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic & social-emotional success.</p>	<ul style="list-style-type: none"> • 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.
<p>2.2 Content Knowledge & Expertise The teacher uses content & pedagogical expertise to design & execute lessons aligned with <i>state standards</i>, related content & student needs.</p>	<ul style="list-style-type: none"> • Use of task analysis to break skill into smallest steps necessary for student understanding.
<p>2.3 Communication The teacher clearly & accurately communicates to support persistence, deeper learning & effective effort.</p>	<ul style="list-style-type: none"> • 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.).
<p>2.4 Differentiation The teacher differentiates instruction, aligning methods & techniques to diverse student needs.</p>	<ul style="list-style-type: none"> • 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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<p>2.5 Monitor & Adjust The teacher formally and informally collects, analyzes, and uses student progress data and makes necessary lesson adjustments.</p>	<ul style="list-style-type: none"> • 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).
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Domain 3: Learning Environment

Evidence for COMS

<p>3.1 Classroom Environment, Routines & Procedures The teacher organizes a safe, accessible & efficient classroom.</p>	<ul style="list-style-type: none"> • 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.
<p>3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.</p>	<ul style="list-style-type: none"> • 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.



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<p>3.3 Classroom Culture The teacher leads a mutually respectful & collaborative class of actively engaged learners.</p>	<ul style="list-style-type: none"> • <i>Does not apply. *Look at Introduction page *</i>
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Domain 4: Professional Practices & Responsibilities

Evidence for COMS

<p>4.1 Professional Demeanor & Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal & statutory responsibilities.</p>	<ul style="list-style-type: none"> • 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.
<p>4.2 Goal Setting The teacher reflects on his/her practice.</p>	<ul style="list-style-type: none"> • Same as T-TESS rubric (No additions)
<p>4.3 Professional Development The teacher enhances the professional community.</p>	<ul style="list-style-type: none"> • 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.



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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.