

**CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)
TEACHERS OF THE VISUALLY IMPAIRED/ORIENTATION MOBILITY SPECIALIST RUBRIC
2023-2024**

The PROFESSIONAL	The PRACTICE
Standard 1: Culture and Climate Standard 2: Professionalism	Standard 3: Assessment Standard 4: Instructional Support and Access Standard 5: Compliance

Reminder: All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.

The PROFESSIONAL			
Standard 1- CULTURE AND CLIMATE: Teacher of the Visually Impaired/Orientation Mobility Specialist collaborates with all students to create a respectful and positive culture and climate.			
1.1 TVI/OMS establishes and models positive relationships with students.			
1: TVI/OMS does not establish or model positive relationships with students.	2: TVI/OMS is beginning to establish and model positive relationships with students.	3: TVI/OMS establishes and models positive relationships with students.	4: TVI/OMS maintains positive relationships by interacting with every student as an individual and differentiates interactions based on knowledge of each student, inside and outside the classroom.

1.2 TVI/OMS creates a learning environment that is safe, accessible and predictable.			
1: TVI/OMS does not create a learning environment that is safe, accessible and predictable.	2: TVI/OMS is beginning to create a learning environment that is safe, accessible and predictable.	3: TVI/OMS creates a learning environment that is safe, accessible and predictable.	4: TVI/OMS uses proactive and preventative measures to ensure a safe learning environment and is sensitive to individual student needs and respectful of students' dignity.
1.3 TVI/OMS engages and honors students as individuals with diverse strengths, needs and interests across a range of ability levels by adapting services for the benefit of students.			
1: TVI/OMS does not engage and honor students as individuals with diverse needs and interests across a range of ability levels by adapting services for the benefit of students.	2: TVI/OMS is beginning to engage and honor students as individuals with diverse needs and interests across a range of ability levels by adapting services for the benefit of students.	3: TVI/OMS engages and honors students as individuals with diverse needs and interests across a range of ability levels by adapting services for the benefit of students.	4: TVI/OMS creates an environment where students participate with a high level of engagement and demonstrate self-advocacy related to their interests, needs and interests, as developmentally appropriate.
1.4 TVI/OMS demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.			
1: TVI/OMS does not demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	2: TVI/OMS is beginning to demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	3: TVI/OMS demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	4: TVI/OMS is aware of changing conditions at the national, state, or local level and responds appropriately to changes in the school or student environment in order to provide effective services.
Standard 2 - PROFESSIONALISM: Teacher of the Visually Impaired/Orientation Mobility Specialist demonstrates professional growth, leadership, and professionalism.			
2.1 TVI/OMS collaborates and communicates with relevant adults.			
1: TVI/OMS does not collaborate and communicate with relevant adults.	2: TVI/OMS is beginning to communicate and collaborate with relevant adults.	3: TVI/OMS collaborates and communicates with relevant adults.	4: TVI/OMS provides mutual support and cooperation in collaborative settings. TVI/OMS assumes a leadership/proactive

			role in at least one aspect of school or district life.
2.2 TVI/OMS develops goals aligned to professional growth needs.			
1: TVI/OMS has not developed goals aligned to professional growth needs.	2: TVI/OMS is beginning to develop goals aligned to professional growth needs.	3: TVI/OMS develops goals aligned to professional growth needs and the TVI/OMS measures progress toward professional goals.	4: TVI/OMS is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve.
2.3 TVI/OMS engages in professional learning to refine their practice.			
1: TVI/OMS does not engage in professional learning to refine their practice.	2: TVI/OMS is beginning to engage in professional learning to refine their practice.	3: TVI/OMS engages in professional learning to refine their practice and measures the impact of their professional learning.	4: TVI/OMS actively seeks feedback from supervisors and colleagues and initiates additional learning opportunities for themselves and others in the school community.
2.4 TVI/OMS differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of students.			
1: TVI/OMS does not differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of students.	2: TVI/OMS is beginning to differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of students.	3: TVI/OMS differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of students and promotes a strong partnership between school and home.	4: TVI/OMS communicates effectively with families and relevant adults in a culturally sensitive manner and invites students to contribute to the communication (as appropriate) in order to engage families in a partnership with the school community.
2.5 TVI/OMS demonstrates professional and ethical conduct including following all laws, district policies and school procedures.			
1: TVI/OMS does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: TVI/OMS is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: TVI/OMS demonstrates professional and ethical conduct including following all laws, district policies and school procedures and displays professionalism,	4: TVI/OMS consistently models professional and ethical conduct and is a resource for colleagues to ensure the highest professional standards are held in all

DAC APPROVAL DATE:

BOE APPROVAL DATE:

		respect, honesty, integrity, and confidentiality in interactions with staff, students, and the community.	school-related interactions and decisions.
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The PRACTICE

Standard 3 - ASSESSMENT - Teacher of Visually Impaired/Orientation Mobility Specialist selects and uses quality assessment practices and allows students to demonstrate individual levels of functioning.

3.1 TVI/OMS develops/identifies formal and informal assessments to determine eligibility and measure needs for students ages PK to 21 years.

1: TVI/OMS does not develop/identify formal and informal assessments to determine eligibility and measure needs for students ages PK-21 years.	2: TVI/OMS is beginning to develop/identify formal and informal assessments to determine eligibility and measure needs for students ages PK-21 years.	3: TVI/OMS develops/identifies formal and informal assessments to determine eligibility and measure needs for students ages PK-21 years and takes into account students' physical and/or cognitive levels and levels of functional vision.	4: TVI/OMS collaborates with relevant adults and colleagues to ensure that there is a collection of a comprehensive body of evidence, including data aligned with the Expanded Core Curriculum (ECC) and student academic and physical needs.
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3.2 TVI/OMS demonstrates competency in the administration of formal and informal assessments.

1: TVI/OMS does not demonstrate competency in the administration of formal and informal assessments.	2: TVI/OMS is beginning to demonstrate competency in the administration of formal and informal assessments.	3: TVI/OMS demonstrates competency in the administration of formal and informal assessments and communicates the necessary accommodations for additional assessments for the multidisciplinary team.	4: TVI/OMS ensures that the results of the functional vision assessment are communicated to the multidisciplinary team to inform the need for accommodations for the formal and informal assessments and considers all areas of the ECC during the assessment process.
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3.3 TVI/OMS analyzes and interprets assessment results to determine eligibility and service delivery.

1: TVI/OMS does not analyze and interpret assessment results to determine eligibility and service delivery.	2: TVI/OMS is beginning to analyze and interpret assessment results to determine eligibility and service delivery.	3: TVI/OMS analyzes and interprets assessment results to determine eligibility and service delivery.	4: TVI/OMS uses a comprehensive body of evidence, including data aligned with the ECC and student academic, physical and environmental
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			needs, to determine eligibility and service delivery.
3.4 TVI/OMS collects and maintains a body of evidence based on formal and informal data that informs goal selection to maximize student access to the curriculum.			
1: TVI/OMS does not collect and maintain a body of evidence based on formal and informal data that informs goal selection to maximize student access to the curriculum.	2: TVI/OMS is beginning to collect and maintain a body of evidence based on formal and informal data that informs goal selection to maximize student access to the curriculum.	3: TVI/OMS collects and maintains a body of evidence based on formal and informal data that informs goal selection to maximize student access to the curriculum.	4: TVI/OMS collaborates with the multidisciplinary team to develop goals and objectives for individualized service, considering areas of the ECC.
Standard 4 - INSTRUCTIONAL SUPPORT AND ACCESS - Teacher of Visually Impaired/Orientation Mobility Specialist facilitates learning opportunities for identified areas of students need to demonstrate adequate growth.			
4.1 TVI/OMS uses assessment data and current best practices to facilitate access by identifying appropriate instruction, accommodations, devices and materials aligned with the Expanded Core Curriculum (ECC) to maximize student learning and independence.			
1: TVI/OMS does not use assessment data and current best practices to facilitate access by identifying appropriate instruction, accommodations, devices and materials aligned with ECC to maximize student learning and independence.	2: TVI/OMS is beginning to use assessment data and current best practices to facilitate access by identifying appropriate instruction, accommodations, devices and materials aligned with ECC to maximize student learning and independence.	3: TVI/OMS uses assessment data and current best practices to facilitate access by identifying appropriate instruction, accommodations, devices and materials aligned with ECC to maximize student learning and independence.	4: TVI/OMS collaborates and/or communicates with the relevant adults regarding students' access to accommodations, devices and materials to generalize implementation across the school setting and holds students accountable, where appropriate.
4.2 TVI/OMS uses data to support and meet IEP goals related to the Expanded Core Curriculum (ECC) and/or to inform consultation services.			
1: TVI/OMS does not use data to support and meet IEP goals related to the ECC and/or to inform consultation services.	2: TVI/OMS is beginning to use data to support and meet IEP goals related to the ECC and/or to inform consultation services.	3: TVI/OMS uses data to support and meet IEP goals related to the ECC and/or to inform consultation services and has identified appropriate methods of progress monitoring.	4: TVI/OMS collaborates and/or communicates with relevant adults and students (as appropriate) to collect data from multiple settings to support growth toward identified IEP goals. TVI/OMS makes

			ongoing data-based instructional decisions and supports students in advocating for their needs.
4.3 TVI/OMS differentiates instruction and demonstrates flexibility to meet individualized student needs.			
1: TVI/OMS does not differentiate instruction and demonstrates flexibility to meet individualized student needs.	2: TVI/OMS is beginning to differentiate instruction and demonstrates flexibility to meet individualized student needs.	3: TVI/OMS differentiates instruction and demonstrates flexibility to meet individualized student needs.	4: TVI/OMS facilitates appropriate opportunities for students to advocate for themselves and ensures students are provided opportunities to take ownership of their own learning based on their developmental level.
4.4 TVI/OMS uses developmentally appropriate strategies to support students' development of critical thinking, problem solving skills and self-advocacy.			
1: TVI/OMS does not use developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	2: TVI/OMS is beginning to use developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	3: TVI/OMS uses developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	4: TVI/OMS consults with relevant adults to promote students' development of critical thinking, problem-solving skills and self-advocacy. Students demonstrate critical thinking, problem-solving skills and self-advocacy based on their developmental level.
4.5 TVI/OMS ensures devices, tools, software and materials are procured, accessible, taught and/or maintained.			
1: TVI/OMS does not ensure devices, tools, software and materials are procured, accessible, taught and/or maintained.	2: TVI/OMS is beginning to ensure devices, tools, software and materials are procured, accessible, taught and/or maintained.	3: TVI/OMS ensures devices, tools, software and materials are procured, accessible, taught and/or maintained.	4: TVI/OMS collaborates and/or communicates with a multi-disciplinary team (including students as appropriate) to ensure that devices/programs align with mainstream devices/programs, supporting students to advocate for their access needs.

4.6 TVI/OMS collaborates with colleagues, Brailleists, and/or Educational Assistants to identify and develop evidence-based instructional materials based on assessment data.

1: TVI/OMS does not collaborate with colleagues, Brailleists, and/or Educational Assistants to identify and develop evidence-based instructional materials based on assessment data.	2: TVI/OMS is beginning to collaborate with colleagues, Brailleists, and/or Educational Assistants to identify and develop evidence-based instructional materials based on assessment data.	3: TVI/OMS collaborates with colleagues, Brailleists, and/or Educational Assistants to identify and develop evidence-based instructional materials based on assessment data.	4: TVI/OMS trains and provides resources to the multi-disciplinary team to ensure all members can implement adapted materials/activities/environment to fit students' visual accommodations and needs.
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4.7 TVI/OMS collaborates with multidisciplinary teams to train, inform and/or implement instructional strategies including Braille, devices and materials, and/or accommodations.

1: TVI/OMS does not collaborate with multidisciplinary teams to train, inform and/or implement instructional strategies including Braille, instruction, devices and materials, and/or accommodations.	2: TVI/OMS is beginning to collaborate with multidisciplinary teams to train, inform and/or implement instructional strategies including Braille, instruction, devices and materials, and/or accommodations.	3: TVI/OMS collaborates with multidisciplinary teams to train, inform and/or implement instructional strategies including Braille, instruction, devices and materials, and/or accommodations and embeds authentic opportunities for students to demonstrate growth.	4: TVI/OMS guides multidisciplinary teams through training, collaboration, and the implementation of instructional strategies which results in authentically embedded and accessible opportunities for students to apply learning throughout the school day.
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Standard 5 - COMPLIANCE: Teacher of the Visually Impaired/Orientation Mobility Specialist demonstrates professional and ethical conduct including following all laws, district policies, and procedures.

5.1 TVI/OMS collaborates with the multidisciplinary team, relevant adults and students (as appropriate) to write a defensible IEP that aligns with assessment data, accommodations, and consult.

1: TVI/OMS does not collaborate with the multidisciplinary team, relevant adults and students (as appropriate) to write a defensible IEP that aligns with assessment data, accommodations, and consult.	2: TVI/OMS is beginning to collaborate with the multidisciplinary team, relevant adults and students (as appropriate) to write a defensible IEP that aligns with assessment data, accommodations, and consult.	3: TVI/OMS collaborates with the multidisciplinary team, relevant adults and students (as appropriate) to write a defensible IEP that aligns with assessment data, accommodations, and consult and ensures that rigorous goals are included in the IEP.	4: TVI/OMS collaborates with all members of the multidisciplinary team to ensure that goals are appropriate and individualized by addressing the student's individual vision accommodations and access needs based on data collected through TVI/OMS assessment data.
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5.2 TVI/OVS provides services aligned with state and federal laws, local policies and procedures based on the specific needs of students with visual impairments.

<p>1: TVI/OVS does not provide services aligned with state and federal laws, local policies and procedures based on the specific needs of students with visual impairments.</p>	<p>2: TVI/OVS is beginning to provide services aligned with state and federal laws, local policies and procedures based on the specific needs of students with visual impairments.</p>	<p>3: TVI/OVS provides services aligned with state and federal laws, local policies and procedures based on the specific needs of students with visual impairments.</p>	<p>4: TVI/OVS seeks out additional training/resources/opportunities to better understand state and federal laws, local policies and procedures based on the specific needs of individual students and shares that information with appropriate stakeholders. (examples: Attend Metro Vision meetings, CDE Soundbites, CIMC First Fridays, APH webinars)</p>
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5.3 TVI/OVS completes district mandated training and compliance reports.

<p>1: TVI/OVS does not complete district mandated training and compliance reports.</p>	<p>2: TVI/OVS partially completes district mandated training and compliance reports.</p>	<p>3: TVI/OVS completes district mandated training and compliance reports.</p>	<p>4: TVI/OVS completes ongoing mandated training and compliance of district and state reports (including following current practices such as: documentation of student services, maintaining and sharing an accurate daily schedule, and maintaining accurate student records.) in a timely manner and is readily available upon request.</p>
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CITE Rubrics are designed to measure research-based, effective qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. **Reminder:** All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for an educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for an educator to be rated a 4.