



# **Clinical or Rehabilitative Services: Orientation and Mobility Credential Program Standards**

**Commission on Teacher Credentialing**

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[Commission on Teacher Credentialing Program Standards](#)

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## **Program Design Standards**

### **Program Standard 1: Program Design, Rationale and Coordination**

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

#### ***Integrated/Blended Program Delivery Model:***

An Integrated/Blended Program of Undergraduate Teacher Preparation provides candidates with:

- a carefully designed curriculum involving both subject matter and professional preparation that includes integrated and concurrent coursework of subject matter and related pedagogy at gradually more sophisticated levels
- a clearly developmental emphasis involving early and continuous advising, and early field experiences
- explicit and supported mechanisms for collaboration among all involved in the design, leadership, and ongoing delivery of the program

#### ***Intern Program Delivery Model:***

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

### **Program Standard 2: Professional, Legal and Ethical Practices**

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

**Program Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

**Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

**Program Standard 5: Assessment of Students**

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

**Program Standard 6: Using Educational and Assistive Technology**

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

**Program Standard 7: Transition and Transitional Planning**

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

**Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning**

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

**Clinical Rehabilitation Services Credentials**

All Clinical Rehabilitative Services Programs must also address Program Design Standards 1-8 in addition to the appropriate standards below.

**Orientation & Mobility for the Blind and Visually Impaired (O&M)****O&M Standard 1: Professional Information**

Each candidate demonstrates knowledge of basic laws and regulations that affect O&M services, resources for learners to obtain services, support, and/or information related to visual impairment, professional resources pertinent to the O&M profession, and the major historical events and persons responsible for the establishment of the O&M profession as it exists today.

**O&M Standard 2: Knowledge of Relevant Medical Information**

Each candidate demonstrates knowledge of the anatomy and physiology of the visual system, including common eye conditions/etiologies of learners and their implications on visual functioning and has experience interpreting eye reports. Each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Each candidate demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons.

**O&M Standard 3: Understanding and Applying Learning Theories to Orientation and Mobility**

Each candidate demonstrates knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction.

**O&M Standard 4: Planning and Conducting O&M Assessments**

Each candidate demonstrates knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities, that includes obtaining and interpreting medical, education, and rehabilitation reports; developing an assessment plan; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings. Each candidate demonstrates knowledge of the roles of related professionals (e.g., Occupational Therapy,

Physical Technical, low vision specialists, rehabilitation specialists, optometrists, teachers, and ophthalmologists) who provide relevant O&M assessment information.

#### **O&M Standard 5: Planning O&M Programs**

Each candidate demonstrates knowledge of service delivery models for O&M programs such as itinerant, center-based, and residential. Each candidate demonstrates knowledge of the components of and process for developing early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)].

#### **O&M Standard 6: O&M Related Concepts**

Each candidate demonstrates knowledge of the relationship of O&M-related concepts to purposeful movement, the impact of visual impairment on the development of concepts, and how learners develop concepts.

#### **O&M Standard 7: Orientation Strategies and Skills**

Each candidate demonstrates knowledge of orientation skills through the use of environmental features. Each candidate demonstrates knowledge of spatial organizational skills using cognitive mapping and spatial updating. Each candidate demonstrates knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions. Each candidate demonstrates knowledge of problem solving strategies related to establishing and maintaining orientation while traveling. Each candidate demonstrates knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments. Each candidate demonstrates knowledge of the strategies for orienting a dog guide handler to a new environment.

#### **O&M Standard 8: Mobility Skills**

Each candidate demonstrates knowledge of the mechanics of locomotion that affect efficient mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture). Each candidate demonstrates knowledge of the advantages and disadvantages of mobility devices and/or mobility systems including but not limited to human guide, long cane, dog guide, electronic devices, functional vision, and Adaptive Mobility Device. Each candidate demonstrates knowledge of basic O&M skills, including protective and human guide techniques, as well as O&M cane skills; and the rationale for teaching these skills. Each candidate demonstrates knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel. Each candidate demonstrates knowledge of special travel environments and orientation and mobility skills unique to their circumstance, including adverse weather conditions, rural areas, airports, malls, stores, and gas stations.

#### **O&M Standard 9: Use of Sensory Information**

Each candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training. Each candidate demonstrates knowledge of the use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). Each candidate demonstrates knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) and strategies for enhancing learners' sensory skills.

**O&M Standard 10: Learners Who Have Additional Disabilities**

Each candidate demonstrates knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury), and potential accommodations and modifications that might be effective. Each candidate demonstrates knowledge of the value of active collaboration and working as member of a team in meeting the needs of learners who have additional disabilities.

**O&M Standard 11: Analyze and Modify Environments**

Each candidate demonstrates knowledge of pertinent aspects of ADA (Americans with Disabilities Act), white cane laws, IDEA (Individuals with Disabilities Education Act), Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments.

**O&M Standard 12: Psycho-Social Implications of Blindness and Visual Impairments**

Each candidate demonstrates knowledge of factors to be considered to minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers. Each candidate demonstrates knowledge of strategies to assist learners during the process of adjustment to visual impairment

**O&M Standard 13: Supervised Fieldwork**

In conjunction with the university program, successful completion of 350 hours of discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, and report writing. The practice must be supervised by an onsite Certified Orientation Mobility Specialist.