

Graduate Degree Program Assessment Plan Cover Sheet (rev. 07):

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Plan No. 73c

Degree Program: Rehabilitation of the Blind: Orientation and Mobility

Department and College: Counseling, Adult and Rehabilitation Education, College of Education

Degree Type(MA, MS, EdS, EdD, PhD, Certificate): GC: MOB

Prepared by: William H. Jacobson, Ed.D., Coordinator

Submitted to College Assessment Committee on _____ Approved on _____

Submitted to Provost Assessment Advisory Group on _____ Approved on _____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program?

Goal #1: Assessment Procedures:

Students will demonstrate the ability to assess appropriate travel instruction environments and use appropriate assessment instruments and procedures to evaluate clients' current level of functioning in the areas of concept development, sensorimotor skills, posture and gait, and travel abilities.

Goal #2: Cognitive knowledge of Orientation and Mobility skills:

Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.

Goal #3: Instructional Methodology:

Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.

Goal #4: Monitoring of clients:

Students will demonstrate the ability to monitor their clients' independent travel skills (including acquisition of orientation and mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.

Goal #5: Human Growth and Development:

Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.

Goal #6: History and Philosophy of Orientation and Mobility:

Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.

2. What are your learning objectives or outcomes associated with each student-learning goal?

Objective #1: Upon graduation, students will be able to demonstrate the ability to assess the appropriate travel instruction environments, the level of acquired orientation and mobility skills, and to evaluate those skills over time in their clients with visual impairments.

Objective #2: Upon graduation, students will be able to demonstrate the ability to develop and teach orientation and mobility skills through appropriately sequenced lessons for their clients with visual impairments.

Objective #3: Upon graduation, students will be able to demonstrate the ability to monitor their client's safety when traveling through various environments.

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.)

See attached

4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)

(a)-(c) See attached curriculum map. In addition:

Students are surveyed for course input during the respective online and face-to-face classes as well as instructor evaluations are conducted at the end of every semester. Course and instructor adjustments are made as necessary. Previous surveys have lead to the replacement of one adjunct instructor. Surveys of recent graduates and their employers, all stakeholders, will take place one year after program completion; results will assist in future program adjustments. (The O&M Program graduates approximately 6 students per year.)

Peer-to-peer reviews of student teaching will take place at least twice during the Summer O&M Institute in June of each year. Students will score their peers using a scoring sheet and rubric (see Appendix A). Results will be shared with their peers and data will be collected and analyzed to determine if the application of learned skills has taken place and if adjustments must be made in the presentation of skill training through the blindfold simulations. Students must score a satisfactory on this part of their training.

There are two environmental analysis projects in which students will be judged in their abilities to assess appropriate teaching environments for either low vision travelers (RHBL 7325) or for totally blind travelers (RHBL 7317 and 7318). This ability is critical for novice O&M specialists in that they can be constantly seeking out teaching environments as itinerant community instructors or required to develop complete teaching curriculums in rehabilitation centers. In RHBL 7317 they will be assessed in identifying appropriate indoor and residential training environments and in RHBL 7318 they will be seeking out business and rural training environments. The respective scoring rubrics may also be found in Appendix A.

During their student teaching (RHBL 7390: practicum) and internship (RHBL 7395) experiences, students are assessed by their cooperating supervisors on numerous criteria. The analyses will look at aggregate data across each item based either on numbers of students or student percentages. Changing in course delivery and course content can result from these analyses. The rubrics may be found in Appendix A.

The O&M Program is presently in the third year of a five-year federal grant to train O&M specialists through the U.S. Rehabilitation Services Administration. As part of that award, the program is extensively reviewed on an annual basis related to the various objectives of that grant.

Finally, the O&M Program will undergo an extensive program evaluation by a team of experts selected by The Association for the Education and Rehabilitation of the Blind and Visually Impaired. New program standards are to be voted on in the executive board

meeting of AER international in mid-March of 2013. The program will endeavor to align the new standards with all courses and the assessments mentioned above. It is expected that this program review will take place in the fall of 2013.

(d) Stakeholder Involvement. The stakeholders related to the O&M Program are: the current students; alumni; and various agency directors both locally and nationally. Agency CEO's from World Services for the Blind, the Arkansas School for the Blind, the Arkansas Division of Services for the Blind are examples of local agency directors who meet bi-monthly with the O&M Program coordinator and annually during the AR AER conference in Little Rock. During those meetings issues related to the program are discussed and feedback is obtained. Previous meetings have resulted in some of the following changes to the program over the past several years: going from an on campus program to a hybrid, online program; cooperative relationships in the summers with WSB and ASB (free room and board arrangements with students in exchange for recreational duties for our graduate students) and DSB (transition O&M services from our O&M graduate students with college/business bound young adults with impaired vision). In addition, the CEO's provide program advocacy with the Arkansas legislature and Governor's Office.

2013-2017 O&M Assessment Student Goals/Learning Outcomes

Student Goals	Learning outcomes	Courses	Method	Timeline
1) Assessing clients	1a) Knowing and understanding, and demonstrating systematic assessment	RHBL 7317, 7318, 7325, 7390, 7395	Lesson Plans, Exams, projects	Annually
	1b) Understanding and demonstrating the process of documentation and report writing	RHBL 7317, 7318, 7390, 7395	Assessment report writing, lesson plans	Annually
	1c) Knowing and understating and demonstrating sequenced teaching plans and instructing students and clients with visual impairments.	RHBL 7317, 7318, 7390, 7395	Lesson plans, teaching simulations, student teaching	Annually
2) Knowledge of O&M Skills	2a) Knowing about & understanding basic O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	2b) Knowing and understanding intermediate O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	2c) Knowing and understanding advanced O&M skills	RHBL 7318, 7390, 7395	Exams, blindfold simulations	Annually
3) Instructional Methodology	3a) Demonstrates the ability to teach basic O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	3b) Demonstrates the ability to teach intermediate O&M skills.	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	3c) Demonstrates the ability to teach advanced O&M skills.	RHBL 7318, 7390, 7395	Exams, blindfold simulations	Annually
4) Monitoring Clients	4a) Students will monitor their peers' safety during blindfold simulations	RHBL 7317, 7318	Observations/forms/rubricks	Annually
	4b) Students will monitor their clients' safety while they travel indoors.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
	4c) Students will monitor their clients' safety while they travel in residential areas.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
	4d) Students will monitor their clients' safety while they travel in business areas.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
5) Human Growth and Development	5a) Students will demonstrate knowledge of the special medical issues and needs of clients with visual impairments.	RHBL 7316, 7317, 7318, 7315, 7325, 7390, 7395	RHBL 7315 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5b) Students will demonstrate knowledge of the special issues and needs of their clients' posture and gait and other physical disabilities.	RHBL 7316, 7317, 7318, 7315, 7325, 7390, 7395	RHBL 7316 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5c) Students will demonstrate the knowledge of issues and psychological needs of their clients with visual disabilities.	COUN 7362, RHBL 7315, 7325, 7390, 7395	COUN 7362 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold	Annually

			simulations	
	5d) Students demonstrate the knowledge of cultural issues of their clients with visual disabilities.	COUN 7362; RHBL 7316, 7315, 7317, 7318.	COuN 7360 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
6) History and Philosophy of O&M	1.1) Students will demonstrate knowledge of the history of the O&M profession.	RHBL 7316, 7317, 7318, 7325	RHBL 7317/7325 Exams, RHBL 7316 research papers	Annually
	1.2) Students will demonstrate knowledge of the code of ethics and its history	RHBL 7318	Exams, research papers	Annually
	1.3) Students will demonstrate knowledge of certification and licensure issues for the profession.	RHBL 7318	Exams, discussion, research papers	Annually
	1.4) Students will demonstrate knowledge of the delivery of O&M services of O&M in schools and agencies for the blind.	RHBL 7318, 7390, 7395	Exams, lesson plans	Annually

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #1 Assessment Procedures: Students will demonstrate the ability to use appropriate assessment instruments and procedures to evaluate the prospective teaching environments, clients' current level of functioning in the areas of concept development, sensori-motor skills, posture and gait, and travel abilities.			
Courses	Outcome 1: Knowing and understanding, and demonstrating systematic assessment of the environment and of their clients	Outcome 2: Understanding and demonstrating the process of documentation and report writing	Outcome 3: Knowing and understating and demonstrating sequenced teaching plans and instructing students and clients with visual impairments
RHBL 7317 Intro. To Methods of O&M	Somewhat Exam, demonstrations, simulations, teaching peers; project with rubrick	Little Projects	Extensive Exam, demonstrations, simulations, peer teaching
RHBL 7318 Adv. Methods of O&M	Somewhat Exam, demonstrations, simulations, teaching peers; project with rubrick	Little Projects	Extensive Exam, demonstrations, simulations, peer teaching
RHBL 7325 Low Vision Implications	Extensive Exam, project with rubrick	Little Exam	None
RHBL 7390 Student Teaching in O&M	Extensive Lesson planning	Extensive Report Writing	Extensive Report Writing, lesson plans
RHBL 7395 Internship in O&M	Extensive Lesson plans, assessments	Extensive Report writing, daily note taking	Extensive Lesson plans, report writing

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #2 Cognitive Knowledge of Orientation and Mobility Skills: Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.			
Courses	Outcome 1: Knowing about & understanding basic O&M skills: sighted guide through self-protection techniques	Outcome 2: Knowing and understanding intermediate O&M skills: basic cane skills and indoor travel techniques	Outcome 3 Knowing and understanding advanced O&M skills: residential and business travel, and special travel environments
RHBL 7317	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers	Limited Simulations, teaching peers
RHBL 7318	Little None	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers
RHBL 7390	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients
RHBL 7395	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #3 Instructional Methodology: Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.			
Courses	Outcome 1: Demonstrates the ability to teach basic O&M skills.	Outcome 2: Demonstrates the ability to teach intermediate O&M skills: basic cane skills and indoor travel techniques	Outcome 3: Demonstrates the ability to teach advanced O&M skills: residential and business travel, and special travel environments
RHBL 7317	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers	Limited Simulations, teaching peers
RHBL 7318	Little None	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers
RHBL 7390	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients
RHBL 7395	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #4 Monitoring of clients: Students will demonstrate the ability to monitor their clients' independent travel skills (including acquisition of orientation and mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.				
Courses	Outcome 1: Students will monitor their peers' safety during blindfold simulations	Outcome2: Students will monitor their clients' safety while they travel indoors.	Outcome 3: Students will monitor their clients' safety while they travel in residential areas.	Outcome 4: Students will monitor their clients' safety while they travel in business areas.
RHBL 7317	Extensive Blindfold simulations; rubrick	None Not Assessed	None Not Assessed	None Not Assessed
RHBL 7318	Extensive Blindfold simulations; rubrick	None Not Assessed	None Not Assessed	None Not Assessed
RHBL 7390	None Not Assessed	Extensive Observations, report forms	Extensive Observations, report forms	Extensive Observations, report forms
RHBL 7395	Little Not Assessed	Extensive Observations, report forms	Extensive Observations, report forms	Extensive Observations, report forms

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #5: Human Growth and Development: Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.				
Courses	Outcome 1: Students will demonstrate knowledge of the special medical issues and needs of clients with visual impairments.	Outcome 2: Students will demonstrate knowledge of the special issues and needs of their clients' posture and gait and other physical disabilities.	Outcome 3: Students will demonstrate the knowledge of issues and psychological needs of their clients with visual disabilities.	Outcome 4: Students demonstrate the knowledge of cultural issues of their clients with visual disabilities.
RHBL 7315 Medical Aspects of Blindness	Extensive Exam, projects	Limited Exam, projects	None Not assessed	Limited Exam, discussions
RHBL 7316 Principles of O&M	Somewhat Exam, Research paper	Extensive Exam, research paper, discussions	Little Discussions	Little Discussions
RHBL 7317	Somewhat Exam; discussions	Extensive Exam; demonstrations, discussions	Little Exam; discussions	Somewhat; discussions
RHBL 7318	Extensive Exam; demonstrations, discussions	Extensive Exam; demonstrations, discussions	Little Exam; discussions	Little Exam; discussions
RHBL 7390	Somewhat Medical report analyses, lesson plans	Extensive Lesson plans	Extensive Observations, lesson plans	Extensive Observations, lesson plans
RHBL 7395	Somewhat Medical report analyses, lesson plans	Extensive Lesson plans	Extensive Observations, lesson plans	Extensive Observations, lesson plans
COUN 7362 Psychological Aspects of Disabilities	Somewhat Exam	None Not assessed	Extensive Exam; paper	Extensive Exam; paper

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #6: History and Philosophy of Orientation and Mobility: Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.				
Courses	Outcome 1: Students will demonstrate knowledge of the history of the O&M profession.	Outcome 2: Students will demonstrate knowledge of the code of ethics and its history	Outcome 3: Students will demonstrate knowledge of certification and licensure issues for the profession.	Outcome 4: Students will demonstrate knowledge of the delivery of O&M services of O&M in schools and agencies for the blind.
RHBL 7316	Extensive Exam	None Not Assessed	Somewhat Project	None
RHBL 7317	Extensive Exam	Somewhat Exam	None	None
RHBL 7318	Extensive Exam	Extensive Exam	Extensive Exam; discussions	Somewhat Exams; discussions
RHBL 7325	Somewhat Exam	None Not Assessed	Somewhat Not Assessed	Somewhat Field Evaluation Principle 5
RHBL 7390	None Not Assessed	None Not Assessed	None Not Assessed	Extensive Projects
RHBL 7395	None Not Assessed	Somewhat Observations	Somewhat Observations	Somewhat Observations

Appendix A
Score Sheets and Rubrics

Faculty or Peer Evaluation of Orientation and Mobility Skills Taught to Peers

Student Teacher: _____

Date: _____

Lesson Objectives:

- 1.
- 2.
- 3.

[Rubrick Scoring: 0=Unsatisfactory, 1= Needs Improvement, 3=Satisfactory, 5=Exemplary]

The Teacher was knowledgeable about the techniques that were taught:

0 1 3 5

Comments:

The Teacher explained the objectives of the lesson clearly:

0 1 3 5

Comments:

The Teacher provided effective feedback during and after the lesson:

0 1 3 5

Comments:

The Teacher provided appropriate and safe monitoring throughout the lesson:

0 1 3 5

Comments:

Evaluator's Signature: _____

Faculty or Peer Teaching Rubric

PEER TEACH		10 TOTAL POINTS		
	EXEMPLARY 100% 9 Points	SATISFACTORY 85% 6 Points	NEEDS IMPROVEMENT 70% 3 Points	UNSATISFACTORY 0 Points
KNOWLEDGE OF TECHNIQUE	All major and minor* steps in the technique are presented without hesitation or use of notes.	All major steps of the technique are presented but there is hesitation and/or notes had to be referred to more than once. 1 minor step might have been left out, but did not interfere with the lesson.	1 major step and/or 1-2 minor steps were left out. Lesson was choppy due to multiple hesitations and/or reliance on notes.	More than one major step or more than 2 minor steps were left out. Lesson did not flow due to multiple hesitations, deleted steps, and/or constant reliance on notes.
COMMUNICATION WHILE TEACHING	Communication with the student is appropriate for the level of the student and the technique being taught. All directions are given verbally and instructor does not provide unnecessary physical contact unless safety is an issue or the student does not understand the direction/concept after being presented several ways verbally.	Communication with the student is appropriate for the level of the student and the technique being taught. Instructor makes unnecessary physical contact with the student 1-2 times. Instructor does not revise directions/concepts when student does not understand (i.e. instructor just repeats the same thing).	Communication with the student is appropriate for the level of the student and the technique being taught. Instructor makes unnecessary physical contact with the student 3 times. Instructor does not revise directions/concepts when student does not understand (more than one time during the lesson).	Communication with the student is not appropriate for the level of the student and/or the technique being taught. Instructor makes unnecessary physical contact with the student 4 or more times. Instructor does not revise directions/concepts when student does not understand (two or more times during the lesson).
SAFE AND APPROPRIATE MONITORING	The safety and monitoring of the student is consistent throughout the entire peer teach. NO safety or monitoring errors were made by the instructor.	One safety or monitoring error** is made by the instructor during the peer teach.	Two safety or monitoring errors are made by the instructor during the peer teach.	More than two safety or monitoring errors are made by the instructor during the peer teach.

*Major steps are the steps that are in Dr. Jacobson's textbook. Minor steps are those that were discussed in class and should be included in your task analysis.

**A safety error might be leaving out or not correcting for the use of upper arm protection when walking in an unfamiliar area with low-hanging branches. A monitoring error might be allowing the student's arc to be narrowed while walking and not getting full coverage.

Low Vision Environmental Project Rubric
RHBL 7325

Project Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	100 Points	90 Points	80 Points	0 Points
	Ten points each:	Nine points each:	Eight points each:	
Glare	All examples of glare are identified and addressed.	All but one examples of glare are identified or all are identified but not all are addressed.	More than one example of glare are not identified or adequately addressed.	Glare is not addressed in the project or inadequately addressed.
Geography	The geography of the environment is fully addressed.	The geography of the environment is addressed but some aspect is left unaddressed.	More than one aspect of the geography of the environment is not addressed.	The geography of the environment is not addressed or inadequately addressed.
Photographs	The photographs fully illustrate the environmental conditions described.	The photographs illustrate the environmental conditions but some are difficult to discern or out of order.	More than one of the photographs is difficult to discern or out of order. One or more illustrate a problem not addressed in the text.	There are no photographs presented or they are out of order or just collected together and must be matched up with the text.
Presentation of Information	The presentation of the text and photographs and map fully illustrate the environmental problems.	The presentation of the text and photographs and map illustrate the environmental problems but one issue is not addressed.	The presentation of the text and photographs and map illustrate the environmental problems but more than one issue is not addressed.	The presentation of the text and photographs and map do not adequately illustrate the environmental problems and more than one issue is not addressed.
Recommendations	The recommendations are fully reasoned, do not require a large sum of money to fix, and are presented in the text directly after the problem is identified.	The recommendations are fully reasoned, do not require a large sum of money to fix, and are presented as a list at the end of the text.	The recommendations do not address all problems identified or not identified or require large sums of money to fix.	The recommendations do not address two or more of the problems or are not included in the text.
Contrast	Contrast is full addressed in the text and in all pictures presented.	Contrast is not fully addressed in the text or in 1 of the photographs.	Contrast is not fully addressed in 2 or more of the photographs or in the text.	Contrast is not addressed at all either in the pictures or text.
Map	The map clearly presents the geography of the area being analyzed and its immediate surrounding area.	The map presents the geography of the area being analyzed but not the surrounding area.	The map is confusing to read and follow in the text and does not adequately represent the area.	The map is not presented in the project or does not adequately represent the area or information to be discussed in the

				text.
Lighting	Natural and artificial lighting are addressed in respect to their relationship to glare, contrast, and one's ability to discern the area being traversed.	Natural and artificial lighting are addressed but not in at least one case in respect to their relationship to glare, contrast, and one's ability to discern the area being traversed.	Natural and artificial lighting are addressed but not in at least two or more cases in respect to their relationship to glare, contrast, and one's ability to discern the area being traversed.	Lighting is not adequately addressed throughout the text or natural lighting is not taken into account.
Text Analysis	The descriptions of the map and photographs are fully explained and analyzed.	The descriptions of the map and photographs are explained and analyzed except in one instance.	The descriptions of the map and photographs are explained except in more than one instance.	The descriptions of the map and photographs are not explained adequately.
Knowledge	The project demonstrates a thorough knowledge and understanding of the principles of the low vision environment.	The project demonstrates a knowledge and understanding of most of the principles of the low vision environment.	The project demonstrates gaps in the knowledge and understanding of the principles of the low vision environment.	The project demonstrates a lack of knowledge and understanding of the low vision environment.

O&M Program Environmental Project Rubrick
RHBL 7317/7318

Project Criteria	Exemplary 100 Points	Satisfactory 90 Points	Needs Improvement 80 Points	Unsatisfactory 0 Points
Map	The map clearly presents the geography of the area being analyzed and its immediate surrounding area.	The map presents the geography of the area being analyzed but not the surrounding area.	The map is confusing to read and follow in the text and does not adequately represent the area.	The map is not presented in the project or does not adequately represent the area or information to be discussed in the text.
Geography	The geography of the environment is fully addressed.	The geography of the environment is addressed but some aspect is left unaddressed.	More than one aspect of the geography of the environment is not addressed.	The geography of the environment is not addressed or inadequately addressed.
Text Analysis	The descriptions of the map and photographs are fully explained and analyzed.	The descriptions of the map and photographs are explained and analyzed except in one instance.	The descriptions of the map and photographs are explained except in more than one instance.	The descriptions of the map and photographs are not explained adequately.
Photographs	The photographs fully illustrate the environmental conditions described.	The photographs illustrate the environmental conditions but some are difficult to discern or out of order.	More than one of the photographs is difficult to discern or out of order. One or more illustrate a problem not addressed in the text.	There are no photographs presented or they are out of order or just collected together and must be matched up with the text.
Appropriateness of area(s) chosen	All areas depicted are appropriate for teaching a person who is totally blind.	Areas depicted are generally appropriate but there is some question about a particular area.	More than one area depicted are questionable for appropriateness for teaching a blind traveler.	Areas depicted do not conform to the appropriateness for teaching a blind traveler.

UALR O&M PRACTICUM SUPERVISOR REPORT

The supervisor should complete this report at midterm and at the end of term and return it to the Department of Counseling, Adult and Rehabilitation Education at University of Arkansas at Little Rock: (FAX)501-224-3170. The items are to be ranked by the supervisor as Excellent, Acceptable, or Not Acceptable. Additional information may be included on the back of this form or on separate sheets of paper. This report is to be shared with the student by the supervisor before submitting to UALR.

GRADUATE STUDENT: _____

SUPERVISOR: _____

NAME OF TRAINING SITE: _____

DATE AND TIME PERIOD: _____

Fill in the following blanks using the following evaluative terms, as appropriate: Excellent, Acceptable, or Unacceptable

PROFESSIONALISM:

Appearance _____

Punctuality _____

Rapport with clients _____

Rapport with colleagues _____

Acceptance of supervision _____

Able to accept suggestions _____

Demonstrates professional behavior _____

Confronts difficult situations in a positive, appropriate manner _____

Follows agency/training site rules and regulations _____

Observes ethics of confidentiality _____

Upholds AER, O&M code of ethics _____

Participates in agency functions _____

Attendance and reporting at meetings _____

Attitude toward the profession of O&M _____

TEACHING ABILITY:

Awareness of personal strengths and weaknesses _____

Flexibility in adapting to changing needs clients and situations _____

Inventiveness and resourcefulness _____

Able to formally assess client skill level _____

Able to prescribe and deliver an appropriate O&M program _____

Able to deliver an appropriately sequenced plan of instruction as so deemed by continuous evaluation of client skill level _____

Able to consistently monitor clients' safety _____

Able to deliver directions in an appropriate manner _____

Knowledge and application of O&M skills _____

NARRATIVE APPRAISAL:

Teaching areas in which the student seems especially good. _____

Teaching areas in which the student needs to improve. _____

Describe the general age group of clients that received instruction from the student.

Amount of time supervisor spent with student in evaluative discussions: _____ hours per week.
Would you recommend the student for advancement to (check one): _____professional internship
placement, or _____employment? If not, please explain.

Was adequate support given from UALR?

Supervisor signature/date

Student signature/date

PLEASE INCLUDE ADDITIONAL INFORMATION ON BACK OF THIS FORM

UALR INTERNSHIP SUPERVISOR REPORT

The supervisor should complete this report at midterm and at the end of term and return it to the Department of Rehabilitation at University of Arkansas at Little Rock. The items are to be ranked by the supervisor as *Excellent*, *Acceptable*, or *Not Acceptable*. Additional information may be included on the back of this form or on separate sheets of paper. This report is to be shared with the student by the supervisor before submitting to UALR.

GRADUATE STUDENT: _____ SUPERVISOR: _____

NAME OF TRAINING SITE: _____

DATE AND TIME PERIOD: _____

		Excellent	Acceptable	Not Acceptable
<u>PROFESSIONALISM</u>				
1.	Appearance	_____	_____	_____
2.	Punctuality	_____	_____	_____
3.	Rapport with clients	_____	_____	_____
4.	Rapport with colleagues	_____	_____	_____
5.	Acceptance of supervision	_____	_____	_____
6.	Able to accept suggestions	_____	_____	_____
7.	Demonstrates professional behavior	_____	_____	_____
8.	Confronts difficult situations in a positive, appropriate manner	_____	_____	_____
9.	Follows agency/training site rules and regulations	_____	_____	_____
10.	Observes ethics of confidentiality	_____	_____	_____
11.	Upholds AER, O&M code of ethics	_____	_____	_____
12.	Participates in agency functions	_____	_____	_____
13.	Attendance and reporting at meetings	_____	_____	_____
14.	Attitude toward the profession of O&M	_____	_____	_____

TEACHING ABILITY

- | | | | | |
|-----|--|-------|-------|-------|
| 15. | Awareness of personal strengths and weaknesses | _____ | _____ | _____ |
| 16. | Flexibility in adapting to changing needs clients and situations | _____ | _____ | _____ |
| 17. | Inventiveness and resourcefulness | _____ | _____ | _____ |
| 18. | Able to formally assess client skill level | _____ | _____ | _____ |
| 19. | Able to prescribe and deliver an appropriate O&M program | _____ | _____ | _____ |
| 20. | Able to deliver an appropriately sequenced plan of instruction as so deemed by continuous evaluation of client skill level | _____ | _____ | _____ |
| 21. | Able to consistently monitor clients' safety | _____ | _____ | _____ |
| 22. | Able to deliver directions in an appropriate manner | _____ | _____ | _____ |
| 23. | Knowledge and application of O&M skills | _____ | _____ | _____ |

NARRATIVE APPRAISAL

24. Teaching areas in which the student seems especially good. _____

25. Teaching areas in which the student needs to improve. _____

26. Describe the general age group of clients that received instruction from the student. _____

27. Amount of time supervisor spent with student in evaluative discussions: _____ hours per week.

28. Would you recommend the student for advancement to (check one): ____professional internship placement, or ____employment? If not, please explain. _____

29. Was adequate support given from UALR? _____

 Supervisor signature date

 Student signature date

PLEASE INCLUDE ADDITIONAL INFORMATION ON BACK OF THIS FORM