Introduction to the Scenarios

Extended Special Education Examples Across All Components and Levels of Performance

Since the initial publication of *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 1996) Charlotte Danielson has fielded inquiries from teachers of students with special needs and the supervisors who support them. Many have maintained that because of the characteristics of the students they serve, the framework for teaching could not apply to them.

In an attempt to address these questions, and to support the professional practice of those working with students with special needs, the Danielson Group has crafted a set of scenarios—extended examples of practice for each component across all four levels of performance. These scenarios are by no means meant to be exhaustive. Indeed, the broad and diverse world of special education required us to select a subset of disability categories and educational settings to include in our illustrations. We have chosen to highlight examples in Domains 2 and 3 that pertain to teaching students with 1) autism, 2) multiple disabilities, 3) behavioral disabilities and 4) mild/moderate disabilities. We recognize that terminology may differ from region to region, and we also recognize that there will be a need to for periodic update.

It is important to state that these scenarios are not a "rubric" for special educators. The concepts in the Framework for Teaching are embedded in each scenario.

A number of key concepts are interwoven throughout the scenarios;

- Universal Design for Learning (UDL) principles with the goal of providing multiple means of representation, engagement, and action and expression in order to support learning and the inclusion of students with disabilities in the Least Restrictive Environment
- Data-driven instructional practices and behavior management strategies
- Student self-management, choice-making and independence
- Collaborative observation cycles in which the teacher plays an important role in sharing specialized information around assistive and adaptive technology, strategies and techniques, and code-related requirements
- Active engagement of the entire educational community including co-teachers, therapists, counselors and child study team members
- Additional responsibilities for the teacher related to working with instructional and one-on-one assistants to ensure fidelity of instructional and behavioral practices as well as to ensure confidentiality of student and family information

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DOMAIN 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the twenty-first century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a:

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
Lesson plans indicate identical instructional strategies for each student with no individualized instruction to target Individual Educational Program (IEP) objectives. Lesson plans do not reflect the need to adjust for sensory needs or cognitive levels. Despite the fact that the teacher is aware that her student has significant issues with executive functioning, the teacher's plans reflect the expectation	While the teacher's plans in a secondary class for students with multiple disabilities indicate a class called "Workplace Readiness," the plans list the following activities during that time period: weather, show and share, and calendar. Lesson plans inconsistently indicate sequential instructional scaffolds for vocabulary development, moving from matching of objects, to recognition, then to identification.	The teacher includes multimodal reading strategies in her lesson plans. During a pre-observation conference, the teacher notes that his student is not sure about how to operate the iPad, which serves as a communication device. He alerts the observer that before beginning the language arts lesson, he plans to model how to find the app, how to make a selection on the touch screen, and how to combine icons to form a phrase. The teacher's plans reflect	In order to support students in inclusion settings, the special education teacher will preview videos on explicit instruction. She will share these videos with her general education co-teacher to ensure that these techniques will be applied with fidelity by all instructional partners. The teacher's plans incorporate components of the social decision-making curriculum into the daily routines in his class for students with behavioral disabilities. In the long term, after demonstrating the

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Unsatisfactory	Basic	Proficient	Distinguished
that the student will be able to take notes by hand while watching a PowerPointpresentation on new material. The teacher says, “I don’t understand why my students have to demonstrate mastery of object matching before I move them along to object identification.”		student-specific reading methodologies that align with student strengths and needs; some visual learners are instructed using Edmark strategies and materials, and auditory learners are instructed using Wilson Reading System strategies and materials. The teacher’s plans include strategies to enhance nonpreferred skills and to provide explicit instruction in compensatory strategies. The teacher’s plans ensure that students with autism can demonstrate learning readiness behaviors across multiple settings with a variety of staff members before instruction moves to higher-level skills. During common planning time, the teacher takes the initiative to ensure that all modifications and accommodations in the IEP will be implemented across content areas, modeling how content area teachers can apply Universal Design for Learning (UDL) throughout educational settings. During collaborative planning	effectiveness of these principles in his classroom, he hopes to infuse social decision making into a schoolwide positive behavioral support program. The special education teacher will meet with the general education teachers of her students to ensure that they understand IEP goals related to self-advocacy skills for her students. She creates the expectation for her colleagues that students will have independent knowledge of IEP components, accommodations, and modifications and will reference them when requesting entitled services. When preparing materials for an in-class collaborative writing activity on the book *The Kite Runner*, the teacher includes several excerpts for the in-class reading at various Lexile levels, including a selection from the graphic novel. In addition, she has increased the font size and has reduced the number of paragraphs per page for selected students. Some students will receive

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Unsatisfactory	Basic	Proficient	Distinguished
		with inclusion partners, the teacher updates her team on assistive technology applications and ensures that content vocabulary is programmed into student devices in order to promote full participation in inclusion classes.	materials that highlight vocabulary or phrases that will be key to the assignment. All materials have the same cover page, so that as the teacher distributes differentiated materials to specific students the differentiation is not obvious to peers.

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1b. Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. Although there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b:

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not demonstrate knowledge of, or respect for, some aspects of deaf culture, telling parents that all students should learn using the aural/oral approach; that learning and communicating with sign language will only hinder the students' ability to "be a part of society."	The teacher plans a lesson for her students on the need to dress appropriately for a job interview. She plans to show them photographs of older adults dressed in business attire. She is concerned that most students will say that they would rather not have a job than dress that way, but she feels she needs to go forward with the lesson anyway.	The teacher has read the IEPs and supporting documents for each of her students, and her plans reflect customization to address the unique learning and behavioral objectives contained in each IEP. When briefing classroom assistants, the teacher highlights each student's sensory integration issues and hypersensitivity to sounds, touch, or textures and offers guidance on how to address each student's individual need during one-on-one and small-group sessions. Before beginning a new instructional program that may be challenging to	The teacher recognizes that her student with Asperger's syndrome is hypersensitive to sound while walking thorough the hallway and eating in the cafeteria. She plans to brainstorm with the student about how to employ strategies to reduce the impact of the sound. She anticipates his concern that he will be breaking a school rule if he uses his headphones and is prepared to offer several options, including less-noticeable, molded earplugs. The special education teacher

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Unsatisfactory	Basic	Proficient	Distinguished
		the student, The teacher administers a reinforcement menu survey to determine the most salient reinforcers for each student. When briefing classroom assistants regarding their roles and responsibilities, the teacher highlights each student's sensory integration Issues and hypersensitivity to sounds, touch, or textures and offers guidance on how to address these during individual and small-group lessons. The teacher gathers information regarding background knowledge and vocabulary before launching a literacy lesson. The teacher jointly plans with his co-teacher, inserting, directly on the lesson plan, modifications and accommodations defined in the IEP for each of the inclusion students, and identifying each student by initials followed by specific modifications and accommodations to be implemented.	from the behavioral disabilities class explains to the physical education teacher how body image issues prevent her student from changing in the locker room. The two teachers work out a plan for the student to use the training room of the high school as a private location for changing before and after gym class. The special education teacher routinely makes home visits to assess the impact of the student's disability on the family as well as to promote her student's independent functioning in the home and community. The teacher, following consultation with the family, develops social stories and community-based activities to support the acquisition of skills deemed important by the family.

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1c. Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1. Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will like to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c:

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

Unsatisfactory	Basic	Proficient	Distinguished
Written learning outcomes reflect a random set of unrelated activities, rather than a scaffolded progression of skills, each built upon the previous level. When asked about how she has selected objectives for the students' individual reading programs, she states she is just following the teachers' guide in chapter order.	Outcomes are stated in terms of student activities rather than student learning. Lesson plans state, "Community-based trip, grocery store," rather than: "KD –learn to identify low-sodium canned peas from a display of five varieties;" or "CT – learn to match items on a picture shopping list to vegetables in the produce section;" or "TE – learn to estimate the cost of five items on the shopping list." Stated learning outcomes target the middle group of the	The teacher's plans for English Language Arts (ELA) groups reflect concrete, measurable outcomes for each of her students. Some will be able to make predictions about the story following a picture walk; some will arrange words on sentence strips to show cause and effect; others will write a new ending for the story. One of the outcomes of the social skills class is for the students with autism to "read" the facial expressions of others and to correctly identify when a face depicts anger, happiness	The teacher plans to hold a weekly conferencing session with his student with ADHD who displays impulsive and attention-seeking behaviors. They will review behavioral and academic data from the beginning of the week and together will establish what they agree will be achievable targets for the following week. The teacher plans to suggest a "try three, then me" strategy in which the student will make three attempts to work on math problems before raising his hand to request teacher assistance. The teacher plans to create a chart

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Unsatisfactory	Basic	Proficient	Distinguished
	class and reflect little differentiation for either struggling or high-achieving students.	or sadness. Students are expected to engage in pragmatic language activities such as selecting an appropriate comment to make associated with the emotion depicted. The teacher reviews the project expectations and modifies some goals to be in line with students' IEPs.	so the student can note each of his three attempts before asking for teacher intervention. The chart will include icons to depict using a calculator, drawing a diagram, highlighting key phrases in the word problem, and asking a learning partner for assistance. Students with impulsive and attention-seeking behaviors will review their behavioral and academic data from the week, and will establish achievable targets for the following week. Students will refer to their behavior plans in establishing next steps.

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1d. Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d:

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Unsatisfactory	Basic	Proficient	Distinguished
The teacher will rely on paper-and-pencil exercises exclusively and will not bring manipulatives into the math lesson on place value. The teacher plans to use only two-dimensional, pictorial representations of common household objects when teaching functional vocabulary to her students with autism.	The teacher notes that the phonemic awareness program that she has been implementing seems to have little effect on student learning. Students' acquisition of skills seems to have plateaued. However, she continues to implement the program because it is the one that she found in the resource cabinet.	The teacher will provide students with YouTube videos of songs in the choral concert program so that students who cannot read music will be able to learn at their own pace and participate alongside nondisabled peers in the school-wide program. The teacher searched for online practice pages that students may use to reinforce their use of Spanish I vocabulary. She makes classroom computers available to students who are reviewing for a vocabulary quiz.	After obtaining parental permission, the teacher invited a representative from the Division of Vocational Rehabilitation to attend the IEP meeting of a 16-year-old student who has expressed an interest in becoming an apprentice to a veterinary technician. The teacher has previewed a number of Internet resources such as the Khan Academy videos and has placed selected links on her teacher pages so that parents and students can access these resources from home. The teacher has created a Moodle to support her lesson on geometry

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Unsatisfactory	Basic	Proficient	Distinguished
			in the community. The teacher brings in an adult speaker who has Tourette's syndrome to provide information about the condition as well as to answer questions from the general education teachers and students in preparation for the enrollment of a student with the condition. Parental and student consent have preceded the invitation of the speaker.

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1e. Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

The elements of component 1e:

- Learning activities
- Instructional materials and resources
- Instructional groups
- **Lesson and unit structure**

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's lesson plans reflect whole-group lessons throughout the day. He uses the same instructional materials for all students regardless of their cognitive or behavioral skill levels. The observer raises questions during the planning conference regarding the use of scissors during the art activity for students who engage in dangerous or self-injurious behavior. The teacher states that scissors will be removed if a problem develops.	The teacher stages manipulatives in the math center but does not review their uses. She does not anticipate that most students will merely play with the color-coded popsicle sticks that represent ones, tens, and hundreds.	The teacher's plans reflect learning sequences that begin with implementing one-on-one discrete trial teaching of learning readiness behaviors such as "quiet hands," "Sit in the chair," and "Give me __" and continue with teaching to mastery before introducing dyad or triad instructional groupings. The teacher plans to increase the complexity of the learning task as the lesson progresses. In the beginning of the lesson she will test for understanding,	The teacher prepares for a community-based instruction trip to the supermarket. She will pair students who will work together to complete the deck of activity cards such as "Find the fruit section; Place five oranges in a bag; Check off the list as you find items; Greet the checkout person with eye contact." Some students use word cards, and some use picture icon cards. As the students complete the task, they will place their cards in the "We did it" envelope. Students will review the cards in their envelopes when they return to school, and each pair will report out to the group and establish pairs for the next trip. The teacher has developed picture

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Unsatisfactory	Basic	Proficient	Distinguished
The lesson plans qualify nearly all learning objectives by the phrase "with assistance," revealing little effort to deploy Universal Design for Learning (UDL) strategies to increase the independent functioning of students.		saying, "Put all the pictures of things we eat into this bin." In follow-up activities based on the students' performance, she will increase the complexity of the task, saying, "Now, sort the food into groups of vegetables, meat, and dairy."	schedules for each student. When a student takes his picture icon to the indicated center, he finds a bin indentified by both his name and his picture. The bin contains all the materials necessary for him to complete an independent activity. When he completes the assigned task, he may choose from a prelabeled "free choice" bin.
During the planning conference the teacher tells the observer that she may be using physical restraint with one of her students. The observer asks to see the signed parental consent as well as the Behavioral Intervention Plan **(**BIP) section of the IEP describing its use. The teacher states that there is no consent or notation in the BIP because she wanted to "try it out first to see if it worked before going to the trouble of convening a meeting."	The teacher of students with autism prepares individual program sheets for each of her students. She fills in the student's name and description of the program to be delivered (gestural imitation) but fails to note the discriminative stimulus (Sd) number of trials to be given, reinforcers, or frequency of reinforcement to be applied.	The observer notes a self-care activity in the lesson plan in which there is a "dressing" notation and asks for further details. The teacher shows the observer the detailed task analysis she has written for putting on a jacket. She explains that she will be using a backward chaining strategy, in which the student, with physical prompting as needed, will complete the final action in the sequence. She then explains how the sequence proceeds, adding the steps in reverse order, ensuring mastery before adding the next step in the process.	The teacher is planning to move from primary to secondary reinforcers with a student and hopes to move eventually to social reinforcers. She plans to conduct a reinforcement survey, looking for the most potent secondary reinforcers. She reviews the menu with the classroom staff and has created a chart so that each staff member can note the student's preference for, and response to, items on the reinforcement menu. Her plans reflect a gradual, variable application of the new reinforcers, fading primary reinforcers over the course of two weeks. At the end of one week she plans to put picture icons of the student's preferred reinforcers on his iPad so that he can request them in answer to the question "What do you want to work for?"
Although the teacher's stated objective in the lesson plan is "Students will be able to follow a picture recipe in		The teacher has designed three different learning stations related to shopping for groceries.	The teacher's lesson plans skillfully deploy assistive technology to ensure that nonverbal students are given frequent opportunity to both formulate

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Unsatisfactory	Basic	Proficient	Distinguished
order to independently heat up a frozen entre for lunch," she has not included a review of safety procedures in her plans.		Each involves a different learning modality: matching written words on a shopping list to picture icons of the item, listening to a verbal direction such as "Place two boxes of Cheerios in the shopping cart," and sorting groceries into the classroom "pantry" by placing items on shelves with like food groups.	and respond to questions, as well as interact with peers throughout the lesson. The teacher preprograms lesson vocabulary into the augmentative communication devices in advance of the lesson and reviews new vocabulary with the student before the lesson begins.
		The teacher reviews behavioral data on her student, noting an increase in aggressive outbursts that have escalated to physical expressions such as jabbing peers with a pencil. She calls a team meeting to rewrite the plan to include more emphasis on the teaching and reinforcement of replacement behaviors. The team also agrees to increase the frequency of DROs (Differential Reinforcement of Other behaviors) during this period.	One student has earned enough points to participate in a community-based trip. The teacher plans for a student conference and meets with the student in advance of the trip to review his accomplishment, role-play situations he may encounter on the trip, and plan socially appropriate responses to challenges. They agree in advance on a phrase that the student will use if he feels he may become aggressive.
The teacher's plans note "small-group project" but do not indicate the project	The teacher plans to have students count off by threes to form groups to work on an	The teacher plans for students to complete a project in small groups. He	The teacher plans to gradually introduce the idea of working in small, cooperative groups. He plans to review

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Unsatisfactory	Basic	Proficient	Distinguished
objectives that students will be working on together or how those groups will be selected and monitored.	in-class project. The observer asks how this methodology accounts for academic and behavioral differences. The teacher indicates this is just a quick way to form groups.	carefully selects group members by their reading level and learning style. He also considers the interpersonal issues that have surfaced in class.	the norms for small-group work before launching the activity. He plans to keep the lesson short with a small, discrete outcome. Finally, he plans for the students, after the cooperative group lesson, to reflect on their participation and make suggestions using a guided-group format.
The teacher explains that student desks are clustered in rows in the center of the room and she does not plan to divide the students into small groups or permit individual workstations. The teacher says that she has to keep students all together in order to keep her eye on everyone at the same time. She further states that she cannot engage in planning that would support individual and small-group learning stations at this time.	The teacher's plans indicate that she will have students working in three small groups on a science experiment. However, she has not assigned students to groups in advance and has not created a plan for her two classroom assistants regarding the lesson activities and learning outcomes.	During the planning conference, the teacher informs the observer that he may observe special circumstances with two students. A Functional Behavioral Assessment (FBA) is being conducted on one student. He explains that the observer may see the teacher taking data but not intervening unless a safety issue presents itself. He further explains that one student's attention-seeking behavior is being placed on extinction. The staff will be instructed to differentially reinforce more socially acceptable behaviors that compete with the target behavior.	The teacher explains to the observer that her goal is to ensure more self-management of target behaviors. She explains that she has designed a strategy in which two students set their own benchmark for the math period. They are to note in advance on their behavior sheet the number of word problems they intend to tackle, the conditions under which they will work (remain at desk, raise hand if assistance is needed, refrain from texting throughout the period), and the reinforcer they desire. At the conclusion of the period, the teacher has planned to hold a conference with the student regarding points earned. She explains that this will be the first time launching this strategy. She also plans to debrief with members of the classroom staff to obtain their impressions of the effectiveness of the strategy.
The teacher has not attended collaborative planning sessions with her grade-level partners and is	The teacher created a graphic organizer for her students with headings such as main idea, character,	The in-class support teacher will review the plans for the week with her general education partner	Students will be reading for content in social studies. The teacher preselects three passages that her student can read at the independent level. She has

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Unsatisfactory	Basic	Proficient	Distinguished
unaware that the students will be completing an in-class three-paragraph essay. She has not prepared a graphic organizer for the student to use before crafting his writing sample.	setting, and plot, but she has not reviewed what each of these terms means. The teacher assumes that the general education teacher will review terminology with the whole class.	and prepares guided notes for her students who are included in fifth-grade science. She plans to distribute these notes before the lesson begins. Each student will be given a highlighter and will be instructed to highlight any new vocabulary words.	also printed the passages out using a font larger then the original and with fewer paragraphs on each page.
	During a parent conference the teacher agrees to offer frequent breaks to her student with ADHD. However, she has not met with the general education teacher and classroom assistant and hall monitor to fill them in on this new strategy.	The teacher is knowledgeable about Least Restrictive Environment (LRE) regulations. Her plans reflect detailed accommodations and modifications for the learning, social, and physical needs of her students.	The teacher meets regularly with the OT and PT to plan for physical management techniques that will allow her student with cerebral palsy to safely participate in floor activities along with her peers. The teacher prepositions floor sitters in the morning meeting area. She preteaches safety and physical management to cafeteria, recess, and classroom assistants. For a lesson on the effect of carbon emissions on climate change, the teacher selects independent reading passages that reflect varying Lexile levels so that students can read at the independent level. For some students she separates paragraphs with several spaces to limit the number of words on a page. Students can select the reporting-out procedure that best suits their learning style. Some will make a three-slide PowerPoint presentation on what students can do to reduce waste; others may record their ideas via audio tape; and a third option is for students

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Unsatisfactory	Basic	Proficient	Distinguished
			to search the web for Google images that illustrate promising practices.

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1f. Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed during the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f:

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Unsatisfactory	Basic	Proficient	Distinguished
The teacher states that he "knows where each of his students is functioning" and does not need to explicitly assess their knowledge and skill levels. There is no evidence of benchmarking on the achievement of IEP objectives. The teacher's grading of papers on global warming is mostly based on grammar and punctuation. She refuses to continue reading a paper that has more than three grammar or spelling errors.	The teacher takes data on student performance, files her raw data sheets in a binder at the end of each week, and moves on to the next module of instruction. She does not graph data, analyze rates of progress, or analyze ability to generalize across settings. Assessment criteria are vague and do not state the conditions under which performance will be evaluated, such as with full physical prompt, following picture cues, with verbal	The teacher graphs data from discrete trial sessions, charting rate of progress as well as individual skill acquisition across multiple settings. He uses these data to inform instructional decisions. The teacher reviews the pretest data on reducing fractions. Those who test highest proceed to the math center for enrichment activities. Those in need of instruction remain with the teacher for teacher-guided hands-on work.	The teacher will ask students to assign themselves a level of understanding following a unit on solar power. Students know that if they rate themselves a 5 (the highest) they will go on to take the unit test; if they rate themselves a 3 or 4, they can review a pod cast that the teacher has prepared; students who rate themselves a 1 or 2 will have a tutoring session with the either the teacher or a student who scores 90% or above on the unit test. The teacher will share printouts of performance on Read 180 learning modules with each student, asking them to help determine areas of

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Unsatisfactory	Basic	Proficient	Distinguished
	prompting, or independently. When assessing acquisition of social skills, the teacher of students with autism relies exclusively on the in-class demonstration of mastery in a one-on-one setting and does not assess students' ability to generalize and apply skills in novel settings with unfamiliar persons. At the close of the geography unit the teacher creates a written test that consists of fill-in-the-blank vocabulary definitions in which students match words from a list printed at the top of the page.	In designing assessments of phonemic awareness, the teachers uses familiar, novel, and nonsense words. The teacher designs testing accommodations to be placed in the IEP, ensuring that her student with visual motor issues will be assessed orally or with the use of a scribe. The inclusion teacher reviews the learning outcomes for the ninth-grade English quiz with her general education partner. Discussing a student with graphomotor issues, she asks whether the quiz, as currently designed, is truly assessing knowledge or merely measuring the student's ability to write at a brisk pace. Together they decide to adjust the quiz to allow for an oral assessment rather than a written essay.	strength and areas in need of additional instruction. Students set their learning goals for the coming week using the analysis of these assessments. Students chart their own progress. The teacher will offer to read the test aloud and scribe for a student enrolled in the general education U.S. history class. The student states that he prefers to try it on his own. The teacher will scan the test into the computer so that the student can use his text-to-speech software program to read the text and questions out loud. The student will enter his answers using Dragon Dictate. The teacher plans to practice with sample questions the day before the test, modifying the speed of the text-to-speech software. Mr. J's students have completed a social skills module related to how to behave appropriately in the cafeteria. The teacher will have his students name behaviors that would demonstrate social appropriateness while they were waiting in line, making food selections, holding a conversation at the table, and asking or declining to share favored foods. Using their nominated scenarios, The teacher will construct a rubric for the class

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Unsatisfactory	Basic	Proficient	Distinguished
			to use during its “final exam,” which will involve pairs of students rating peers on the rubric during the next lunch period. The teacher scans the unit test from the U.S. history general education class into the computer so that the student can use his text-to-speech software program to read text and questions aloud. The student enters his answers using Dragon Dictate.

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DOMAIN 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport), while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a:

• Teacher interactions with students, including both words and actions
• Student interactions with other students, including both words and actions

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	The teacher directs her communications to the one-on-one assistant, abandoning efforts to involve the student in preparing for learning activities.	The teacher inconsistently engages her students in verbal exchanges, most often relying exclusively on physical prompting without verbal interaction.	The teacher is careful to incorporate her knowledge of sensory issues into the demands of the learning environment. Recognizing that each student has different thresholds and sensory needs, she works with the occupational therapist to design individual "sensory diets" for her students, creating personalized activity plans that provide the sensory input each student needs to be	The teacher works with her team to identify triggers for each student that might lead to behavioral incidents. She explains to her team the notion that what might be easily tolerated by one student could prove noxious to another. The teacher models and embeds peer-to-peer interactions into daily classroom routines, gradually reinforcing both tolerance for physical proximity and initiation of requesting and responding behaviors.

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	Unsatisfactory	Basic	Proficient	Distinguished
			comfortable and remain focused and organized throughout the day.	
Multiple Disabilities	When a student is in obvious distress, the teacher can be heard to say, "Nothing ever makes him happy. He is just really hard to please."	The teacher alerts the staff to the tendency of adults to talk to and through adults, rather than engage directly in communication with students who have significant physical and communication disabilities, but he sometimes can be observed bypassing direct student communication in favor of the efficiency of talking to the staff.	The teacher has created a peer mentor club to support the inclusion of students with multiple disabilities in their school's day-to-day activities. She coaches the peer mentors. When talking with her students, the teacher is careful to position herself at eye-level.	The teacher works with her staff to ensure that even the subtlest intentional movements from her students are recognized and incorporated into learning activities. The teacher labels these as abilities and ensures that all staff members understand (a) the communicative intent of each movement, (b) orientation to sound, and (c) approximations of verbalizations.
Behavior Disabilities	The teacher uses harsh and intimidating language throughout the day and can be overhead saying, "I awarded all those points to you and I can just as easily remove them if you don't . . . " The teacher uses sarcasm when returning essays on watershed management, saying, "Well, it is clear to me that none of you needs clean drinking water to live."	When the teacher is dividing students into small working groups, one student says he "won't work with that %^*#." The teacher tells the student, "That is not nice," but substitutes another student and moves on with the lesson.	The teacher uses positive behavioral supports to reinforce the use of social courtesies. Students who use pejorative language, slurs, or bullying behavior receive consistent consequences. Staff members can be seen modeling appropriate language, tone, and demeanor. The teacher provides direct instruction to support the acquisition of	The teacher posts rules for appropriate language among students, including visual and written models of social courtesies. Students are awarded points for using these social courtesies. And any student who has received a positive verbal comment is permitted to nominate a peer for additional points The teacher infuses self-management strategies into classroom routines. Students can be observed conferring with staff members after a

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	Unsatisfactory	Basic	Proficient	Distinguished
			replacement behaviors. The teacher models a respectful tone of voice for classroom assistants, walking up to students in need of her attention rather than calling across the room to redirect student actions. She remains with the student, ensuring he is refocused on the learning task before she turns to another student.	cool-down period following an incident. Students and the staff work through the ABCs of what took place: antecedent event, behavior that occurred, and consequence of the behavior. They discuss alternative scenarios and role-play the event with other behavioral options.
Mild/Moderate Disabilities	The teacher can be overheard telling a student, "Don't hold the class up today. We have to get out to recess on time, and you are the only one who has not finished your work."	The special education inclusion teacher can be overhead saying, "OK, all of my students, come and work with me at the table in the back of the room."	The teacher overhears a student commenting on the "weird headphones" that a student uses. He quickly calls all students in the first-grade class together and with his general education co-teacher conducts a lesson related to personal learning styles and needs, as well as individualized supports for learning. They review common themes, and together the group brainstorms a variety of strategies individual students find helpful. Students offer ideas such as "I need to sit on	With the permission and participation of the parent and student, the teacher conducts an awareness lesson on cochlear implants. She brings in a guest speaker, a college student with an implant, who shares his story and the challenges he faced in school, as well as how he copes in his adult life. Following the talk, the teacher engages the students in a guided-group discussion about cochlear implants.

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	Unsatisfactory	Basic	Proficient	Distinguished
			a ball when I read to myself" or "I like some humming noise in the background when I have to think really hard" or "I write best on a slant board" or "It helps me to talk out loud and let a friend write for me." Each student creates a "My Strategies" profile that goes into his or her portfolio.	

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2b. Establishing a Culture for Learning

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. The phrase describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

The elements of component 2b:

- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	The teacher states that she has a low functioning group of students this year. Student can be observed engaging in repetitive, self-stimulatory behavior, humming and spinning the wheels of a toy car. When the teacher attempts to transition the student to another activity, the student screams and kicks the teacher. The teacher gives the student a bin of toy cars and instructs the classroom assistant, "Watch him and keep him quiet while I work with these two over here."	The speech therapist has shared expressive language benchmarks with the classroom teacher and has explained that the student can now construct a three-word sentence on his augmentative communication device, creating phrases such as: "I want ____" or "Give me ____" or "I feel ____." Despite urging from the speech therapist to prompt complete sentences, the teacher rewards single-word-requesting behavior more than 50% of the time.	The teacher reinforces the "Do-one-more" rule in her classroom. She has created a special category of reinforcer to deliver when a student persists on a learning task. When a student indicates he or she is "done" with a task, she asks the student, "Can you do one more?" Successful completion of one more round of work earns the students bonus points. Doing two more earns higher points.	The teacher makes effort both to embed choices related to task completion and task persistence and to reduce prompt dependency. Before beginning an activity, the teacher shows the student the reinforcement menu and asks, "What are we working for today? How many can you do?" She displays his chart and gives him a bingo marker. Whenever he completes a group of five, he stamps the marker in the box. At the end of the session they count up the boxes together and then retrieve the reward. Higher-level students are given the option of "banking" earnings in order to earn a more

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	Unsatisfactory	Basic	Proficient	Distinguished
				highly desired outcome, selected by the student.
	Although the student has acquired five new verbal labels for common objects, the teacher permits the student to continue to point or sign when requesting one of these items.	The teacher inconsistently requires students to "use their words" when expressing frustration. The teacher allows beginning readers to read quickly and skip words. She inconsistently uses a word screen or individual pointer to pace the read aloud. She accepts poor pronunciation and intonation even when students are capable of better.	The student approaches the teacher saying, "More books." Although the teacher understands his request, she holds up the template for sentence construction, giving her student a visual representation of the full sentence she requires before responding to his request.	The teacher ensures generalization of language skills across multiple settings. When students can demonstrate requesting sentences in the classroom, she engineers multiple opportunities for them to apply the skill in the cafeteria, nurse's office, and with novel adults. She videotapes the students so that students can review their own performance.
Multiply Disabled	The teacher conveys low expectations for student achievement, frequently citing the student's disability as precluding engagement and achievement, saying, "Well, you can't really expect her to do that. She's functioning at such a low cognitive level."	Secondary-aged students are observed engaging in tasks that are repetitive and bear little relevance to real-life activities, e.g., sorting colored pegs instead of sorting eating utensils or matching socks from the laundry.	The teacher tells her students that they are ready to change for PE class on their own. She has worked with the OT to deploy adaptive devices and materials such as Velcro closures, grab bars, pull rings, and shoe holders. She prompts and reinforces independent efforts.	The teacher is seeking to increase the fluency with which her student writes requesting sentences on his augmentative communication device. She sets a timer and plays a dictation game in which she says a three-word sentence and he selects the words on his device. They note the time this activity has taken on a chart. She then asks if he thinks he can do it again, but faster. Every second shorter is noted and reinforced. She then asks the student to be the

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	Unsatisfactory	Basic	Proficient	Distinguished
				teacher. He taps the screen to dictate a three-word sentence for her to write in cursive with paper and pencil. The student times the teacher.
	The teacher consistently rejects overtures from general education teachers to establish a buddy class. She states that it would be too difficult for her to teach her students the skills necessary to succeed in a less restrictive setting. The teacher teaches exclusively in her self-contained classroom, remaining segregated throughout the day.	The teacher states that she is not convinced that her students get much out of participating in learning activities with general education students. She makes a half-hearted attempt to have her students join a music class with grade-level-typical peers. However, she has not pretaught the lesson to her students, has not planned sufficient time for moving the students down the hall, causes them to arrive late, and removes two students who had bathrooming issues that were not addressed before the departure from her classroom.	The teacher escalates expectations for skill generalization, building in opportunities for students to engage in community-based instruction to practice language skills by ordering in a local restaurant.	The teacher seeks increasing opportunities for the integration of students with disabilities into general school and community activities. She asks a colleague, “Do you think I could have A and his one-on-one come to your class for morning meeting? He’s been very consistent with initiating participation in my class. I’d like to give him the opportunity to practice his skills in a more challenging environment.” The teacher reviews self-management strategies with the student before he joins the general education class. She also gives her general education partner a preview of the student’s communication style.
Behavioral Disabilities	The teacher allows lessons to deteriorate into back and forth exchanges and	The teacher responds positively to a request from one student who wants to	The teacher tells her students that they can choose to take one of two quizzes. Each	The teacher uses positive behavioral supports throughout the day,

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	Unsatisfactory	Basic	Proficient	Distinguished
	bargaining regarding content and rigor of classroom activities. Students are heard saying, "You can't ask us to do this stuff. These books are too hard."	continue to edit and resubmit his essay, but tells another student that his work product is about the best someone with his skills can produce. The teacher tells students, "I want you to do your best work on the test today", but she accepts papers in which 50% of the answers are missing.	represents a different level of difficulty requiring different degrees of synthesis and analysis of information. Those who take a risk on the more difficult quiz and achieve at least 70% proficiency will be awarded 20 bonus points. If they revise and improve the quiz, they will receive 10 bonus points. The student says, "Look, I was able to use five of my new vocabulary words in this essay."	reinforcing students engaging in replacement behaviors as defined by their behavior intervention plans. The teacher verbalizes the appropriate student behaviors as she reinforces them, saying, "Tom, you were getting frustrated with that activity and you used your break card. Nice going." Students may submit their essays to a student editor who is on Tier III of the behavior management system and has successfully completed the assignment. The student editor uses a rubric identical to the one the teacher uses. Students are permitted to revise their essays with student-editor support until the result strikes them as satisfactory and ready for submission to the teacher.
Mild/ Moderate Disabilities	Students are observed playing games with little or no relevance to the curriculum or IEP goals and objectives.	When students are observed struggling with a task, the teacher attempts to reteach the concept but then gives up and completes the task for the student.	The teacher reviews a rubric for how to write a personal narrative. She offers an example of student work, compared to the rubric. Students are to submit their narratives along with the rubric checklist. Students are	The teacher holds regular portfolio reviews with her students, asking them to select their best efforts, to be displayed on the bulletin board. They also confer about documents not selected for display,

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	Unsatisfactory	Basic	Proficient	Distinguished
			expected to self-direct their writing process and assess its quality.	answering the question "What would have improved this essay?"

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2c. Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully accomplished in order to maintain momentum and maximize instructional time. That a teacher has established efficient routines, and has taught students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c:

- Management of instructional groups
- Managements of transitions
- Management of materials and supplies
- Performance of classroom routines

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	The teacher states that her students can be taught only in a one-on-one setting. Students who are not working one-on-one can be observed wandering about the room, pulling objects off shelves, or sitting and rocking on the rug. When it is time to "switch," the teacher finds a student, takes him by the hand, and sits the student at his workstation while the teacher searches for materials.	The teacher has posted picture schedules for each student but does not refer to these consistently during transitions. More than 50% of the time the teacher can be overheard calling to the students to redirect them with such reminders as "You are supposed to be at computer time now." It takes over 10 minutes to settle each small group into new stations at each rotation. The teacher's schedule reflects work centers with 20-minute rotations built into the schedule. However, student names are not assigned to centers, and picture schedules do not reflect groupings found	The teacher gives the two-minute warning "We will change places when the chime rings." After the chime rings, the teacher announces, "Check schedules." Students refer to their picture schedules, each of them pulling off the Velcro-backed icon of his or her next station. With some prompting, each student matches this icon to one posted at the station. Prelabeled boxes with each student's name are stored at the station. The teacher allows any students needing help to use a transitional object to ease the shift to the next activity.	The teacher embeds peer-to-peer strategies into daily classroom routines. She hands the "Find a Friend" card to half of the class. The card contains the name or photo of a classmate as well as the "ticket" for a preferred activity. Students approach the designated peer, show the ticket, and say or sign, "Here is your ticket to work with me." With minimal prompting, the dyad goes to the station indicated and engages in a facilitated turn-taking routine. Both are reinforced for participation.

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	Unsatisfactory	Basic	Proficient	Distinguished
		in the teacher's plans. Classroom assistants and students must await teacher direction every 20 minutes before learning activities can begin.		
Multiply Disabled	There is no established routine for checking in student backpacks or their contents in upon arrival. Students stack the backpacks at random by the door. Throughout the day the following can be observed: a nurse coming in and asking if a student brought in a refill of tube feeding supplies; a therapist asking for the signed permission slip for a therapy reevaluation, an office secretary asking for the field trip form.	The teacher keeps the master therapy schedule for each student on a clipboard at her workstation. Lacking access to the clipboard, classroom assistants and students interrupt her several times a day to ask whether it is time for a student to go to PT, OT, or speech.	The teacher builds her schedule to ensure predictability of daily routines and reviews the schedule for the day during a brief whole-group session. Students are observed independently reaching into their work bins to retrieve materials. The location of bins provides the height and clearance necessary for access from a wheelchair.	Schedules are differentiated in accordance with each student's level of independence. Some students carry a picture schedule with the morning's activities in order. For others, who need a more immediate and simplified prompt, the teacher places the icon for the next activity on their wheelchair tray or clipboard when the "change activity" song is played.
Behavioral Disabilities	A student can be overhead saying, "I thought this was choice time. Why are you telling me to come to the math center? I earned that time, and it's being taken away from me. This is not fair." There are no posted individual or classwide schedules in the room. The teacher and assistant	The teacher begins a lesson with a "Do Now" on the whiteboard, but student materials necessary for the completion of the activity haven't been laid out. Several minutes expire while the teacher retrieves and distributes materials. The teacher reviews the BIP of a student in her class. She	The teacher has pre-positioned color-coded folders in locations that are labeled in order to assist students in filing and retrieving homework, independent work, and bonus activities. A student is overhead telling the assistant, "I finished my independent work and am going to choose something from the blue bonus folder for the	Students who are on Tier III of the classwide behavior system are responsible for distributing and collecting materials. Peer tutors on Tier III are responsible for coaching students who are having difficulty getting started with an independent activity while the teacher engages in one-on-one conferencing with a student

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	Unsatisfactory	Basic	Proficient	Distinguished
	go individually to each student to prompt, cajole, and direct transitions.	notes that he is to be "paid" in superbucks whenever he uses a social courtesy. However, she forgets to bring the superbucks to the library and has to tell the student she will take care of the problem when they return to class.	rest of the period." The teacher moves about the room, frequently monitoring the assistant's implementation of learning activities. She provides the assistant with guidance to ensure consistency while maximizing instructional time.	on a writing assignment.
Mild/ Moderate Disabilities	The teacher in a first-grade inclusion class tells her students, "Find a partner for your vocabulary game." Some students get up, grab a friend's hand, and move to another area of the classroom. The teacher calls them back, saying, "We will do this here on the rug." Several students are left sitting singly, and the teacher then takes five more minutes to pair each of them up with a partner. She also has to break up groups of three, telling them, "'Find a partner' means just one."	The teacher asks students to bring their social studies books to group and to turn to the page they completed the day before. Several of the loose bookmarks have fallen out of the books, and students spend several minutes flipping through the book to find the right place. The teacher had planned to distribute guided notes to the student with attention deficit disorder, but she has left them in her office and has to tell the student she will e-mail them to his home later in the day.	The teacher makes use of visual as well as auditory alerts to assist in communication. He has established a number of classroom routines. For instance, when he needs the whole class's attention, instead of calling loudly he holds up two fingers. Students have learned to do the same until all of them have two fingers up, in silence. The teacher plays the Jeopardy theme to signal that it is cleanup time. Students stop activities and have all materials put away before the two-minute song is over. The teacher reviews the procedures for "Turn and Talk" before beginning the read aloud.	Coteaching partners confer ahead of time regarding the makeup of cooperative learning groups to ensure that partners are socially and academically suited and that special education students are not segregated. When it comes time to break the students into groups, each pulls a color-coded popsicle stick with his or her name on it and is told to move to the correspondingly colored area of the rug. There each finds his or her partner and materials. The general and special education teachers have planned instructional groupings to ensure that there is a mix of students in each cooperative learning group. The teachers have labeled tasks, such as note taker, timekeeper, and fact

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	Unsatisfactory	Basic	Proficient	Distinguished
				checker, keeping in mind the relative strengths of each student. They present these tasks to the class and ask each student to write down his or her first- and second-choice assignments. Teachers provide supports for each category as needed, such as a digital tape recorder, an iPad stopwatch, or printed materials at a variety of Lexile levels. When homework was frequently missing, left home, crumpled, or difficult to find, the teacher instituted "The Binder Project." The class brainstormed not only reasons for poor homework outcomes but also solutions. Each student adopted the strategies that he or she felt would be most helpful. Some color-coded their binders by subject, some added pouches for loose papers, and most inserted agendas in the front of the binders. The class agreed to a 10-minute binder check at the close of each school day. When homework was

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	Unsatisfactory	Basic	Proficient	Distinguished
				frequently missing, left home, crumpled or difficult to find, the teacher instituted "The Binder Project". The class brainstormed reasons for poor homework outcomes as well as solutions. Each student adopted the strategies that they felt would be most helpful. Some color-coded their binders by subject, some added pouches for loose papers, and most inserted agendas in the front of the binder. The class agreed to a 10-minute binder check at the close of each school day.

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2d. Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d:

- Expectations
- Monitoring behavior
- Response to misbehavior

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	Students engage in self-stimulatory behaviors and are not redirected by the teacher. The teacher does not differentially reinforce behaviors that would compete with self-stimulatory actions. The teacher comments, “That’s him. He just can’t help it.”	When working with groups of two or three students, the teacher observes self-stimulatory behavior in students who are waiting their turn. She interrupts the behavior after it has begun, saying, “Quiet hands” but inconsistently uses techniques to prevent it from recurring.	In advance of the small-group lesson, the teacher has laid out preferred objects and activities beside her station. When she needs to work one-on-one with a student in the small-group session, she directs the rest of the group to complete the highly desired activity she selected. She reinforces their attention to task as she works with the target student.	In order to assist the student in regulating his own behavior, the teacher has written a social story for a teenaged student who pulls the hair of girls while he is passing them in the hallway. The story contains not only “no touching hair” rules and scenarios but also descriptions of what to do with his hands in order to avoid touching and pulling hair. The teacher gives the student a tactile ball to keep in the pocket of his hooded sweatshirt. They practice “hands in pocket” and “squeeze the ball” in the classroom. Then they practice with a confederate in the hall. Finally, they practice during the passing times in a crowded hallway.

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	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher makes no attempt to interrupt or shape the shrieking behavior of a student who wants to get his jacket and go outside.	When it is time to move to the gym and a student is not attending or following directions, the teacher makes one attempt to gain his attention and compliance with verbal directions but then quickly resorts to taking the student by the hand and pulling him toward the hallway.	The teacher uses a matter-of-fact tone and light, physical prompting to reintegrate any of her students into the classroom routine following a behavioral incident such as a tantrum. She then quickly engages the student in low-level compliance trials to reestablish learning routines and to provide swift, positive reinforcement.	In a variety of settings, the teacher prompts students to use social courtesies such as requesting (verbally or with gestures) rather than snatching desired objects. The teacher shapes student behaviors to tolerate the proximity of peers, and prompts students to exchange preferred objects with peers. When students self-initiate a verbal exchange with a peer, staff members apply a swift social reinforcer such as a high five or thumbs-up, accompanied by a "Nice talking."
Multiply Disabled	During Morning Meeting, a student engages in attention-seeking behaviors, hitting her "call on me" button after another student has been called on to share. The teacher and classroom assistants respond to the student each time, touching her arm and saying, "I know you have lots to share." The student persists and the teacher allows the student to continue to interrupt peers throughout the lesson.	The teacher reviews the posted classroom rules, such as "sitting crisscross, quiet hands, listening ears," but inconsistently applies the rules. She is observed calling on students who leave their seats, call out, or talk when another student has been called on.	During Morning Meeting the teacher models the use of the "talking stick," reviewing how to pass the stick and what to do when someone holds the stick and shares a story. She refers students to the picture icons, which illustrate passing, talking, listening, and asking for a turn. When one student violates the rule, she asks the students to point to the picture of what that student should be doing.	The teacher uses Morning Meeting to have students construct rules of conduct. Using the iPad and Proloquo2go program, the teacher projects pictorial representations of the rules proposed by the students. Following the lesson, the teacher programs students' augmentative communication devices with the icons selected by their peers.
Behavioral Disability	The teacher does not prevent or redirect student verbal or	The teacher makes minimal effort to teach and reinforce	The teacher consistently uses the "red, yellow,	The teacher engages students with behavioral disabilities in

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	Unsatisfactory	Basic	Proficient	Distinguished
	physical outbursts, allowing behaviors to escalate. Some students can be seen harming other students. When planning the lesson, the teacher does not review the data collected on the BIP of a student and fails to notice that he has achieved Tier II privileges. She refuses to allow him to listen to his iPod (a Tier II privilege) when he completes his independent reading assignment. The student becomes angry, calling the teacher a "stupid b$%^&." The teacher applies a disciplinary consequence for his action.	socially acceptable behaviors. She prompts one student to use his social courtesies, modeling, "May I have . . . " while another student says, "Gimme that" and is rewarded with the delivery of the object.	green light" picture cards to cue students about their behavior. Students respond with rehearsed "caution, stop, and think" actions when presented with the yellow card.	analyzing their own behavior and writing their own debrief and behavior plans and thereby assists them in establishing short- and long-term goals.
	During small-group activities, students talk among themselves, not attending to the teacher and distracting peers, while the teacher makes no attempt to quiet them.	The teacher is reactive to negative behavior, correcting the behavior after it occurs, but she does not implement preventive behavior management strategies.	The teacher is observed conferring with a series of students who have behavioral disabilities and reviewing how their behavior is rated on their behavior charts, why a given student is on a particular tier in the behavior system, and what behaviors are expected in order to move to the next level in the tiered system.	The teacher is observed conferring with students who have behavioral disabilities. Students are asked to set behavioral targets for themselves in addition to setting consequences. Then the teacher holds a "peer review" session in which two students review each other's plans and offer suggestions for improvement of the plan. Only Tier III students are permitted to work as peer reviewers.

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	Unsatisfactory	Basic	Proficient	Distinguished
	Students can be observed texting on their phones while covering their actions with a book, in defiance of explicit rules to keep phones in lockers. The teacher of students with oppositional defiant disorder tells the principal that his students only know how to respond to a teacher with a stern, inflexible set of rules. He tells the principal, "If you give them an inch, all hell will break loose." Office referrals from this classroom are the highest in the school.	Classroom rules are posted, but staff members are inconsistent in reinforcing the rules. Students can be observed interrupting, calling out answers, and using electronic devices in clear violation of posted rules. The teacher explains to her classroom assistants that it is more important to keep a negative behavior from happening than to apply a negative consequence after the fact. However, she fails to recognize that two students need a debriefing session after an altercation on the bus. She tells them to get busy on their "Do Now." They continue to snipe at each other for some minutes until one upends the desk of the other.	Before developing a BIP the teacher conducts a Functional Behavioral Assessment, taking ABC data to determine antecedent events and consequences that may be supporting negative behaviors.	The teacher ensures that her students understand the classroomwide tiered behavior system. In addition, she asks students to select their own behavioral targets as next steps. Selected students participate in a "group think" about the targets selected. Rules require that student-to-student remarks be positive in nature and begin with statements such as "I think you might be more successful if . . . " or "This is a good goal for you because . . . "
Mild/ Moderate Disabilities	In a middle school inclusion social studies class, the student with the IEP refuses to make eye contact or respond to his in-class teacher. The teacher has not noticed that peers have been teasing the student about being "stupid" and needing his own teacher. The teacher chides her student for being uncooperative. She pulls up a chair by his desk and	In a co-taught classroom, the special educator calls a mixed grouping of students to her learning center. Some students object to being in a group with "those kids". She insists that they come to her station, but does not object when they sit far away from the students with disabilities.	In response to a student comment that classrooms with two teachers are usually for the "slow kids", the teacher initiates a discussion with the class. The general and special education teachers explain their roles to the students. They indicate that they will be team- teaching this class and ask students to list the benefits of having	The teacher has observed some ostracism of students with disabilities. She proactively embeds activities from the disability awareness curriculum into language arts classes, asking students to conduct research on famous adults with learning disabilities. As homework she asks students to interview an adult family member who either overcame an obstacle in life or helped

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	Unsatisfactory	Basic	Proficient	Distinguished
	remains with him throughout the class.		two teachers in the room. The two teachers suggest further ways in which the entire class can maximize the "double dose" of teaching power that will be present each day.	someone else to do so. Finally, during class discussion she asks students to reflect on opportunities they might have to support a peers who are working hard to overcome learning or social obstacles.
	The teacher tells a student with attention-focusing issues, "Just do your work and stop talking to everyone." When he continues to drop items, get under his desk, and ask peers if he can borrow their pencils, she tells him that he is being defiant and sends him to the office.	The teacher feels that a snack break would help her students to attend to their work better. However, she does not manage the snack session well. Drinks are spilled, students snatch goodies off other students' desks, and the break lasts so long that the math lesson has to be shortened.	The Behavior Intervention Plan for a student with ADHD calls for "frequent breaks." During seatwork activities the special education teacher divides the 10 math problems up onto five different sheets of paper with two problems on a page. When the student completes two problems, he gets out of his seat, takes his paper to the teacher, and exchanges it for the next set of two problems.	The teacher asks a student what distracts him from completing his work. He says the classroom is noisy and he can hear kids clicking their pens and tapping their feet. They agree he can wear sound-deadening earphones during seatwork time. She asks him why he comes to class unprepared, and he says he often forgets to take home the correct book. The teacher establishes a check of agenda books with each of his teachers. She also provides a second set of books to be kept at home.

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2e. Organizing Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, whereas with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e:

• Safety and accessibility
• Arrangement of furniture and use of physical resources

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	Loose extension cords are visibly creating tripping hazards in areas in which students walk. The teacher states that she likes an "open concept" for her classroom and does not approve of the use of room dividers. Students can be seen ignoring activity bins on their tables while staring at manipulatives in the adjacent center, then getting up and grabbing objects from a nearby student.	The teacher supplies students with bins, labeled with their names, but her own desk is piled with clutter. A student walking past her desk reaches for objects and must be physically prompted to replace them. This action results in the student having a tantrum.	The classroom is divided into centers, an arrangement that permits individual and small-group instruction. Materials are stored in a manner that reduces visual distractions. Materials are inside bins placed on shelves. Sound-dampening room dividers surround the listening center. The teacher has placed nonreflective film on computer monitors to reduce glare from fluorescent lighting. Table and chair legs have tennis balls on them to reduce scuffing and static.	DVD players and iPads are encased in shockproof cases that support exploration but minimize the chances of damage. The teacher has created a "placemat" for each device and has taught students that the device must be sitting on the placemat when in use. Students are observed independently selecting devices and using them on tables shared with peers.
Multiply Disabled	Sound field systems are placed close to air handlers. The result is static. Desks and bookcases are placed too close together to permit wheelchair access.	The teacher has labeled learning centers with both picture icons and written words but has placed signage well above eye level so that it is not easily visible to the first-grade	The teacher has made wheelchair carryalls that store high-use items such as calculators and personal items and are positioned so that students can independently retrieve items from them.	The teacher has worked with the therapy team to conduct walk-throughs of all inclusion spaces in the school. Working with the principal, they have modified library, PE, and cafeteria spaces to reduce hazards and more easily

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	Unsatisfactory	Basic	Proficient	Distinguished
		students in her classroom.	In order to assist her visually impaired students to note modulations in surface grade, texture, or slope, the teacher has applied high-contrast fluorescent tape to indicate wherever surfaces change.	accommodate adaptive equipment so that students can independently participate in activities alongside typical peers.
Behavioral Disabilities	The room arrangement allows for an "airport runway" effect that engenders running in the classroom. The teacher is observed chasing a student who has exited the room.	The teacher has arranged desks into small-group clusters but has not established any "boundary markers." Students shove against their partners' desks, causing friction that leads to outbursts such as "Hands off my stuff!" and "If you bang my desk one more time . . . "	The teacher keeps restricted-use materials locked in her drawer, requiring students to request scissors or box cutters knives. Learning centers are clearly defined by signage and by room dividers that are resistant to tipping.	The teacher conducts a geometry lesson with the students in which they create diagrams of what their ideal classroom would look like. She gives them a rubric that contains criteria such as small-group and individual spaces, a quiet area, personal belongings area, and easy access to materials. Students are instructed to plot the room on graph paper, using exact room dimensions. At the close of the lesson, the students nominate their favorite elements from each design. The teacher enlists student assistance in making the changes to the physical space according to their design.
Mild/ Moderate Disabilities	The Smart Board is mounted too high on the wall to permit students to reach and interact with displays. The teacher explains that she has clustered the desks of	The teacher houses the laptop cart in one central location. Because it is difficult to access the charger outlets, students often return laptops without plugging them in.	Learning centers are labeled with words and picture icons. Student's materials materials are stored in bins labeled with their names. Assistive devices such as modified pencil grips, writing easels, and pen readers	The teacher conducts a "locker check" followed by "clutter buster" sessions to assist each student in arranging and maintaining an organized space that will ensure that mainstreamed students who

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	Unsatisfactory	Basic	Proficient	Distinguished
	her students with special needs into the front of the room so that she can easily offer them additional assistance. Classmates use a pejorative term to refer to this area of the classroom. The general education classroom is cluttered and presents many physical obstacles for a student with a motorized wheelchair. The inclusion specialist has not met with her general education partner to discuss modification of the physical environment to ensure not only safety and full access to all learning centers but opportunities to interact with peers.	Consequently, students typically must try out several laptops before finding one with power.	are stored in individual labeled bins.	change classes can do so in an efficient manner.

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DOMAIN 3: Instruction

3a. Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a:

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	Students are physically directed from one learning center to another. The teacher does not attempt to use verbal, sign, or pictorial language to alert and convey information to students.	The teacher gives verbal directions to the students but does not use salient language when giving directions, saying, "I would probably suggest we pay attention to the clock so we can meet the PE teacher on the field at the expected time."	Directions are free from the use of idiomatic expressions (such as "let's roll" instead of "walk quickly," "knock it off" instead of "stop," "not in a million years" instead of "no," or "don't stress" instead of "quiet hands"). Directions are concise and delivered after the teacher has secured attention, including quiet hands and their visual orientation to him.	The teacher asks one of her students, "Show your friend D. where to find his name on the library pass." The teacher systematically instructs students on synonyms for familiar objects. She explains that many of her students only respond to one label for an object or action. For instance, she includes in her communications the opportunity to apply the label "glass" and "cup" to the same object. She also refers to a "plate" and a "dish" in a teaching setting designed to increase

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	Unsatisfactory	Basic	Proficient	Distinguished
				vocabulary. The teacher coaches her classroom assistants about the need to balance specificity in communications with students with the need to help them acquire a more fluid vocabulary.
Multiply Disabled	Students are disruptive during an art lesson. Materials have been distributed to the class without any explanation or demonstration on how to use them or any modeling of the process being taught. Students grab the materials, and staff members spend the next several minutes removing the materials from the students' hands saying, "No, not like that" or "Wait, don't touch."	The teacher conducts a lesson on the five senses but does not alert students that some objects will be cold or scratchy. Some students recoil upon touching the materials and begin to cry, refusing to touch any of the offered textures.	During a cooking class, the teacher projects a picture recipe on the board. She displays the multistep recipe, then shields all but the current step in the process, revealing the next step once the class has completed its current task. She asks students to "read" what the recipe is telling them to do next.	The teacher employs a total communication approach when giving directions, matching her expressive efforts to the communicative style of the individual student: pairing sign with verbal directions, offering a picture cue, directing student attention to the correlating icon on the student's communication device, or pairing directions with a display of the functional object as needed.
Behavioral Disabilities	The teacher says, "Well, I guess no one wants to go out to recess." Students seem startled, then angry. They ask why they are being punished. The teacher responds that he told them at the beginning of the day that he was not going to "coddle them" with lots of reminders about the schedule, that it was "time for them to grow up." He adds, "Recess is one of those things that I was alluding to. If	The student is angry when the teacher returns his paper marked "incomplete." He tells her that she lied to him when she said, "Do your best." He says he picked out the five problems he could do best, the ones he knew he could do well and shouldn't be marked off for the rest that he did not attempt. He tells her, "I thought this is what you	The teacher uses multiple means to convey information about the homework assignment. She projects the assignment on the board in a predictable space; she places a Post-it on the appropriate math page in some students' books; she also assists some students in writing the assignment in their agenda books. Finally, she shows students where they can log on from home and find the	During a language arts lesson, the teacher tells his students that a poem can have different meanings to different people. He provides an illustration of two meanings for one selected phrase. He passes out a refrain from a popular rap song and has the students write responses to it in two sections labeled as follows: "My mother would think this is talking about . . . " and "My friends would think this is talking about . . . "

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	Unsatisfactory	Basic	Proficient	Distinguished
	you are not in charge of your own schedule, then you don't get to go. I warned you first thing this morning."	told us to do."	assignment on her teacher pages on the school's website.	
Mild/ Moderate Disabilities	The teacher states that they will always be able to make a word plural by simply adding an "s" to any word. A student tells the teacher that he doesn't understand the difference between a simile and a metaphor. The teacher responds that she has furnished the student with examples of each and tells the student to go to the dictionary and read the definitions.	The teacher is explaining to students how to show their work during long division. Several students do not seem to be following the explanation and ask if she can start over. The teacher repeats her explanation without modification or elaboration.	The teacher projects a graphic organizer onto the Smart Board while she reviews how to complete the homework assignment on setting, character, and main idea. Together the students complete the form using a story that they have read in class. The teacher then distributes a paper copy of the same organizer to assist students while they work at home.	When a student with a hearing impairment does not understand how to proceed with a math problem, her classmate picks up the microphone tied in to the personal FM system and offers an explanation to her peer. During a lesson on the Food Pyramid, the teacher passes the Smart Board remote to a student who has volunteered to "be the teacher" and explain to the class how to determine in which categories to place various foods. The teacher has displayed key concepts along the bottom of the screen to support the student's recall and elaboration.

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3b. Using Questioning and Discussion Techniques

Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events they previously believed to be unrelated and to arrive at new under- standings of complex material.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b:

- Quality of questions/prompts
- Discussion techniques
- Student participation

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	Teacher reinforces self-stimulatory vocalizations and fails to shape or redirect echolalic verbalizations. In a math lesson she asks, "How do we know what the yellow car costs?" The student says, " Yellow cars, yellow cars are my favorite." The teacher responds, "Yes, OK, yellow is your favorite."	The teacher does attempt to use a simplified sentence structure when engaging in question routines, but she inconsistently refers to objects by their known labels. The teacher can be heard asking students, "Where is the car?" or "Where is the van?" when requesting the same object. Students are confused by the questions. Students' correct response rate is 50%.	The teacher first engages students in multiple rounds of turn taking or filling in the blanks, using the Verbal Behavior Network (VBN) rapid intensive technique to embed target word retrieval and comprehension. She then asks questions that use the newly embedded words as a foundation for a novel response. For example, while showing word cards, she says, "We write a (list) before going to the store. We take (bags) to pack groceries in."	The teacher routinely embeds peer-to-peer communications into classroom routines. Students draw a card from a deck and complete requesting and responding scenarios such as "Can you tell me what you brought for lunch today?" Following the response, students exchange cards and reverse roles. When students are given a task, they use the "Find a friend" card that is attached to the picture schedule. Using the words or

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	Unsatisfactory	Basic	Proficient	Distinguished
			She then asks the question "How can we recycle when we go shopping?" One student answers, "We take bags from home." Another says, "We write lists on scrap paper."	icons on the card, they select a classmate and say, "I am setting up for snack. Will you help me to get the napkins?"
	The teacher announces to two students that they are going to work on having a conversation. However, she is then observed to engage in a series of statements about how friends greet each other and ending with the question "Right?" She accepts a head nod and does not elicit any additional student vocal, gestural, or verbal responses.	The teacher asks "wh" questions but does not preteach word meaning and does not ensure concept knowledge before engaging in questioning.	In a language arts class in which the learning objective is to build understanding of colloquial expressions, the teacher deliberately uses synonyms and idiomatic expressions in questioning. The teacher displays facial cards depicting four different emotions and asks, "Which one shows that the girl is happy as a clam?" The teacher uses the plural form in asking questions such as "What are some things that you can think of for a healthy snack?" He thus suggests multiple correct responses.	During a social skills lesson in which students are to communicate a situation that is difficult for them at school and then solicit suggestions, a student says, "I don't like to go into the cafeteria to eat because all the noise hurts my ears. How can I stop the loud sounds?" Student responses are written on the board. The lesson ends with a vote on which two things to try.
Multiply Disabled	The teacher speaks for her students; asking and answering questions and making choices for them. "Sherry, I know how much you like the color purple. Let's give you the purple apron to wear today during	The teacher asks simple yes/no questions and does not require students to use known vocabulary. She asks, "Is it time for math?" instead of "What center comes next in your schedule?" or "Do you want to work with Harry?"	The teacher programs communication boards with targeted vocabulary words or icons related to a unit on biology. Some students' boards allow them to respond using full sentences, such as "Plants need water to grow."	The teacher provides digital "sentence strips" for students to use when participating in class discussions. Using the Smart Board, which displays both written words and picture symbols in the sentence, she prompts students to choose from arrays that vary in

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	Unsatisfactory	Basic	Proficient	Distinguished
	cooking class."	instead of "Which friend can work with you on putting away groceries?"	Others can respond with a single word or picture to the question "What kind of weather helps the plants to stay wet?"	complexity from single words to complete sentences. Some students are given a single choice, and others have many options. Some questions are constructed so that there can be multiple correct combinations.
	The teacher has not modified the selections on the student's communication device in many weeks. There have been no updates of the vocabulary to reflect current curriculum content. The students cannot construct sentences using the vocabulary of the current lesson. Staff members resort to asking simple questions and accepting yes/no answers.	The teacher does program augmentative communication devices and uses them in the language center but does not bring them to other areas of the classroom, thus leaving the student without a means of communicating.	The teacher ensures that communication boards are accessible in all locations throughout the school and places alert buttons and "I have a question" icons on the panel easiest for the students to reach.	The teacher finds a student snatching at another's toy. She brings the iPad to the center, takes a picture of the desired toy and places that in an existing array of "I want" items. When the student uses the iPad to make the request for the object, she immediately delivers the toy.
	The teacher misses opportunities to shape utterances into meaningful exchanges or choice making.	The teacher solicits suggestions from the speech-language specialist regarding receptive and expressive language strategies. However, his efforts to incorporate strategies into classroom routines are inconsistent.	The teacher reinforces queries and verbal directions with visual representations (sign language, pictures). The teacher models patterns of speech and offers repeated opportunities for students to practice with various adults and peers in a variety of settings. The teacher employs a total	The teacher embeds peer-to peer communications in classroom routines. The teacher routinely creates communication temptations to elicit language and social exchanges. The teacher is quick to respond to students' self-initiated verbal and nonverbal language. She follows up by providing extending and

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	Unsatisfactory	Basic	Proficient	Distinguished
			communication approach, holding students to high standards; not accepting a sentence length less than the established baseline skill level; and asking for increasing complexity in spoken, voice-activated, other means of expression, such as augmentative and alternative communication devices and sign language.	elaborating opportunities, taking her cue from the students' initiations. The teacher requires students to make "requests" and does not preempt requesting efforts by anticipating preferences or furnishing preferred items without first engaging the student in expressive efforts.
Behavioral Disabilities	A student responds to a question with incorrect information and the teacher does not follow up.	The teacher asks the student to explain why a special election might be an opportunity to bring diversity to the senate but does not follow up when the student falters.	During a class on social decision making, the teacher asks, "What might happen if you decided not to bring in your permission slip for the field trip?"	Classroom staff members model two verbal exchanges in a debate format. Students dissect the language of the teacher. One teacher says, "I disagree with you." Another says, "You don't know what you are talking about." Students offer commentary on which is the more acceptable response and why. Students are then prompted to use appropriate language when debating the issue of mandatory drug testing of athletes.
	The teacher explains that he mostly lectures because his students make fun of classmates who participate in class discussions.	Many questions are of the "recitation" type, such as "What form of government do we have in Lawrence Township?" A student responds by saying, "These questions are stupid and if I want to know any of this stuff,	During a guided-group discussion, the teacher asks the class, "What are some ways that help you keep from using curse words on the bus?" When one student answers, "I don't," she asks the class, "Who can offer a couple of consequences for	The teacher sets aside lesson time to review the "rules of engagement" for class discussion. He role-plays scenarios in which students disagree with one another's conclusions or need more information. Students have prompt cards that offer cues for appropriate discourse. They

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	Unsatisfactory	Basic	Proficient	Distinguished
		I can Google it."	cursing?" and "What are some words that can substitute for curse words?"	include such phrases as "I don't think I agree with you on this because . . . "
Mild/ Moderate Disabilities	The teacher's questions are long and complex. Most students with auditory processing issues are lost, and students cannot restate the question.	The teacher asks the student to explain why a square is a parallelogram. When the student falters, the teacher does not offer visual or verbal prompts that might help in the formulation of the response.	During a current events class, the teacher asks students, "In your opinion, why did President Obama visited New Jersey following Superstorm Sandy?" She distributes short reading passages to the students with directions to highlight possible reasons in the text. Working in pairs, the students compare which phrases each has highlighted. Students are overheard explaining their selections. They report out using their text as a prompt.	The teacher concludes a lesson on climate change with the "What if" activity. Each student works with a partner to address their "What if," which may include questions such as "What if we used more solar power? What if the sea rose an inch? What if more people became vegetarians?" The teacher passes out graphic representations to assist students in visualizing the scenarios. For example, students are given a picture showing a rise in the sea level. They sift through a number of pictures to find ones of flooded homes.

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3c. Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do.

The elements of component 3c:

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	The teacher does not provide students with age-appropriate materials. Items such as playdough and puzzles are in use in a secondary program. The teacher justifies their use, indicating that it "keeps them busy" and that the students "like them."	Although the teacher plans for the day, there are long periods of wait time while students sit and watch each classmate, in turn, complete the same activity in a whole-group format. Students are expected to sit quietly and wait after they take their turn. Most students require correction and redirection as they sit idle.	The teacher ensures errorless learning. She does not permit the student to practice an incorrect response. For example, during an object recognition session, if the student selects the wrong response, the teacher reduces the choices to one, practices the correct response, then adds the distractor back.	Students carry a prompt card with words or icons to assist in task completion. For example, the card for taking the daily attendance record to the office says, "Knock on the door; greet Mrs. __; tell her, 'I have the attendance for you'; hand her the card." The secretary, having received the attendance record, then makes a check mark next to each task completed. Students refer to the prompt card when debriefing with the teacher. They practice any steps that may have been missed.
Multiply Disabled	During an art lesson, the teacher fails to use assistive devices such as paintbrush holders and head sticks. As a result, most art projects are either completed by the staff or done in a hand-over-	Instructional assistants sit and watch the lesson taught to a whole group of students. Despite a staff:student ratio that would allow for small-group and individualized instruction with repeated	Students are given three sets of picture cards to sort by function (things we eat with, things we play with, things we cook with), and then they swap sorting trays with an elbow partner, who reviews the	In a class on transition to adult life, the teacher provides opportunities for students to answer interview questions in multiple settings with a variety of adults who have been recruited to play the role of interviewer.

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	Unsatisfactory	Basic	Proficient	Distinguished
	hand fashion that emphasizes product over process.	practice on the target skill, students must tolerate long periods of waiting before they have a turn to respond. Students are observed to be looking out the window and doodling on paper while they wait. The teacher's lesson plans are well formatted, but the timing for most activities is too short to actually cover the concepts. The teacher does not take into account the processing time or the repeated practice necessary to embed learning objectives. As a result, most students are not able to correctly answer basic "wh" questions at the conclusion of the lesson.	placements and discusses areas of agreement and disagreement with the partner.	Students are videotaped and later view and critique their own answering techniques. Together the class makes suggestions for how to improve interview performance. Posted on the board are prompt cards displaying pictures that depict recommended behaviors: shaking hands, looking the employer in the eye, and speaking loudly and clearly." Students may refer to these cards throughout their discussion.
	The teacher tells her assistant principal that she cannot differentiate materials for her students, because they require her constant supervision and breaking them into smaller groups would be dangerous.	The teacher makes some attempts to individualize learning materials for her students. She uses high-contrast colors on puzzle pieces for her student with visual disabilities but does not modify the grip on the knob puzzles to support independence for her students with motor difficulties and resorts to placing the puzzle pieces for	During a lesson on transportation, the teacher differentiates content, materials, and activities to reflect the learning needs of individual students. Some students work one-on-one with an instructional assistant at locating individual words, such as "airplane" or "bus," on their augmentative communication device, while others work with a peer, asking and answering	Each student is given a different activity of daily living, such as making a snack or making the bed, to complete. First students arrange individualized picture cards of their assigned task in sequence. Then they perform the actions with their small-group partner. Picture card sequences are displayed on the white board as each pair of students tells the class how they completed their task. These

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	Unsatisfactory	Basic	Proficient	Distinguished
		the student.	questions such as "If I need to go someplace far away, I can take a _____?"	sequences become class-wide prompts.
Behavioral Disabilities	Most of the work produced by students is paper and pencil, fill-in-the-blank seatwork. Students hurry through, copying directly from the book, scanning for key words, but not reading passages.	The teacher lectures the whole class for 20 minutes, stopping frequently to address behavior. At the end of the lesson, she allows 15 minutes for students to craft three statements about key facts learned in the lesson. Most students do not finish. Some do not attempt the writing assignment.	The teacher employs a project-based approach to the science unit. All work is done in class, and materials are provided for the students. Instead of memorizing facts about soil erosion, students create a model of what may cause or reduce soil erosion. The teacher carefully selects members of the small groups to ensure that no one student will dominate the project.	During a language arts lesson the teacher supplements the print version of the biographies provided by the school with audio books and e-books. Students are free to select the medium they will use to learn about the life of Jim Thorpe. Using a rubric that includes concepts such as minority, adversity, and discrimination, students are to work in small groups to create questions for their peers. Students will cite text to support their responses.
Mild/ Moderate Disabilities	Students with graphomotor issues do not have time to complete the lengthy writing assignments. The teacher does not modify the amount of writing required to meet the needs of individual students, nor does the teacher offer alternatives to paper and pencil writing. Students give up on the task and do not complete the assignment.	The teacher allows students to compose on the computer; however, much time is required to boot up and log on after the lesson has begun. They lose several minutes of composing time while completing the start-up tasks.	Within their work group students are assigned tasks based on relative strengths and needs. One student, who is adept at keyboarding, is recording the responses for the group; another is operating the digital timer and calls out when five minutes of brainstorming are up; and a third is observed putting Post-it notes on journal pages to identify passages that offer data to support the group's answer.	Students have told their teacher that they "get it" in class but seem to forget everything they learned once they get home and attempt their homework. In an attempt to offer an additional learning resource to her students, the teacher has developed teacher pages, which she posts on the school's website. These pages are accessible to her students. They offer a digital version of homework documents, Internet sites that provide additional practice on key concepts, and a "chat" with the teacher from 6:30

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	Unsatisfactory	Basic	Proficient	Distinguished
				to 7:30 on the night before a quiz or major test.
	The student often has difficulty finding her place in the social studies text. Despite the fact that the teacher uses Post-its to mark her own place in the text, the teacher does not offer this idea to her student, who spends time flipping back and forth through the chapter while the rest of the class is engaged in class discussion.	In an effort to familiarize students with authentic, first-person narratives, the teacher has collected a number of different primary source materials for her students to use in writing a report on settlements in Gaza. The sheer number of choices is overwhelming to one student, who does not know where to begin her reading.	There is evidence of differentiation of content and materials. The teacher has provided each student with short passages to read, each at a different Lexile level. Some passages have been reprinted with large print and lots of white space between paragraphs to aid visual attention. Students use Bendaroos (stretchy, sticky bands) to spell out the week's spelling words, using a word chart on the wall as a reference. Students use Orton-Gillingham strategies to finger trace letters made from Bendaroos or other tactile material while saying the sound the letter makes. Then students put all the sounds together to say the whole word.	Using Kagen's "Quiz-Quiz-Trade" activity, the teacher gives cards to students so that they can review information before a unit test. Because answers are written on the back of the card, this ensures that students with disabilities will be as "expert" and engaged as their typical peers. Once students have learned how Quiz-Quiz-Trade works, the teacher asks students to create their own cards (questions + answers) while paired with a partner.

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3d. Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

The elements of component 3d:

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	The teacher does not collect data on learning outcomes. Student performance is usually physically prompted, yielding little information on students' ability to perform skills independently. The teacher informs instructional assistants that all students will "need assistance" throughout the class.	Although the teacher keeps data on student performance, she continues to "teach" skills for which the students have demonstrated mastery and does not move them along in the curriculum.	The teacher graphs raw student data and analyzes skill acquisition as well as rate of progress. She also cross-references the context in which the skill was learned and the reinforcers applied.	The teacher tests for generalization of skills in novel contexts by ending a math lesson with a "puzzler" requiring the students to apply the concept that was just taught. During a measurement lesson, the teacher presents an unmarked beaker saying, "I need four cups of water for our recipe. How will I know how much water is in this container?"
Multiply Disabled	The teacher conducts a lesson on the pragmatic use of language but does not take data on maintenance or generalization of skills. She moves on without determining individual learning.	The teacher inconsistently provides students with alternate means to demonstrate knowledge. When the instructional assistant is available, the teacher allows her to scribe for a student with graphomotor needs during	The teacher uses data to support the need to reteach a skill. She notes that a student's selection of answers on his augmentative communication device is close to random. She immediately provides prompting to support errorless learning. She fades her	The teacher embeds real-world scenarios into teaching routines, bringing students on community-based instruction trips to learn how to take public transportation and shop for groceries. Each student carries an individualized assessment sheet and is asked to rate his or her performance of

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	Unsatisfactory	Basic	Proficient	Distinguished
		quizzes. However, the teacher makes no accommodation for these needs on the days when the assistant is assigned to another classroom. The student's test scores are depressed because of the struggles that the student has with the act of writing.	prompts, taking data at each level of fading to ensure 100% accuracy before removing support. The teacher bases her increase in the complexity of questions and social stories on analysis of data related not only to skill acquisition but also to maintenance and generalization targets in the IEP.	specific tasks by circling the icon for "yes, by myself," or "yes, with help," or "did not do." Tasks include putting the right amount of money in the cash bin on the bus or finding each item on the shopping list. Picture icons accompany each task description.
Behavioral Disabilities	Students are given the answer key and can be observed inserting corrected answers into homework documents before passing in their work. The teacher does not verify that students understand how to solve word problems.	The teacher asks the class, "OK, are we ready to move on?" Two students nod their heads and the teacher moves to the next step in the science experiment without checking for understanding with the remaining students.	The teacher uses a thumbs-up, thumbs-down ongoing assessment technique to determine individual student understanding of science vocabulary. The teacher says, "Tom thinks the word 'inertia' means _____. How many people agree with this definition? Thumbs-up, thumbs-down." She calls on a student with his thumb down and asks, "OK, can you offer us a different way to explain it?"	The teacher has given the students their individual printouts from the Read 180 program. She works with them to analyze their strengths and weaknesses in comprehension, vocabulary, and fluency. She asks students to design the next step in their program to address their areas of greatest need.
	Student writing samples are returned and are full of corrections. Most receive a D. Students complain that they were "robbed" and had no idea what they would be graded on.	The teacher asks students to raise their hands if they have any questions about quadratic equations. No one raises a hand, and so the teacher moves on.	Before collecting the science lab projects, the teacher asks students to look over their chemistry labs using a rubric that she has prepared. She projects this rubric and offers classwide guidance while students work on their	Teachers and students hold weekly conferences, reviewing entries in the students' workplace readiness portfolios, whose entries include samples of print, audio, and video work. A student monitoring his entries against a rubric developed by

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	Unsatisfactory	Basic	Proficient	Distinguished
			documents with lab partners. Most students can be observed checking each step in the process, discussing ideas, and making some modifications before handing in their work.	the teacher is heard saying, " I have been screwing up in showing up on time." When asked what might improve his being on time, he states, " I think I will put an alert in my phone to tell me when to leave for my office assignment."
Mild/ Moderate Disabilities	When asked why she is teaching a particular lesson, the teacher says she is "following the curriculum" but can show no data on student mastery of content.	The teacher receives a correct response from one student in the class and then moves on with the lesson without determining whether the rest of the class understands the concept.	The teacher moves among small work groups, posing brief questions and asking for evidence to support the group's answer. She moves from group to group to assess students' understanding.	The teacher uses individual whiteboards as a means of conducting ongoing assessment throughout a math lesson. During a word problem check, she has students write the answer to a problem on the board and hold it up for her to see. She can quickly scan the room to determine who may be confused. She encourages students to assist each other when one needs further explanation.
	A student freezes when she opens her test booklet. She sees 20 problems and gives up before she starts the algebra test.	The teacher has students work in pairs on the end-of-unit test. Although one student furnishes most of the answers, the teacher assumes that both contributed equally.	The teacher regularly uses alternate means to assess students' knowledge of content. She may have the student dictate short answers using Dragon Naturally Speaking. She may shorten the number of word problems to be completed. She may modify the usual multiple-choice tests to offer three choices rather than five or to eliminate choices that read "None of the above." She	A student with visual motor disabilities uses Kurzweil software (text-to-speech) to proofread his personal narrative. Using a touch screen, he inserts corrections on his computer, where the writing rubric is displayed in a side-by-side window. The student checks off the steps in the rubric and prints out for the teacher both the corrected narrative and the

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	Unsatisfactory	Basic	Proficient	Distinguished
			may also have students use the iPad to input short answers to questions.	rubric. Students exchange essays and become editors for their partner. Working with a rubric provided by the teacher, students can be overheard saying, “You need to capitalize the name of a state,” and “I think a comma is needed in this spot.”

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3e. Demonstrating Flexibility and Responsiveness

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled and best-prepared teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, even when confronted with initial setbacks, teachers who are committed to the learning of all students persist in their attempts to engage them in learning.

The elements of component 3e:

- Lesson adjustment
- Response to students
- Persistence

	Unsatisfactory	Basic	Proficient	Distinguished
Autism	The teacher continues to present the lesson even though five of her six students are engaged in rocking and humming.	The teacher interrupts her small-group lesson in order to gain student attention, but when students quickly revert to self-stimulatory behaviors, she continues with the learning activity without further adjustment.	When a student begins to demonstrate frustration and anger when being taught a challenging new skill, the teacher modifies the activity and quickly inserts well established, mastered, learning routines such as gestural imitation, so that the student experiences immediate success. She repeats this activity before reinitiating the more-challenging task, this time with a higher level of prompting to ensure errorless learning.	The teacher "reads" a behavioral trigger that most often precedes a tantrum. She swiftly engages the student in a self-calming routine and reinforces him for his positive engagement. Later in the day, she creates a social story with him and they role-play how to apply calming strategies. Together they create a "break card," which the student carries in his pocket. They practice having him retrieve the card to request time with the DVD player or the bin of Koosh balls.
Multiply Disabled	When one of her students is expressing discomfort about sitting so long in her wheelchair, the	When the student forgets to bring his communication board to school, the teacher places "yes" and "no" buttons	The teacher realizes that her students do not understand the vocabulary used in her social studies lesson. She	The teacher incorporates the fact that the student is wearing a new prosthesis into her lesson on language and social skills.

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	Unsatisfactory	Basic	Proficient	Distinguished
	teacher tells her that she will take the time to change her position as soon as the lesson is finished.	on the tray in front of the student. The teacher tries to engage the student for the rest of the day by exclusively asking yes/no questions.	quickly searches Google images for "airport" and "city bus" and holds a discussion while these images are projected on the Smart Board.	She assists students in asking appropriate questions about what the prosthesis does, how it feels and whether they can touch it.
Behavioral Disabilities	When her student complains that the math is just too hard and he doesn't get it, she responds, "If you didn't create such a disruption in class so often, you might have learned enough to do the problems." She does not attempt to reteach the concepts.	The student reminds the teacher that he is scheduled to see his counselor during the Spanish class. The teacher says that she knows he has to go, but he is still responsible for all of the vocabulary that will be covered while he is out of the room and he will be responsible for learning the material on his own.	When students express frustration with social studies as old and boring, the teacher modifies the lesson and uses the students' interest in Twitter and Facebook to illustrate how politicians connect with their constituents.	When students object to studying alliteration and rhyming, the teacher asks whether they can think of any activities in which these concepts are highly valued. He then finds selections of rap music on his iPod and plays two current songs for the students, asking them to point out examples of end rhyme and alliteration. He then asks the students to work in small groups to write their own rap, using alliteration and rhyming.
Mild/Moderate Disabilities	When one of her students says that she was too confused to do the homework last night, the teacher tells her that she will have to catch up on her own, since there is a new topic scheduled for discussion that day.	The co-teacher in an inclusion class tells her student she knows he is lost, but that the rest of the class is moving on in their science experiment. She asks him to try to keep up and says she will get to him later in the day if he still needs help.	During a lesson that emphasizes the application of decoding strategies, the teacher realizes that the student is unable to apply general rules to novel vocabulary. She does a quick review of the rules, using familiar vocabulary, then inserts one novel word into a string of familiar ones.	After trick-or-treating the night before, students seem to be showing little interest in a math lesson on addition. The teacher decides to incorporate the calorie count from the students' favorite Halloween candies into her word problems.

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DOMAIN 4: Professional Responsibilities

4a. Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a:

- Accuracy
- Use in future teaching

Unsatisfactory	Basic	Proficient	Distinguished
In commenting on lesson effectiveness, the teacher says, "Well, we made it through the lesson without any cursing or throwing of objects."	The teacher tells the observer that he is sure the lesson could be improved but is uncertain of the differences in levels of understanding within the class. He states he does not know where to begin to make improvements.	Reflecting on the students' response to the day's lesson, the teacher inserts notes in his lesson plan regarding revisions he will make to the next day's lesson. He indicates individual modifications he will employ next to each student's initials.	The teacher seeks out a colleague to help address some concerns he has regarding several students' lack of progress in reading. He then asks his supervisor for permission to sit in, during a prep period, on a lesson being taught by one of his grade-level peers.

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4b. Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include students' completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes kept in folders some teachers keep for all their students.

The elements of component 4b:

- Student completion of assignments
- Student progress in learning
- Noninstructional records

Unsatisfactory	Basic	Proficient	Distinguished
The teacher cannot locate the word lists for a student when his communication device's hard drive crashes. She and the team try to recreate the vocabulary from memory. The teacher says, "I misplaced the data sheets from today's discrete trial sessions, but it doesn't matter; I know how they generally do."	The teacher has made a check mark next to IEP objectives that have been addressed. The notations do not include information on the level of mastery. The teacher's discrete trial data sheets reveal inconsistent notation. Some sheets are marked with a check mark, some with a P, and others with a plus sign. The level of prompting is inconsistently noted.	The teacher graphs data from quarterly benchmarking and annotates the IEP to reflect whether a skill has been mastered at the independent level or whether prompting is still needed. The teacher maintains a phone log to keep records on communications with families.	The teacher embeds data from her assessment protocols in the Present Level of Performance sections of her students' IEPs. During the annual review she establishes a clear link between assessment results and recommendations for both goals and objectives. The teacher maintains a portfolio of student work, inserting work samples at regular, predetermined intervals. She reviews tangible progress with students, highlighting specific areas of growth as well as areas in need of additional attention. Teacher and student jointly establish next steps in skill development.

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4c. Communicating with Families

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c:

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Unsatisfactory	Basic	Proficient	Distinguished
The teacher sends home disciplinary notices and calls home to report misbehavior but does not otherwise communicate with families.	The teacher sends home a list of possible accommodations and modifications that might be employed during reading instruction. The list is lengthy and generic and does not inform the parents of specific strategies that are relevant to their child.	The teacher gathers information from families in preparation for the IEP annual review. She uses a variety of means to gather data, including making phone calls, sending home questionnaires, or sending emails. The teacher documents parents' comments, concerns, and desired goals for inclusion in the next IEP conference. The teacher maintains a communication notebook and ensures that a balance of information is included in the text. The teacher keeps a copy of all written communications with parents.	During face-to-face conference, the teacher asks the parents for suggestions regarding which skills would be important for their child's participation in family events. Together they determine that the teacher will begin to work on some independent self-care skills, including the student's ability to take care of her own toileting needs. The teacher communicates regularly with families, making efforts to incorporate important priorities outside school into teaching routines. (For example, the teacher develops social stories to support the parents' wish to have the student go to the barber without having a tantrum.) The teacher routinely embeds real-world scenarios into instructional routines.

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Unsatisfactory	Basic	Proficient	Distinguished
		The teacher shows parents how to use Google Images to create picture schedules for home routines.	During a "lunch and learn" session the teacher surveys families to determine what topics might be of interest to them. Highest on the list are strategies for management of tantrums. The teacher develops a workshop based on this request. The teacher has created a binder called My Independent Time. Each laminated page shows a photograph of the student engaged in an activity he can complete without assistance. Each week the teacher sends home one new page and set of materials. Parents are shown how to use the binder and the materials to support the student's constructive engagement in free-choice activities after school.

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4d. Participating in the Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, and their full potential can be realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or district, or both. These activities include such things as school and district curriculum committees and engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d:

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Unsatisfactory	Basic	Proficient	Distinguished
The teacher is outspoken in her dislike for her colleagues. She does not participate in common planning time meetings.	When the principal asks the teacher to turnkey her training on Wilson Reading System strategies, the teacher says she is too stressed to put together a workshop but will post the handouts on the school's intranet. The teacher attends meetings of the vision and action team, which is charged with reviewing resources and making recommendations for new supplemental reading programs, but does so only when reminded by her supervisor.	The teacher volunteers to host a board committee that is exploring the possibility of expanding community-based instruction. The teacher prepares a brief synopsis of the goals of the program, current options, and hoped-for expansion.	The teacher approaches the principal about starting an after-school social skills club that pairs students with disabilities with typical peers. She submits an outline of the benefits of the program, the training she will provide for the typical peers, and a list of suggested activities and learning outcomes. She approaches her colleagues to see whether they will each volunteer one day a month if the principal approves the plan. The teacher incorporates components of the social decision-making curriculum into the daily routines in his class for students with behavioral disabilities. After demonstrating the effectiveness of these principles in his classroom, he works with the school

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Unsatisfactory	Basic	Proficient	Distinguished
			principal to infuse the curriculum into a schoolwide positive behavioral support program.

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4e. Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e:

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not "believe" in the principles of applied behavior analysis and will not participate in the professional development opportunities in ABA that have been offered by the district.	The teacher attends a required in-service training session on developing fluency, but when the principal conducts walkthroughs in the following weeks, he sees little evidence of implementation of techniques addressed in the workshop.	The teacher has volunteered to offer an in-service workshop to the first-grade teachers regarding the contingent reinforcement of socially acceptable behaviors. She has explained to the principal that this knowledge would be key to the successful integration of two of her students into the related arts classes at the elementary school.	The teacher has organized a behavior "lunch bunch" for her team, which meets once a week to review the BIPs and student progress across a number of different autism classrooms within the building. Teachers offer mutual support and examples from their own experience in designing strategies for improvement in student outcomes. At times, the teachers "swap" students to provide a fresh perspective on the implementation of behavioral programs.
The teacher has limited knowledge of technology and has not integrated instructional technology into his daily routines, stating that the OT, ST,	The teacher has borrowed the *Transition to Adulthood* DVDs from the school's curriculum library. Although she has subsequently put up posters on the walls about interview	The teacher has volunteered to visit local businesses that might be willing to permit job-coaching opportunities on their site.	The teacher wants to increase her knowledge of community-based services for adults with disabilities. With the help of her colleagues, she organizes a transition fair for the district, bringing in a significant

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Unsatisfactory	Basic	Proficient	Distinguished
and PT give the students enough of that. The teacher declines to allow one of the therapists to show him new strategies.	skills and dressing for success, she has not implemented any of the curriculum.		number of community-based providers such as representatives from the Division of Developmental Disabilities, Division of Vocational Rehabilitation Services, and paratransit. She invites students, parents, school staff and administrators to attend the fair.
The teacher dismisses the principal's recommendations for professional development, saying that the principal's expectations for instruction are too high—that the students in his class are in such emotional turmoil that learning is the farthest thing from their minds. The teacher states, "It's a good day when no one gets hurt."	At the suggestion of her principal, the teacher signs up for a workshop on managing student behavior but does not complete the assigned reading before the workshop. She returns to school following the workshop and states that it was very difficult to follow the content and that she doubts she will be able to implement any of the strategies.	The teacher requests permission to participate in Crisis Prevention Institute (CPI) training in order to learn how to apply de-escalation techniques in his classroom. The teacher provides turnkey training to his instructional assistants following the workshop.	The teacher, along with the school social worker, has helped to establish a parent-to-parent network for the parents of young children with challenging behaviors. Each event begins with a didactic session offered by a visiting expert or one of the school staff. Parents share their experiences in managing behaviors at home and offer suggestions to one another and the teaching staff about strategies, community resources, respite care, and sibling supports.
Despite teaching students with significant reading disabilities, the teacher declines to join the district-wide Professional Learning Community, which is exploring evidence-based programs and strategies for working with students with learning disabilities.	The teacher is eager to learn Wilson Reading System strategies and requests permission to attend a three-day training session. Although she attends the session, she has not held a discussion with the principal about the specific learning materials necessary to implement the program. She decides that implementation will have to wait.	The teacher provides monthly forums related to differentiation of instruction in the general education classroom in order to better accommodate the learning differences of students on her caseload. The topics include "Help! Five of My Third Graders Have ADHD," "Assessing Content Knowledge without Paper and Pencil Worksheets," and	The teacher is anxious to learn from her graduating seniors. She organizes a self-advocacy day for the seniors on her caseload. Each student will present a 15-minute talk on the nature of his or her disability and participate in a Q and A with faculty members. Each student will have prepared a trifold display of the five accommodations most helpful in getting him or her through high school. Finally, selected students will participate in a panel discussion

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Unsatisfactory	Basic	Proficient	Distinguished
		"How to Use Leveled Readers to Support Inclusion."	before an audience of peers and faculty.

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4f. Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f:

- Integrity and ethical conduct
- Services to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Unsatisfactory	Basic	Proficient	Distinguished
The teacher finds herself short on time and does not contribute data for the Present Level of Performance section on the IEP and reports that no new goals need to be written at this time. The teacher joins an online professional community of teachers working with students with behavioral and emotional issues. However, the teacher discloses personally identifiable student information, and the	The teacher is late in responding to her colleagues' request to participate in a team meeting about a student's persistent behavioral issues. She attends the meeting but offers no comment on the plans that they develop.	The teacher is concerned that a student whom she taught the previous year no longer uses her communication device. She considers several possible actions to take on the student's behalf. When she realizes that the current teacher is struggling with the technology, she volunteers to program the communication device and sets up several meetings with the teacher to show her how to update vocabulary.	Aware that the district is planning to implement Response to Intervention (RTI) within the next year and that she will be responsible for implementation, the teacher volunteers to lead one of the vision and action teams that will be selecting evidence-based supplemental programs. Following the selection of materials to be piloted, she takes the training and pilots one program for six months, keeping detailed notes on student engagement, student progress, and ease of implementation. For the benefit of her classroom team, the teacher posts rules related to

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Unsatisfactory	Basic	Proficient	Distinguished
principal has to admonish the teacher about confidentiality.			confidentiality and models appropriate discourse between adults as well as adults with students.

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