

<p>1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>
<ul style="list-style-type: none"> • Writes IEP discussion that clearly captures dialogue that occurs during all portions of the IEP team meeting and includes a rationale for decisions (e.g., current functioning, eligibility/re-eligibility, Extended School Year (ESY), transition services, supportive aids and services, testing participation, placement, etc.). • Maintains current functioning information for each student that is comprehensive and includes most recent standardized test results, discussion of subtest scores, statement regarding strengths and weaknesses, statement of how the disability affects performance based on eligibility, and statement of performance in the deficit areas.
<p>2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>
<ul style="list-style-type: none"> • Obtains, analyzes, and uses student data, including knowledge of prerequisite skills, to plan scaffolded instruction toward standards-based learning. • Plans systematic, sequential, and scaffolded instruction toward grade-level standards that are based on student learning profiles. • Plans for frequent monitoring of student progress on IEP goals/objectives and grade-level standards to inform instructional practice in a systematic manner. • Plans for purposeful flexible groups based on student data and student learning profiles. • Collaboratively plans with general education teachers and /or related service providers to promote student learning. • Develops a Transition Plan for each student based on individual student needs, strengths, and interests and involves the student in creating specific measurable goals (ages 14-21).
<p>3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>
<ul style="list-style-type: none"> • Uses a variety of research-based instructional strategies and resources based on student learning profiles. • Utilizes explicit teaching strategies to include multiple means of expression, representation, and engagement (Universal Design for Learning). • Scaffolds the implementation of learning strategies to promote acquisition and retention of content-knowledge and skills. • Implements required curriculum for identified classes (e.g. Autism and Intellectual Disabilities)
<p>4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>
<ul style="list-style-type: none"> • Writes required accommodations and/or modifications that are specific. • Writes, plans, and implements instruction that includes differentiation and student accommodations. • Uses student's eligibility criteria, current functioning, and data when differentiating instruction.
<p>5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>
<ul style="list-style-type: none"> • Develops goals/objectives to build proficiency toward State Standards in student deficit areas; goals are measurable, linked directly to Current Functioning, and indicate baseline performance, mastery level, and method of evaluation. • Provides testing accommodations and/or modifications that are consistent with required classroom accommodations and/or modifications.

<p>6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>
<ul style="list-style-type: none"> • Establishes a link between standardized testing (including subtest scores), current functioning, goals/objectives, supportive aids and services and placement for each student. • Sends progress reports with updated data to parents on the same reporting schedule as general education teachers. • Completes the designated follow-up procedures for students referred for special education eligibility/re-eligibility (e.g. administers assessments, collects data, completes observations, gathers work samples, writes eligibilities, etc.).
<p>7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
<ul style="list-style-type: none"> • Gathers/reviews data and creates, implements, and regularly updates effective Functional Behavior Assessments and Behavior Intervention Plans for students with behavioral issues. • Implements age- appropriate, clear, and individualized reinforcement systems (e.g. token economy, motivating choices, first/then reward systems, etc.) • Facilitates active student engagement. • Provides visual supports if needed for routine support (e.g. classroom environment labeled, visual routines posted, etc.) • Ensures that classroom layout allows for the supervision of all students at all times.
<p>8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>
<ul style="list-style-type: none"> • Develops a Transition Plan for each student based on individual student needs, strengths, and interests and involves the student in creating specific measurable goals (ages 14-21). • Uses a variety of flexible grouping models (parallel teaching, station teaching, alternative, and/or team teaching) throughout the lesson. Uses effective commentary to inform students of performance levels and encourage self-directed learning. • Uses effective commentary to inform students of performance levels and encourage self-directed learning. • Uses assistive technology with students to meet learning goals, as required.
<p>9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth.</p>
<ul style="list-style-type: none"> • Ensures each required participant attends the IEP team meeting and signs in or obtains the excusal for required members. • Adheres to procedural timelines regarding student eligibilities, re-evaluations, and for students entering from out of the district. • Completes and submits, to special education supervisor, the required paperwork within the required timeline (e.g., beginning of the year packets, extended school year packets, allotment information, caseload information, etc.). • Participates in state and federal funding counts (FTE) as directed within the required timeline. • Develops and reviews IEPs for each student on his/her caseload at least annually by IEP due date.
<p>10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>
<ul style="list-style-type: none"> • Sends Notice of Meeting to parents/guardian or adult student prior to IEP date. • Communicates regularly with colleagues to support student achievement and performance. • Collaborates, communicates with parents/guardians or adult students and responds to concerns regarding all aspects of their child or self. • Collaborates with District support personnel as needed to increase student achievement (e.g. related services providers).