

Possible **examples** of how the Framework For Teaching could apply to  
**Autistic Support, MDS and Life Skills**

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	Failing	Needs Improvement	Proficient	Distinguished
<b>1a Knowledge of Content and Pedagogy</b> <b>General Examples</b>				
<b>1a Specific Examples</b>	<p>Teacher does not have knowledge of assessment tools relative to student functional level and thus does not use data to make student instructional decisions.</p> <p>IEP goals, lesson plans, and targeted skill areas are inappropriate and not linked to the Pennsylvania Academic Standards.</p> <p>Teacher does not plan instruction based on curricular sequences.</p> <p>The teacher has all students color a worksheet, complete puzzles and sort each morning independently as she prepares for the day regardless of student ability levels.</p> <p>Teacher does not work on speech skills for students with significant language delays and when asked says, "The speech therapist is the speech expert, I let her handle all the speech training."</p> <p>Teacher utilizes technology, instructional materials and/or activities for non-instructional purposes (e.g., videos, iPad, computer, manipulatives).</p>	<p>Teacher has some conceptual knowledge of assessment tools relative to student functional level, however, does not consistently use these tools to make individualized student instructional decisions.</p> <p>Not all IEP goals, lesson plans, and targeted skill areas are linked to the Pennsylvania Academic Standards.</p> <p>Teacher plans based on some state, district, or supplemental curricular prescribed scope and sequence.</p> <p>Teacher has pre-read the non-fiction text she is using during group instruction and has created target skills based on the big ideas of the lesson.</p> <p>Teacher utilizes technology, instructional materials and/or activities (e.g., videos, iPad, computer, manipulatives) and, while instruction is planned, it is not always consistent with students' instructional levels or targeted goals.</p>	<p>Teacher has a general knowledge of and utilizes evidence-based assessments, to include behavior language assessment, social skills assessment, curriculum-based, activities of daily living and independent skills to derive most instructional programs if they serve students with developmental and/or language delays. For example, teacher addresses core concepts such as common items, actions, teaching a wide range of features of items, categorical concepts, adjectives, and preposition in order to adequately prepare student for the task of answering questions about common concepts.</p> <p>IEP goals, lesson plans, and targeted skill areas are linked to the Pennsylvania Academic Standards.</p> <p>Teacher plans most instruction based on state, district, or supplemental curricular scope and prescribed sequences and explains the importance of following curricular sequences for students.</p> <p>Teacher utilizes technology, instructional materials and/or activities (e.g., videos, iPad, computer, manipulatives) and instruction is planned and differentiated according to students' instructional levels or targeted goals with clear active student responding throughout the lesson.</p>	<p>Teacher has an in-depth knowledge of and utilizes evidence-based assessments, to include behavior language assessment, social skills assessment, curriculum-based, activities of daily living and independent skills to derive instructional programs if they serve students with developmental and/or language delays.</p> <p>IEP goals, lesson plans, and targeted skill areas are linked to the Pennsylvania Academic Standards.</p> <p>Teacher plans instruction based on state, district, or supplemental curricular prescribed scope and sequences and explains the importance of following curricular sequences for all students in all subjects.</p> <p>Teacher utilizes technology, instructional materials and/or activities (e.g., videos, iPad, computer, manipulatives) and instruction is planned and differentiated according students' instructional levels or targeted goals with clear active student responding throughout the lesson. In addition, the teacher is able to develop their own resources and make necessary adaptations to meet individual student needs such as teacher making a live video of peers going through the routine of washing their hands to teach steps of the activity to a student.</p>

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<b>1b Demonstrating Knowledge of Students</b> <b>General Examples</b>				
<b>1b Specific Examples</b>	<p>Materials are not organized or based on student need and/or age appropriate.</p> <p>Teacher cannot provide student data on goals or skill areas and fails to utilize objective data to report or monitor progress. For example, teacher reports “student is doing a great job.”</p> <p>Teacher is unfamiliar with items and/or activities that serve as reinforcers.</p> <p>Inclusion decisions and opportunities are not based on individual student data to ensure a free and appropriate public education in the least restrictive environment.</p> <p>Teacher has incorrect personal and/or demographic information on formal paperwork.</p> <p>An 11<sup>th</sup> grader is saying animal sounds when shown a picture of an animal (the teacher cannot explain the link between skill and general education curriculum and skill is not age appropriate).</p>	<p>Teacher gathers and organizes some materials based on student individualized needs but does not always include age appropriate materials/activities nor has a plan to expand students’ interests.</p> <p>Teacher provides objective data (percentage correct, cumulative graphs for skill acquisition, DIBELS scores, DRA scores, etc.) for some goals or skill areas for some students to report and monitor progress.</p> <p>Teacher is familiar with students’ preferred items, but does not utilize them consistently or uses a limited pool based on teacher preference.</p> <p>Teacher reviews individualized inclusion schedule and opportunities based on individual student data in order to ensure a free and appropriate public education in the least restrictive environment as determined by individual student data.</p> <p>Teacher can explain the core deficits of students with autism and the criteria for having an intellectual disability.</p>	<p>Teacher gathers and organizes all instructional materials based on student individualized needs and that are age appropriate. In addition, if and when students have limited skills or interests, teacher systematically plans on expanding students’ interests to more age appropriate activities.</p> <p>Teacher provides objective data (percentage correct, cumulative graphs for skill acquisition, DIBELS scores, DRA scores, etc.) for some goals or skill areas for all students to report and monitor progress.</p> <p>Teacher reviews and documents individualized inclusion schedule and opportunities based on individual student data frequently in order to ensure a free and appropriate public education in the least restrictive environment as determined by individual student data.</p> <p>Teachers can show preference assessments administered or completed and plan based on these assessments.</p>	<p>Teacher gathers and organizes all instructional materials based on student individualized needs and that are age appropriate, including developing materials when necessary. In addition, if and when students have limited skills or interests, teacher systematically plans on expanding students’ interests to more age appropriate activities.</p> <p>Teacher provides objective data (percentage correct, cumulative graphs for skill acquisition, DIBELS scores, DRA scores, etc.) for some goals or skill areas for all students to report and monitor progress. In addition, teacher uses language and supplemental resources to effectively communicate to all team members, including parents and team who will instruct student in the future (when applicable for both transition to different grade level, community setting or work related activities). For example, teacher develops a portfolio that includes a summary of skills student has acquired, a brief video segment to show student progress and clear information related to purpose of the goals, teaching procedures, and student progress.</p> <p>Teacher reviews and documents individualized inclusion schedule and opportunities based on individual student data frequently in order to ensure a free and appropriate public education in the least restrictive environment as determined by individual student data. Teacher also elicits input from the student’s team and parents when making decisions.</p>

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<p><b>1c Setting Instructional Outcomes</b></p> <p><b>General Examples</b></p>				
<p><b>1c Specific Examples</b></p>	<p>Instructional outcomes are not established, individualized or focused on student learning.</p> <p>The teacher has no plan to increase inclusion opportunities for students based on data and there is no collaboration with general education teachers to assist in differentiation of instruction.</p> <p>Student goals do not have criteria for mastery.</p> <p>Student goals are not written in measurable and objective terms and or linked to the Pennsylvania Academic Standards.</p> <p>Student taking the PSSA does not have measurable objectives linked to goals.</p>	<p>Student outcomes address some individualized areas of need and focus on what students will learn.</p> <p>The teacher can speak to plans to increase inclusion opportunities based on present levels of performance for students and the skills being targeted for these settings. Teacher demonstrates some collaboration with general education teacher.</p> <p>80% of one student's goals are written using CNBC (Condition, Name, Behavior, Criteria) format and based on current quantitative present levels.</p>	<p>Student outcomes are clear, objective, measurable and comprehensive to address all individualized areas of need, focus on what students will learn, and plan for generalization (Due to the nature of specific language deficits a student may have, the lesson outcomes will not be explicitly stated to the child.)</p> <p>The teacher has a documented plan to increase appropriate inclusion for each student based on data and is actively targeting pre-requisite skills necessary for success in these environments. Teacher is able to collaborate with general education teachers with explicit instruction as to how instruction will be differentiated.</p> <p>Student goals are all written in CNBC format (Condition, Name, Behavior, Criteria) and based on current quantitative present levels.</p> <p>Evidence of response to data systems evident in instructional records including, but not limited to: phase change lines on graphs; new instructional items being listed as introduced following mastery of previous items in relation to specific dates, use of trend line analysis, etc. Academic support instruction selected based on empirical evidence of effectiveness and relation to student's documented instructional level and skill set.</p> <p>Teacher uses a rubric to evaluate permanent product or portfolio assessments.</p>	<p>Student outcomes are clear, objective, measurable and comprehensive to address all individualized areas of need, focus on what students will learn, and plan for generalization into natural environment settings such as in general education and community settings following a systematic curricular scope and sequence. Collaboration with general education.</p> <p>The teacher has a frequently updated and documented specific plan to increase appropriate inclusion for each student based on data and is actively targeting the pre-requisite skills necessary for success in these environments.</p> <p>Teacher can tell you any student's individualized annual goals and criteria for mastery at any time – including their connections to the Pennsylvania Academic Standards curricula.</p>

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<b>1d Demonstrating Knowledge of Resources</b> <b>General Examples</b>				
<b>1d Specific Examples</b>	<p>Teacher does not use available resources to modify instruction per student needs.</p> <p>When asked why the teacher isn't using direct instruction techniques as taught in recent professional development in-service, teacher says it didn't work for her students, but she can't produce related data.</p>	<p>Teacher asked a colleague within the school/district to borrow additional supplemental curricula to use with her students.</p>	<p>Teacher uses evidence-based instruction related to the Standards Aligned System (SAS), Direct Instruction curricula, or other evidence based curricula.</p> <p>Teacher accesses skill sequences and necessary task analyses to teach activities of daily living in a systematic manner.</p>	<p>Teacher takes a sign language class at a local intermediate unit in the evenings because he has a non-vocal student in his classroom using sign language as a response form.</p>
<b>1e Designing Coherent Instruction</b> <b>General Examples</b>				

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1e Specific Examples	<p>Instruction does not take student interests into account.</p> <p>Chosen skills are random and not developmentally sequenced.</p> <p>Students' instructional groupings are not purposeful nor based on data.</p> <p>Teacher expects students to follow complex behavioral chains or directives regardless of student base knowledge or competence in sub-skills.</p> <p>Teacher does not scaffold instruction based on student need. Instruction is designed for 50% of students or less.</p> <p>Teacher has no evidence of any classroom staff or team trainings.</p>	<p>Certain types of instruction during the day are tied to student interests.</p> <p>Teacher selects some skills based on data from assessments.</p> <p>Activities are taught in isolated situations or groups.</p> <p>For some tasks, teacher expects students to follow complex behavioral chains regardless of student base knowledge or competence in sub-skills.</p> <p>Group instruction includes two or more students and data is being collected on skill acquisition during the "group" including group/choral responses, clear targets (derived from a skill sequence), and general engagement (participation data collected using time sampling).</p> <p>Teacher sometimes scaffolds instruction by first modeling expectations for the student, then assisting the student in task completion, and then requiring the student to perform the task with more independence.</p> <p>Teacher informally meets with classroom staff to ensure instruction is similar across staff for an individual student.</p>	<p>The majority of instruction is directly tied to student interests by capturing and contriving motivation in order to increase frequency of correct responding.</p> <p>The majority of skills are selected and taught consistent with performance levels on assessment tools.</p> <p>Activities provide opportunity (or a systematic plan to teach prerequisite skills) for skill generalization across environments and people.</p> <p>Teacher uses a task analysis to break down complex or multi-step tasks into smaller increments that can be systematically taught and modified based on student need.</p> <p>Teacher scaffolds instruction to ensure student success by first modeling expectations for the student, then assisting the student in task completion, and slowly requiring the student to perform the task with more independence.</p> <p>Group instruction includes two or more students and data is being collected on skill acquisition during the "group" including group/choral responses, clear targets (derived from a skill sequence), and general engagement (participation data collected using time sampling).</p> <p>Instructional student groups are organized thoughtfully to maximize learning, increase opportunities to respond, build on student strengths, and flexible as driven by student data.</p>	<p>All instruction is directly tied to student interests by capturing and contriving motivation in order to increase frequency of correct responding.</p> <p>All skills are selected and taught consistent with performance levels on assessment tools.</p> <p>Activities provide opportunity (or a systematic plan to teach prerequisite skills) for skill generalization across environments and people.</p> <p>Group instruction includes two or more students and data is being collected on skill acquisition during the "group" including group/choral responses, clear targets (derived from a skill sequence), and general engagement (participation data collected using time sampling). Teacher consistently and carefully aligns instruction with Pennsylvania Academic Standards.</p> <p>Teacher scaffolds instruction to ensure student success by first modeling expectations for the student, then assisting the student in task completion, and slowly requiring the student to perform the task with more independence for all demonstrated novel tasks presented.</p> <p>Teacher has evidence of formal training that occurs at intervals of at least every month (documentation can include a training log, lists of when staff has read manuals, or other written or graphed documents).</p> <p>Teacher can provide documentation of guided practice to classroom staff.</p>

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<b>1f Designing Student Assessments</b> <b>General Examples</b>				
<b>1f Specific Examples</b>	<p>Student assessments are not designed per individual student needs.</p> <p>Student's progress reports are anecdotal and written using subjective wording such as "making progress" or "improving" without ties to qualitative data.</p>	<p>Teacher designs assessments that provide general information on most of the common deficits.</p> <p>Teacher of students with language delays uses a modified multiple choice test given by the general education second grade teacher to her second grade students by only offering two multiple choice options.</p> <p>When teaching students with significant language delays, a developmentally sequenced language assessment is administered once each year.</p>	<p>Teacher designs and utilizes assessments that provide accurate identification of core deficits.</p> <p>Teacher uses a rubric to evaluate and alter instructional practices based on permanent products or portfolio assessments.</p> <p>Students are individually assessed daily on target skills.</p> <p>When teaching students with significant language delays, a developmentally sequenced language assessment is administered at the beginning and end of each year.</p>	<p>Teacher designs, utilizes and appropriately accommodates assessments that provide accurate and comprehensive identification of core deficits as it relates to school, home, and community performance.</p> <p>Teacher consistently uses comprehensive and objective rubrics to evaluate student progress based on permanent products or portfolio assessments and uses the results to evaluate and alter instructional practices.</p>
<b>2a Environment of Respect and Rapport</b> <b>General Examples</b>				

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2a Specific Examples	<p>Teacher makes remarks about student problem behavior and/or deficits in front of students.</p> <p>Classroom staff does not take student interests and motivations into account when programming (age appropriateness is never considered). For example, a high school student is seen sitting on staff's lap during lunch or has unlimited access to reinforcers regardless of behavior.</p> <p>If student is engaging in problem behavior, teacher raises his voice and continues to raise his voice, and/or threatens punishment, until compliance is gained.</p> <p>Teacher does not follow behavior plan written for student exhibiting problem behavior. For example, behavior plan is changed by the instructor in a way that results in the student engaging in problem behavior and thereby being ostracized by peers.</p> <p>There are no plans to provide opportunities for independence or socialization outside of special education setting. For example, students eat in the classroom isolated from general education peers.</p> <p>Teacher cannot produce up-to-date communication logs with parents or regular education teachers.</p>	<p>Teacher generally communicates with students and students are communicating or learning to communicate on their current functional level.</p> <p>Classroom staff uses student motivations at various times throughout the school day (age appropriateness is sometimes considered). For example, staff considers student motivation, Barney, but no systematic plan is in place to condition a more age appropriate reinforcer.</p> <p>If student is engaging in problem behavior, teacher attempts to use a firm but neutral tone while redirecting but after a protracted period teacher raises their voice, or allows the student to escape the demand.</p> <p>Classroom staff does not consistently follow behavior plan written for student exhibiting problem behavior.</p> <p>Teacher sometimes plans for socialization and independent activities in other school environments. For example, students with special needs sit at a separate table at lunch. They are physically with peers but not seated among peers or have opportunity to interact with peers.</p> <p>Teacher can produce up-to-date communication logs with parents or regular education teachers to extend the environment of respect and rapport to all individuals working for the good of children in the classroom.</p>	<p>Teacher regularly communicates with students and students are communicating or learning to communicate on their current functioning level, using an appropriate response form and based on individualized data.</p> <p>Classroom staff uses students' motivation to guide programming (considering age appropriateness as an end goal). For example, high school student may currently have motivation for Barney but staff has plan in place for conditioning more age appropriate reinforcers.</p> <p>If student is engaging in problem behavior, teacher uses a firm but neutral tone while redirecting and does not allow student to contact reinforcement.</p> <p>Classroom staff consistently follows behavior plan written for student exhibiting problem behavior and keeps data on the problem behavior. Also, teacher makes changes to the behavior plan based on data.</p> <p>Teacher meaningfully and systematically plans for independence and socialization for majority of students in all school environments as well as has data systems in place to monitor individual goals and social skills programs. For instance, students have goals for asking peers for information about topics that interest them, these skills are targeted across environments.</p> <p>Teacher can produce up-to-date communication logs with parents and regular education teachers to extend the environment of respect and rapport to all individuals working for the good of children in the classroom.</p>	<p>Teacher regularly and enthusiastically communicates with students and students are actively communicating and excited about learning to communicate on their current functioning level, using the most appropriate response form based on individualized data.</p> <p>Classroom staff always uses individualized student motivation to guide programming across all school settings (considering age appropriateness as an end goal). For example, teacher extends the environment of respect and rapport to even include visitors, and/or peers, in the classroom.</p> <p>If student is engaging in problem behavior, teacher uses a firm but neutral tone while redirecting and does not allow student to contact reinforcement, in compliance with the student's positive behavior support plan.</p> <p>Classroom staff consistently follows behavior plan written for student exhibiting problem behavior and keeps data on the problem behavior, makes decisions based on the data, as well as keeping data on the fidelity of implementation across staff.</p> <p>Teacher meaningfully and systematically plans for independence and socialization for all students in all school environments as well as has data systems in place to monitor individual goals and social skills programs. For instance, students have goals for asking peers for information about topics that interest them, these skills are initially taught with peers in special education setting and then targeted across environments to assess generalization of targeted social skill.</p> <p>Teacher can produce up-to-date communication logs with parents, regular education teachers, related service providers, outside agency supports, etc. to extend the environment of respect and rapport to all individuals working for the good of children in the classroom.</p>



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<b>2b Establishing a Culture for Learning</b> <b>General Examples</b>				
<b>2b Specific Examples</b>	<p>The principles of reinforcement are not used to engage and motivate students.</p> <p>Teacher does not actively take steps to establish relationships among classroom team members to promote student success.</p> <p>Students are observed to be “playing” independently without supervision or instruction in play skills.</p> <p>During a 30 minute observation, overt escape behaviors are witnessed by at least two students. Different staff responds in different ways, or not at all (no systematic intervention for behavior based on function).</p>	<p>Teacher uses the principles of reinforcement to engage and motivate students.</p> <p>Teacher establishes a culture of teaching and learning among classroom team members working with students and promotes collaboration for the success of students.</p> <p>Less than 3/4 of the day is dedicated to instructional time (and correlated to data systems) and/or the schedule was not updated for staff or student absence.</p> <p>During 30 minute observation both escape behaviors and approach behaviors are witnessed by at least two students (a systematic intervention to increase approach behaviors/decrease escape behaviors is not in place).</p>	<p>Teacher uses the principles of reinforcement to engage students at different times throughout the day and ensure students maintain high levels of engagement and motivation to respond appropriately.</p> <p>Teacher establishes a culture of teaching and learning among all team members working with students and promotes fluid collaboration for the success of students.</p> <p>Schedule includes all students and staff being planned for during all times of the day (who, what, when, where) and a minimum of 3/4 of the day is dedicated to instructional time and correlated to data systems.</p> <p>Students display frequent approach behavior to teacher as they are positively correlated with reinforcement.</p>	<p>All staff use the principles of reinforcement to engage students consistently throughout the day and ensure each student maintains an optimum level of engagement and motivation to respond appropriately.</p> <p>Teacher establishes a culture of teaching and learning among all team members working with each student both within the school and throughout the community to promote fluid collaboration with student’s success as a primary goal.</p> <p>Schedule includes all students and staff being planned for during all times of the day (who, what, when, where) and 100% of the day is directly tied to student data systems.</p> <p>During 30 minute observation, observer witnesses 5 approaches (such as moving toward or extending body part towards staff without prompts) to at least three staff (or if less than three staff present, to all staff).</p>

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<b>2c Managing Classroom Procedures</b> <b>General Examples</b>				
<b>2c Specific Examples</b>	<p>Classroom schedule and lessons are not planned ahead of time and students and staff are unaware of classroom routines or schedule. For example, Paraprofessional asks teacher, "What would you like me to do with Tommy now?"</p> <p>Classroom schedule is unavailable, inaccurate, or not followed during the observation. For example, teacher is heard telling staff who to work with and what task to complete.</p> <p>Students are expected to transition without staff assistance regardless of ability level.</p>	<p>Classroom schedule is planned for most of the school day and does not allow for flexible adjustments when necessary.</p> <p>Classroom schedule indicates staff/student assignments, specifies instruction and is correlated with targeted programs and data systems for some students for certain parts of the day.</p> <p>Staff assists students during some transitions to facilitate follow-through of directives given. For example, teacher says to a kindergarten student, "Johnny, go check your schedule and go where you are supposed to be", while Johnny is observed to wander and not follow through.</p>	<p>Classroom schedule is planned, yet flexible, for staff and student changes and needs. For example, if a schedule interruption occurs, there is a quick system to account for all students' needs.</p> <p>Classroom schedule indicates staff/student assignments, specifies instruction, location of instruction and is correlated with targeted programs and data systems for all students for the majority of time periods throughout the day. For example, staff is observed to transition from one instructional session to another without being prompted by the teacher and instruction matches what is specified on the schedule.</p> <p>Staff assists students during transitions with the minimal amount of prompts necessary to ensure success. For example, staff members take responsibility to ensure students transition successfully. Students are not expected to transition independently by checking a schedule, if not ready to do so.</p>	<p>Classroom schedule is planned, yet flexible, for staff and student changes and needs. Classroom schedule is accessible and visible to all people in the classroom environment.</p> <p>Classroom schedule indicates staff/student assignments, specifies instruction, location of instruction and is correlated with targeted programs and data systems for all students for all time periods throughout the day. For example, all staff is observed to transition from one instructional session to another without being prompted by the teacher. All instruction is individualized based on student and matches what is specified on the schedule.</p> <p>All classroom staff takes responsibility for safe and prompt transitions for all students by providing the minimal amount of prompts necessary to ensure success.</p>
<b>2d Managing Student Behavior</b> <b>General Examples</b>				

	Failing	Needs Improvement	Proficient	Distinguished
<b>2d Specific Examples</b>	<p>IEPs do not have documented behaviors or behavior plans based on an assessment and there are students in the classroom with significant problem behaviors. For example, in response to a student engaging in stereotypic flapping behavior, teacher says "Johnny, stop flapping."</p> <p>There is a lack of clear systems to account for students' motivation or use reinforcement. For example, teacher is not seen to use principles of reinforcement during an observation.</p>	<p>Some students with significant behaviors have a documented behavior plan based on a functional assessment in their IEP.</p> <p>Motivational and reinforcement systems are in place that generally maintains high rates of positive staff-student interactions. For example, teacher uses goldfish crackers to "reinforce" all students during a lesson regardless of student motivation for goldfish crackers. Teacher has a token economy system in place for all students without data to support the reinforcement system nor for determining schedules of reinforcement used.</p>	<p>All students with significant behaviors have a documented behavior plan based on a functional analysis in their IEP with interventions that match the identified functions of the problem behavior. Data is collected to monitor progress. For example, in response to a student engaging in stereotypic flapping behavior, teacher says, "Show me ready hands."</p> <p>Motivational or reinforcement systems are differentiated for student need and in place for all students in order to maintain high rates of positive staff-student interactions. For example, students are reinforced on a posted schedule of reinforcement (classroom systems, token systems, variable ratio of reinforcement, etc.) based on individualized needs and data.</p> <p>Teacher has specific evidence of social skills instruction (play and leisure skills, social maintenance, self-management, and perspective taking) based on a sequence of social skills. (Not simply allowing students to have free time in which they are near other children.)</p>	<p>All students with significant behaviors have a documented behavior plan based on a functional assessment in their IEP with interventions that match the identified functions of the problem behavior. Daily data is collected on behavior occurrence. For example, in response to a student engaging in stereotypic flapping behavior, teacher says, "Show me ready hands." Teacher can show graphed daily data on instances of flapping behavior, a positive behavior support plan detailing the function of hand flapping for this student, and can document appropriate replacement behaviors being taught and the student's acquisition of replacement behaviors.</p> <p>Motivational or reinforcement systems are differentiated for student need, and consistently implemented for all students in order to maintain high rates of positive staff-student interactions. Staff also collects treatment integrity data to ensure fidelity of implementation of the interventions in the positive behavior support plan.</p>
<b>2e Organizing Physical Space General Examples</b>				

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<b>2e Specific Examples</b>	<p>Students have free access to reinforcers.</p> <p>The classroom environment is based on teacher preference and not flexible based on student need.</p>	<p>Reinforcers are controlled by classroom staff at certain times throughout the day.</p> <p>The classroom environment is organized based on student need and not teacher preference.</p>	<p>Reinforcers are controlled by classroom staff. Students do not have free access to reinforcers.</p> <p>The classroom environment is organized based on student need and not teacher preference. The physical space is flexible for any modifications needed to ensure student safety throughout the school day. For example, students are seen in individualized work areas for certain times of the day and in group settings for parts of the day as supported by data.</p> <p>Seating is appropriate for each individual student to have feet on the floor and access instructional materials.</p>	<p>Reinforcers are controlled by classroom staff at all times. Only those students who have been taught self-management skills based on their readiness for such are observed to access reinforcement on their own for meeting criteria for such. For example, one student, who spends minimal time in the special education setting is observed to initiate independent work and upon completion of his work, transitions to computer (reinforcer) and sets a timer for two minutes. When timer goes off, student is observed to return to his next task.</p> <p>The classroom environment is organized based on student data and need and not teacher preference. The physical space is flexible for any modifications needed to ensure student safety throughout the school day.</p>
<b>3a Communicating with Students General Examples</b>				

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<b>3a Specific Examples</b>	<p>Response forms for communication have not been identified according to assessment (vocal, picture exchange/selection based, AAC, sign language, writing).</p> <p>Students' names are never paired with reinforcement and always with instructions and tasks.</p> <p>Teacher is delivering instruction without taking into consideration the complexity of their language in comparison to the students' specific language delay or instructional level.</p> <p>No systematic teaching procedures (errorless teaching, direct instruction, etc.) are used to teach new skills and procedures use are not evidence based (no scientific research to support procedures used).</p>	<p>Some students have a means of communication or currently have program in place to be taught a means of communication (vocal, picture exchange/selection based, AAC, sign language, writing) based on a comprehensive developmental language assessment.</p> <p>Sometime students' names are paired with reinforcement, not with demands.</p> <p>Teacher delivers instruction using sporadic and inconsistent language that matches student instructional level.</p> <p>Teacher uses some evidence based procedures however, procedures are not implemented systematically or with fidelity. (For example teacher may be using prompts; however no systematic plan in place to fade prompts.)</p>	<p>All students have a means of communication or currently have program in place to be taught a means of communication (vocal, picture exchange/selection based, AAC, sign language, writing) based on a comprehensive developmental language assessment.</p> <p>Most of the time students' names are paired with reinforcement, not with demands.</p> <p>Teacher is using language that matches students' instructional level.</p> <p>Systematic teaching procedures (errorless teaching, direct instruction, etc.) are used to teach new skills and procedures used are based on evidence (scientific research supports the procedures used).</p> <p>Teacher actively avoids the use of extra verbiage or extraneous information when speaking to students.</p>	<p>All students have a means of communication or currently have program in place to be taught a means of communication (vocal, picture exchange/selection based, AAC, sign language, writing) based on a comprehensive developmental language assessment and frequent use of communication with response form selected is evident across all environments.</p> <p>Students' names are always observed to be paired with reinforcement, not with demands.</p> <p>Teacher is using language that matches students' instructional levels and teacher has clear evidence of expanding student language.</p> <p>Systematic teaching procedures (errorless teaching, direct instruction, etc.) are used to teach new skills and procedures used are based on evidence (scientific research supports the procedures used) and conducts formative assessment and ongoing analysis to make instructional decisions in the moment.</p>
<b>3b Questioning and Discussion Techniques General Examples</b>				

	Failing	Needs Improvement	Proficient	Distinguished
<b>3b Specific Examples</b>	<p>Limited to no differentiation of instruction is observed.</p> <p>Expectation of student responding is not correlated to their instructional level, resulting in many student errors.</p> <p>Observed instruction does not encourage active student responding.</p> <p>Questions posed are above the students' current level of understanding, so the answers are provided by staff to students or not present at all. For example, teacher poses an open-ended question to a group of students that most students are unable to answer via their current response form.</p> <p>During group instruction, no data is being collected on student responding and student responses are inconsistent or nonexistent.</p> <p>There is no evidence of teacher using a prompt hierarchy or consistent error correction system in place for when student errors occur.</p>	<p>Teacher is observed making some accommodations and modifications for groups of students, but it is not consistently observed.</p> <p>Teacher is observed to provide some students with instruction that encourages active responding.</p> <p>Some questions may be rapid-fire, and convergent with a single correct answer; other questions may be open-ended but without data to determine appropriateness for student level.</p> <p>During group instruction, some students are responding to teacher instruction, however rate of responding is low/inconsistent. Teacher poses questions intermittently with little regard for students' response forms. Some students are able to answer some questions.</p> <p>Conversational skills are not directly being taught, but when elicited, are being reinforced by staff.</p>	<p>Teacher is observed making modifications, accommodations, and differentiates instruction according to individual student needs.</p> <p>Teacher is observed to provide students with instruction that encourages independent initiation and active responding at their appropriate instructional level across environments.</p> <p>Questions may be rapid-fire and convergent with a single correct answer following the principles of behavioral momentum, fast-paced instruction, and teaching to fluency based on student need.</p> <p>During group instruction, students are actively responding to a majority of teacher instruction given and provided opportunity for high rates of responding. Additionally, data is being collected on student level of responding during group.</p> <p>Teacher is teaching prerequisite skills necessary to communicate with peers and/or formulate questions driven by a research validated language assessment.</p> <p>Conversational skills are being taught and encouraged at students' instructional levels.</p> <p>Students are being taught to express their wants and needs. At least 5 opportunities are provided for a chosen student within a 30 minute observation.</p> <p>Teacher uses a prompt hierarchy and teaching procedures that prevent errors from occurring that do not include wait time longer than 4 seconds.</p> <p>When using a Direct Instruction program, teacher demonstrates consistent use of hand signals to elicit consistent and predictable student responding on cue.</p>	<p>In addition to the characteristics examples of "proficient," teacher is able to clearly provide a plan for students to learn more complex language skills aligned to the general education curriculum and respond to or initiate discussions involving those concepts.</p> <p>Questions may be rapid-fire, and convergent with a single correct answer following the principles of behavioral momentum, fast-paced instruction, and teaching to fluency based on student need. Open-ended questions are individualized and based on previously mastered skills.</p> <p>During group instruction, all students are actively responding to a majority of teacher instructions given (and if they do not actively respond, staff uses a consistent system for error correction at the individual student level). Data is being collected on student level of responding during group.</p> <p>If basic requesting skills are secure, students are being taught to request information from peers, removal of undesired activities or higher level questioning.</p> <p>Conversation skills are being taught and encouraged at students' instructional levels and training for the natural environment application (with peers, in general education, and or community settings).</p> <p>Students are engaged in allotted time for peer interactions based on individual students' instructional levels (conditioning tolerating peers in their environment, to peer-to-peer manding, to advanced reciprocated social interactions).</p> <p>When using a Direct Instruction program, all classroom staff demonstrate consistent use of hand signals (across all staff) to elicit consistent and predictable student responding on cue and individually error correct for student errors.</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>3c Engaging Students in Learning</b> <b>General Examples</b>				
<b>3c Specific Examples</b>	<p>Students are not consistently required to respond to questions and have very little opportunity to actively respond.</p> <p>Students are not observed generalizing and using acquired skills in the natural environment and no time is allotted in the schedule for teaching these skills.</p> <p>During a timed observation, students are seen looking away from the group lesson or away from the instructor more often than towards the materials or instruction.</p> <p>Teacher says, "Yes, my students are engaged, they are quiet and happy."</p> <p>Teacher is working with a student but does not intersperse easy tasks with difficult tasks (e.g. only works on news skills or only has tasks the student has previously mastered with no new skills targeted).</p> <p>Teachers cannot provide evidence that students in their classroom are learning skills similar (or prerequisite skills necessary) to those in the general education classroom.</p>	<p>Students have opportunities to respond to teacher questions at their appropriate level. For example, the teacher reads a passage to students and asks questions without regard to ability level of students.</p> <p>Some students are observed generalizing and using acquired skills in the natural environment either across people, places or events, or time is allotted in the schedule for teaching these skills.</p> <p>During a timed observation, some students are attending to teacher/materials and responding to directions during group instruction.</p> <p>Most students are observed to be actively responding for some parts of the school day.</p> <p>Teacher is working with a student but sometimes intersperses easy tasks with difficult tasks.</p> <p>Teachers can provide evidence that some students in their classroom are learning skills similar (or prerequisite skills necessary) to those in the general education classroom.</p>	<p>All students have frequent opportunities to respond at their appropriate level. For example, during group instruction (2 or more students) individual turns are given to students' that are customized to their current acquired skill set.</p> <p>Higher-order thinking skills are demonstrated by generalizing skills to the natural environment (across people, places, and events) as observed during specific times for skill generalization or natural environment training (NET).</p> <p>During a timed observation, the majority of students are attending to teacher/materials and responding to directions during group instruction. The teacher is able to individualize instruction based on student need as well as prompt students to respond after a "wait time" of no more than 5 seconds latency encouraging participation, engagement, and fluency to respond.</p> <p>All students are observed to be actively responding for some parts of the school day.</p> <p>Teacher is working with a student and intersperses easy tasks with difficult tasks to ensure success and provide practice of previously mastered skills.</p> <p>Teachers can provide evidence that students in their classroom are learning skills similar (or prerequisite skills necessary) to those in the general education classroom.</p>	<p>All students have frequent opportunities to respond at their appropriate level across all staff and some classmates.</p> <p>Data systems are in place to evaluate higher-order thinking skills demonstrated by generalizing skills to the natural environment (across people, places, and events) as observed during daily planned specific times for skill generalization or natural environment training (NET).</p> <p>During a timed observation, the majority of students are attending to teacher/materials and responding to directions during group instruction. The teacher is able to individualize instruction based on student need as well as prompt students to respond after a "wait time" of no more than 5 seconds latency encouraging participation, engagement, and fluency to respond. Teacher takes accurate data on student engagement during group instruction, graphs the data daily and makes immediate decisions based on the data.</p> <p>All students are observed to be actively responding for the majority of the school day.</p> <p>Teacher is working with a student and is able to organize materials and provide instruction that consistently intersperses easy tasks with difficult tasks.</p> <p>Teachers can provide evidence that students in their classroom are learning skills similar (or prerequisite skills necessary) to those in the general education classroom as well as provides opportunities to promote engagement with general education peers.</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>3d Using Assessment in Instruction</b> <b>General Examples</b>				



	Failing	Needs Improvement	Proficient	Distinguished
3d Specific Examples	<p>For students with significant language delays, there is a lack of data collection on skill acquisition.</p> <p>There is no set prompt hierarchy to prevent student errors from occurring.</p> <p>Teachers have no systematic way of conducting formal or informal preferences assessments to determine what reinforcers should be used through the day.</p> <p>During a timed observation, student receives little or no feedback on behaviors or the majority of feedback is general.</p> <p>Teacher is not observed to use the principles of shaping to differentially reinforce student responses.</p> <p>Cross disciplinary do not play a role in determining instructional levels in the classroom.</p> <p>Teacher does not make adjustment to instruction despite repeated student errors and lack of acquisition.</p>	<p>For students with significant language delays, teachers have a data collection system to monitor skill acquisition for some areas being targeted.</p> <p>Teacher sometimes uses a prompt hierarchy and teaching procedures that prevent some errors from occurring.</p> <p>Teachers use general classroom interests to choose reinforcers used during the instructional day.</p> <p>During a timed observation, student feedback is specific, immediate, and contingent on specific targeted behavior or response 75% of the time.</p> <p>Teacher sometimes carefully observes students' behaviors in order to use the principle of shaping to differentially reinforce approximations to a targeted behavior or response.</p> <p>At least one cross disciplinary assessments (such as gross motor, fine motor, speech and language, articulation, activities of daily living, preference, play and social) has been used to determine instructional levels in the classroom.</p> <p>Teacher collects weekly data and makes adjustment to instruction; however the adjustments are not correlated with the data.</p>	<p>For students with significant language delays, teacher has ongoing data collection to monitor skill acquisition as observed during daily data collection times.</p> <p>Teacher uses a consistent prompt hierarchy and teaching procedures that prevent errors from occurring to ensure skill acquisition.</p> <p>Teachers use informal preference assessments consistently to choose student specific reinforcers used during the instructional day.</p> <p>Observed student feedback is specific, immediate, and contingent on specific targeted behavior or response.</p> <p>Teacher carefully observes students' behaviors in order to use the principle of shaping to differentially reinforce successful closer approximations to a targeted behavior or response.</p> <p>Cross disciplinary assessments (such as gross motor, fine motor, speech and language, articulation, activities of daily living, preference, play and social) are used to determine instructional levels in the classroom.</p> <p>Teacher is observed to actively adjust instruction based on daily analysis of data. For example, teacher references a social skill curricular sequence, based on student assessment or target levels for social interactions with peers.</p>	<p>For students with significant language delays, teacher has ongoing data collection to monitor skill acquisition as observed during daily data and demonstrates use of ongoing analysis using formative assessment of student responding.</p> <p>Teacher has instructed all staff to use a consistent prompt hierarchy and teaching procedures that prevent errors from occurring and to ensure skill acquisition. Teacher holds the staff accountable to the skills they have been taught.</p> <p>All staff use daily documented informal preference assessments consistently to choose student specific reinforcers used during the instructional day.</p> <p>Observed student feedback is specific, immediate, and contingent on specific targeted behavior or response across all classroom staff and all students.</p> <p>Teacher carefully and consistently observes students' behaviors in order to use the principle of shaping to differentially reinforce successful closer approximations to a targeted behavior or response. Current acceptable approximations are shared across staff working with individual students on a daily basis.</p> <p>Comprehensive cross disciplinary assessments (such as gross motor, fine motor, speech and language, articulation, activities of daily living, preference, play and social) are used to determine instructional levels in the special education classroom, general education classroom, school, and therapy settings. For example, teacher references and provides evidence of a social skill curricular sequence which is being implemented in special education setting and in the general education setting.</p> <p>Teacher is observed to actively adjust instruction based on daily analysis of data as well as ongoing assessment of student responding during instruction.</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>3e Demonstrating Flexibility and Responsiveness</b> <b>General Examples</b>				
<b>3e Specific Examples</b>	<p>The teacher does not use ongoing assessment during lessons.</p> <p>Student groupings are static and not based on assessment.</p> <p>Teacher uses general items in an attempt to reinforce students throughout the day. Objects may be reinforcing to some students, but preference assessments are not ongoing. For example, all students receive stickers for working regardless of student preference or performance.</p> <p>Students' responding is inconsistent and there is not system in place to correct student answers.</p>	<p>The teacher inconsistently uses ongoing assessment during lessons and makes decisions based on accuracy of student responding.</p> <p>Student groupings are observed to be flexible throughout the year based on skill acquisition, individualized data, and performance. Grouping data is based on a quarterly schedule.</p> <p>Teacher uses reinforcers that are not based on preference assessments during the instructional day. For example, teacher is observed to use the same reinforcement for all students and regardless of the students' responses.</p> <p>Students are observed to be responding to staff instructions given; however, staff does not have a system in place to correct errors. For example, student makes an error and teacher continues to repeat the question and allow errors to continue despite the student's continuous errors.</p>	<p>The teacher uses ongoing assessment during a lesson and makes immediate decisions based on accuracy of student responding. There is a system to track student errors.</p> <p>Student groupings are observed to be flexible throughout the year based on skill acquisition, individualized data, and performance. Grouping data is based on a monthly schedule.</p> <p>Teacher uses informal preference assessments consistently to choose student specific reinforcers used during the instructional day. For example, teachers provide reinforcement with longer duration and increased quantity for better and more accurate responding during instruction.</p> <p>Students are observed to be actively responding to a majority of staff instructions given (and if they do not actively respond, staff uses a consistent system to correct errors). For example, teacher uses a prompt hierarchy and teaching procedures that prevent errors from occurring.</p>	<p>Teacher uses ongoing assessment during a lesson and makes immediate decisions based on accuracy of student responding. There is a comprehensive system to track student errors throughout the day.</p> <p>Student groupings are observed to be flexible based on skill acquisition, individualized data, and performance. Grouping data is evaluated on a regular basis.</p> <p>Teacher uses informal preference assessments consistently to choose student specific reinforcers used during each instructional session based on student motivation and are observed to vary the way reinforcers are delivered.</p> <p>All students are observed to be actively responding to a majority of staff instructions given (and if they do not actively respond, staff uses a consistent system to correct errors at the individual student level). For example, fidelity of instructional procedures across staff (examples provided by supervisor and/or accessed online) are used to guide classroom staff training and professional development. Another example: a checklist is developed and posted for error correction procedures and prompt hierarchy.</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>4a Reflecting on Teaching General Examples</b>				
<b>4a Specific Examples</b>	<p>Teacher does not evaluate instruction based on reliable data and does not make instructional changes as a direct response to student data.</p> <p>Teacher blames the student's lack of progress on characteristics of his or her disability.</p> <p>Teacher has no data and instead relies on anecdotal reporting for evaluating student performance.</p> <p>Despite students not responding during a lesson and engaging in problem behavior teacher states, "Well, I think they are doing great!"</p>	<p>Teacher evaluates instruction based on reliable data with expectations on responses and makes instructional changes based on evidence and as a direct response to student data on at least a monthly basis.</p> <p>All data collected is recorded.</p> <p>Teacher takes some responsibility for student performance, but attributes areas of weak performance on the student's disability or deficits.</p> <p>Data is collected but is unreliable or recorded after extended period of time following responses.</p>	<p>Teacher evaluates instruction based on reliable data with clear expectations on targeted responses and makes instructional changes based on evidence and as a direct response to student data.</p> <p>Most data collected is recorded immediately.</p> <p>Teacher takes the bulk of responsibility for student performance, but notes the attributes of performance that may be affected by the student's disability or deficits.</p> <p>Teacher has a data system in place for group responses and makes decisions on teaching based on that data.</p> <p>Teacher notes that a student isn't responding to a given prompt, so she immediately increases her prompt level to ensure correct responding</p>	<p>Teacher evaluates instruction by all staff based on reliable data with clear expectations on targeted responses and makes immediate instructional changes based on evidence and as a direct response to student data.</p> <p>All data collected is recorded and graphed immediately.</p> <p>Teacher takes full responsibility for student performance, both strong and poor, rather than attributing performance to student deficits or disabilities. Teacher actively seeks out professional development opportunities or current research to ensure he or she is providing and appropriate education to each student regardless of needs.</p> <p>Teacher videotapes a lesson to reflect on their performance using a fidelity checklist or other systematic data collection tool to evaluate teacher behavior.</p> <p>Teacher invites colleagues or other classroom staff to collect data using a fidelity checklist or other systematic data collection tool to evaluate their teaching behavior.</p> <p>After 5 minutes into a 10 minute group lesson teacher has data that shows students responded at a rate of 1 response per minute and were engaged for 20% of intervals and adjusts her instruction so the next group lesson with this group elicits more active student responding and increased engagement time.</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>4b Maintaining Accurate Records</b> <b>General Examples</b>				
<b>4b Specific Examples</b>	<p>Special education paperwork does not adhere to timelines.</p> <p>Individual student data is collected inconsistently.</p> <p>Data systems are non-specific, completely unorganized, or missing.</p> <p>Teacher relies on anecdotal reports to make instructional decisions.</p>	<p>Teacher abides by all district, state, and federal regulations and timelines for special education paperwork.</p> <p>Teacher takes individualized student data on a regular schedule.</p> <p>Data systems are individualized and cover most areas of student need. There may be a lack of organization and data is not easily and readily accessible.</p> <p>Teacher does not consistently take data for incidents of significant problem behavior for one student showing significant problem behavior (e.g., ABC data, time sampling, and/or frequency count).</p>	<p>Teacher abides by all district, state, and federal regulations and timelines for special education paperwork and provides clear communication to all team members including caregivers.</p> <p>Individualized student data is taken daily (unless less frequent data is justified based on specific student needs).</p> <p>Data systems are individualized, organized, and comprehensive for student need.</p> <p>Teacher can give an update of student progress on IEP goal/objective at any time when requested based on up-to-date data.</p> <p>Teacher demonstrates an effective data collection procedure for incidents of significant problem behavior for all students showing significant problem behavior (e.g., ABC data, time sampling, and frequency count).</p>	<p>Individualized student data is recorded, graphed, and analyzed daily. Instructional changes are made immediately.</p> <p>Teacher has provided professional development to classroom staff on how to collect, manage, and assist in interpreting data.</p> <p>Data systems are individualized, organized, and comprehensive for student needs both in the school environment and in the integrated environments of home and community.</p>
<b>4c Communicating with Families</b> <b>General Examples</b>				

	Failing	Needs Improvement	Proficient	Distinguished
<b>4c Specific Examples</b>	<p>Teacher has no evidence of communication with parents outside of progress reports, and school scheduled parent/teacher conferences.</p> <p>There is a lack of family input in the students' educational plans.</p>	<p>Teacher sporadically communicates with parents regarding individualized student needs and progress.</p> <p>Teacher uses a checklist with ratings of how the student performed for some parts of the day that are non-specific.</p> <p>Teacher uses a communication book but information is vague, general, and non-conducive to increase parent involvement.</p> <p>Family goals and perspectives are noted in the educational plan.</p>	<p>Parent communication and involvement are evident in the educational planning and delivery process (e.g., logs, records, or documentation).</p> <p>Teacher uses communication log that is brief but provides explicit information that is clear to parents and informs them at a level that allows for active parent involvement.</p> <p>Family goals and perspectives are incorporated into the educational plan.</p>	<p>Teacher frequently communicates with parents regarding individualized student strengths, needs, progress, and ensures parent understanding of current programming and data.</p> <p>Family goals and perspectives are elicited often, documented, and incorporated into all aspects of the educational plan.</p> <p>Teacher offers after school training to parents on effective interventions to assist with follow-through in the home.</p>
<b>4d Participating in Professional Community</b> <b>General Examples</b>				
<b>4d Specific Examples</b>	<p>A teacher who has a specialized classroom has little to no collaboration with administration, colleagues, general education teachers, or specialists in her building.</p> <p>Teacher only interacts with colleagues for mandated events.</p>	<p>A teacher who has a specialized classroom has informal and infrequent interactions with administration and other teachers but does not have a system of regular collaboration with other teachers.</p>	<p>A teacher who is hired through the Intermediate Unit whose class is hosted in a district building can demonstrate collaboration (or collaboration attempts) with building colleagues.</p>	<p>Teacher contributes to conferences or in-services within and outside of the district to promote best practices in classrooms.</p> <p>Teacher attends grade level or team meetings to plan effectively for her students that exceed requirements by his or her contract.</p> <p>Special education teacher provides training that allows general education teachers to increase student responding in the general education classroom and effectively manage student behavior.</p>

	Failing	Needs Improvement	Proficient	Distinguished
<b>4e Growing and Developing Professionally</b> <b>General Examples</b>				
<b>4e Specific Examples</b>	<p>Teacher seeks out no professional development that is correlated to the specific needs of the students.</p> <p>Teacher seeks out professional development that is solely to maintain teacher certification requirements.</p>	<p>Teacher seeks out professional development opportunities outside of the district or intermediate unit trainings that are at times specific to their student needs, but not always correlated to the specific needs of the students.</p>	<p>Teacher actively seeks out professional development opportunities outside of district trainings that are specific to their students' needs.</p>	<p>Teacher takes coursework towards and/or takes the exam to become a Board Certified Behavior Analyst.</p>
<b>4f Showing Professionalism</b> <b>General Example</b>				

	Failing	Needs Improvement	Proficient	Distinguished
<b>4f Specific Examples</b>	<p>Teacher refers to her student with special needs in a derogatory manner.</p> <p>Teacher makes inappropriate offensive comments in student's presence.</p> <p>Teacher does not take the time to review students IEP's with special education Para-professionals assigned to the classroom.</p> <p>Teacher constantly points out the errors that Paraprofessionals are making and does not take the time to teach them the necessary skills to successfully support the students.</p>	<p>Teacher takes time to review students' IEPs with Paraprofessionals assigned but does not ensure understanding and implementation.</p>	<p>Teachers are able to specifically point out strengths of staff assigned to classroom as well as provides feedback and training on areas of need</p> <p>Teacher completes surveys and questionnaires when asked by parents for physicians or behavioral health providers about student's current functional and educational levels.</p>	<p>Teacher spends time outside of the school day when asked by parents to participate via phone as a member of the student's team during a meeting with behavioral health providers.</p> <p>Teacher spends time outside of the school day to correspond via email with a home tutor about current targets as requested by parents.</p>