

Possible **examples** of how the Framework For Teaching could apply to  
**Emotional Support Teachers**

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	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Knowledge of Content and Pedagogy General Examples</b>	<p>ES teacher does not demonstrate knowledge of scope and sequence of content area of instruction.</p> <p>ES teacher is not aware of prerequisite skills necessary to complete curriculum.</p> <p>Teacher demonstrates little to no understanding of functions of behaviors.</p> <p>Teacher is unable to functionally assess student behavior.</p>	<p>ES teacher demonstrates minimal knowledge of scope and sequence of content area of instruction.</p> <p>ES teacher demonstrates minimal knowledge of prerequisites skills necessary to complete curriculum.</p> <p>Teacher minimally assesses student behavior but is unable to adjust instruction to meet behavioral needs.</p>	<p>ES teacher utilizes knowledge of the scope and sequence utilized in instruction.</p> <p>ES teacher makes data driven instructional decisions based on assessment of the prerequisite skills to design lessons and units. Teacher uses individualized instruction. The ES teacher is able modify educational structure and presentation to match the unique behavioral/ emotional characteristics of each student.</p> <p>ES teacher provides instruction that leads to gains in student self – esteem.</p>	<p>ES teacher utilizes knowledge of the scope and sequence to implement cross curricular instruction. ES teacher develops instruction based on data from multiple curricular areas. ES teacher frequently revises instruction based on data collected on student progress. Teacher utilizes differentiated instruction to provide units across curricular subjects.</p> <p>ES teacher presents cross curricular instruction in a method that integrates not only the unique behavioral /emotional characteristics of each student but also in a manner that leads to progress in academic and emotional gains. ES teacher provides instruction that leads to gains in student self- actualization.</p>
<b>1a Specific Examples</b>	<p>Teacher does not demonstrate effective techniques in the area of relational skill development. For instance, the teacher tells the students to only fight outside of the classroom.</p> <p>Lesson plans and instruction do not reflect student needs based on their FBA and IEP. For instance teacher does not know where FBAs and IEPs are located and cannot produce them when requested.</p>	<p>Teacher inconsistently provides instruction in the area of relational skill development. For instance, when two students are fighting one time the teacher will intervene by separating the students and the next time the teacher will ignore the incident.</p> <p>Teacher has completed FBAs on students but they are not consistently accurate, utilized, or implemented in instruction. For instance, the students' FBA gives a function of task avoidance. The teacher allows the student to move to a new task when the student begins yelling at the teacher.</p>	<p>Teacher consistently incorporates relational skill development as a part of the classroom program. For instance to prevent fighting between students, the teacher holds daily classroom meetings to discuss any conflicts and offer solutions to the arguments.</p> <p>Teacher consistently utilizes FBA and IEP to plan and implement positive behavior management program. For instance, given a student who is verbally disruptive to avoid the assignment (task avoidance is listed in FBA), the teacher identifies positive and negative consequences of the behavior and rewards the student when he makes a positive choice and completes the task.</p>	<p>Teacher consistently empowers students to develop relational skill development into multiple curricular areas as part of the classroom academic instruction. For instance, the teacher collaborates with students to have student led conflict resolution groups in the classroom.</p> <p>Teacher consistently utilizes FBA and IEP to facilitate student development of self- regulatory skills. For instance, given a student who is verbally disruptive to avoid an assignment (task avoidance is listed in FBA), the teacher uses a pre-arranged signal to assist student in recognizing their own behavior and empowers the student to come up with alternative positive choices such as taking a movement break and then completing assignment.</p>

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<b>1b Demonstrating Knowledge of Students</b> <i>General Examples</i>	<p>ES teacher is unaware of significant characteristics of the different classifications used to identify EBD students.</p> <p>Teacher does not actively engage students in the learning process.</p> <p>ES teacher does not identify or adjust learning based on factors impacting student learning.</p>	<p>ES teacher is aware of significant characteristics of different classifications used to identify EBD students but does not incorporate this knowledge into lessons and instruction.</p> <p>Teacher does not consistently actively engage students in the learning process.</p> <p>ES teacher recognizes that children's background, culture, and developmental stage impact their learning, however the teacher displays limited insight into how to adjust the lesson to meet the student's needs.</p>	<p>ES teacher is aware of significant characteristics of different classifications used to identify EBD students utilizes this to guide the students' academic and or emotional development.</p> <p>Teacher monitors and attempts to achieve active student engagement during lesson.</p> <p>ES teacher recognizes and adjusts lessons to consider students' background, culture and developmental stages.</p>	<p>ES teacher is aware of significant characteristics of different classifications used to identify EBD students and utilizes this to guide the students' academic and emotional development.</p> <p>Teacher monitors and adjusts instruction to ensure continued active student engagement.</p> <p>ES teacher recognizes and incorporates students' background, culture and developmental stages to enhance student engagement.</p>
<b>1b Specific Examples</b>	<p>Teacher does not have a positive behavior support plan in place and utilizes only a negative discipline plan. For instance, when a student calls the teacher a name, the teacher's response is to take away all of the student's recess.</p> <p>Teacher has no contact with students' home and makes no effort to understand challenges associated with students' home life. For instance the teacher does not call or contact the student's family and has no idea that the student's father has been placed in jail.</p>	<p>Teacher has a behavior management plan but does not implement it consistently and effectively. For instance, when two students call the teacher names, one student loses all his recess and the other student receives a verbal reprimand.</p> <p>Teacher has inconsistent contact with students' home and does not consistently engage parents/ guardians in helping to promote positive emotional and behavioral skills. For instance, the teacher called home to tell the parents about the student refusing to work, but does not listen when the parent attempts to tell them that the student's brother was in the hospital.</p>	<p>Teacher has a positive behavioral management plan based on student needs and characteristics of classifications, which is implement throughout all areas of the classroom. For instance, when a student calls the teacher a name, the teacher praises the other students in the room for working quietly.</p> <p>Teacher consistently contacts students' parents/ guardians and utilizes their suggestions and concerns in the development of positive emotional and behavioral skills. For instance, the teacher calls the parents weekly and discovered that the students' cousin was going to be moving in with the family. The teacher and parents discussed how this would impact the student and strategies to make the transition easier.</p>	<p>Teacher collaborates with students to develop and implement a positive behavioral management plan encouraging and incorporating student self-monitoring skills- For instance, the teacher and students collaborate to set a goal of no name calling for a week. Following the positive behavior management system, if the student meets the goal, using self-monitoring techniques, they will earn a prize.</p> <p>Teacher consistently contacts students' parents/ guardians and utilizes information to facilitate effective home and school relationships. For instance, the student is struggling with completing homework so the teacher and parents meet and design a plan where the student earns recess with their general education class for completing homework six days.</p>

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<b>1c Setting Instructional Outcomes</b> <b>General Examples</b>	<p>Teacher does not demonstrate use of PA Academic Standards and goal driven instruction.</p> <p>Teacher does not identify behavioral or emotional goals or outcomes for students.</p> <p>Teacher only utilizes activities based on the knowledge learning type which are not appropriate for all students in the class.</p>	<p>Teacher references PA Academic Standards but does not reference outcomes or goals to guide instructional planning.</p> <p>Teacher is aware of IEP goals, including behavioral and emotional goals, however does not consistently monitor and/ or incorporate them into classroom program.</p> <p>Teacher recognizes learning outcomes for all students, but does not effectively plan and incorporate for all learning and behavioral needs.</p>	<p>Teacher develops classroom program guided by outcomes and goals based on individual behavioral and academic student data.</p> <p>Teacher develops outcomes based on the PA Academic Standards determined by the student's IEP.</p> <p>Teacher effectively adjusts outcomes based on individualized student data.</p>	<p>Teacher develops and adjusts classroom program outcomes for academic and behavioral instruction based on student FBA's, IEP's and PA Academic Standards.</p> <p>Teacher guides students to develop their own appropriate individual learning outcomes.</p>
<b>1c Specific Resources</b> <b>Examples</b>	<p>Teacher has little or no knowledge of how to develop outcomes for EBD students.</p> <p>ES teacher does not incorporate related services and individual needs related to these areas in developing appropriate outcomes for the program. For instance, the teacher refuses to use movement breaks, recommended by Occupational Therapist to improve a students' attention to task, because the teacher feels they are nonsense.</p>	<p>Teacher does not consistently utilize IEP and FBA data to develop learning and behavioral outcomes for the EBD students.</p> <p>Teacher's classroom program only teaches skills for one setting. For instance, the teacher designs a behavior plan for a self-contained class but does not incorporate any training or modeling to prepare students for regular education classes.</p>	<p>Teacher consistently utilizes IEP and FBA data to develop learning and behavioral outcomes for the EBD students.</p> <p>Teacher's classroom program is designed to help students acquire skills necessary across a variety of settings. For instance, the teacher takes students into the general cafeteria time to instruct and practice appropriate behavior in a large group setting.</p>	<p>Teacher consistently utilizes IEP and FBA data to collaborate with students in developing their own appropriate learning and behavioral outcomes.</p> <p>Teacher's classroom program is designed to facilitate students' development of self – regulation skills necessary to engage in a variety of learning activities. For instance, the teacher works with students to identify challenging areas that students need to improve on in order to be successful in general education classes.</p>
<b>1d Demonstrating Knowledge of Resources</b> <b>General Examples</b>	<p>Teacher is unaware of supplemental services that are available for students with emotional and behavioral needs.</p> <p>Teacher does not seek district or outside training to increase knowledge of EBD students.</p> <p>Teacher is unaware of school district to policy to obtain materials to develop social and relational skills.</p>	<p>Teacher demonstrates awareness of school district services but does not consistently seek assistance of supplemental services available through MH/ MR and other outside agencies.</p> <p>Teacher participates in district workshops but does not seek additional trainings.</p> <p>Teacher has obtained some emotional and relationship skill building materials through the school district.</p>	<p>Teacher is aware of services both in the school and in the community and advocates for obtaining appropriate services.</p> <p>Teacher participates in district and outside resources for EBD students. Teacher displays some familiarity with resources external to school and on the internet for EBS students.</p> <p>Teacher utilizes outside resources to obtain training materials to develop emotional and relational skills.</p>	<p>Teacher coordinates and incorporates school district and outside services to enhance student emotional and behavioral development.</p> <p>Teacher demonstrates an awareness of resources for EBD students available through internet, and high education institutions.</p> <p>Teacher utilizes extensive materials obtained from a variety of outside resources, including universities, to develop emotional and relational skills.</p>

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<b>1d Specific Examples</b>	<p>Teacher does not utilize supportive devices recommended by related services. For instance, the Occupational Therapist has provided a sit and move cushion and weighted vest. The teacher stores these in a cabinet that is not accessible to the students.</p> <p>Teacher does not attend district in-services/ workshops.</p>	<p>Teacher will work with school based paraprofessionals but does not consistently work with TSS services. For instance, the teacher will not allow the TSS to work in the classroom.</p> <p>Teacher attends district workshops on classroom management and differentiated instruction</p>	<p>Teacher provides parents / guardians with information on supplemental services available through outside agencies. For instance, the teacher assists parents' with filling out a form for them to receive MH/ MR services.</p> <p>Teacher participates in a webinar on behavior management.</p>	<p>Teacher collaborates with therapeutic staff and students in developing in class activities to enhance emotional and behavioral skills. For instance, the teacher works with the TSS to arrange a field trip to a local restaurant to practice appropriate community social skills that students have been practicing in school.</p> <p>Teacher takes night classes at local university about classroom management and related topics to increase knowledge about working with EBD students.</p>
<b>1e Designing Coherent Instruction General Examples</b>	<p>Lesson / unit plans are not designed for students with emotional / behavioral needs and implement practices that are not sound educational decisions for these students. Plans do not have activities to actively engage students and allows for unstructured time to occur.</p>	<p>Some materials are appropriate for students with emotional / behavioral needs. Plans show some awareness of adaptations needed for the student group with whom the teacher is working.</p>	<p>Materials and plans are appropriate for students with emotional / behavioral needs and show awareness of adaptations needed for the student group to be successful.</p>	<p>Materials and plans are appropriate for students with emotional and behavioral needs. Adaptations demonstrate a variety of activities and choices to prevent unstructured time.</p>
<b>1e Specific Examples</b>	<p>Teacher does not have an organized behavior plan to address behavior needs during lesson implementation.</p> <p>Teacher has no behavioral system in place to motivate student engagement and focus.</p>	<p>Teacher has a behavioral plan that addresses behavior but does not meet the needs of the classroom.</p> <p>A high school teacher uses sticker charts to maintain attention and focus for all students.</p>	<p>Teacher has an organized behavior plan to address behavior during lessons but lacks variety based on student needs.</p> <p>Teacher has individualized behavior management plan to address attention and focus during lessons. For instance, the teacher has a sticker chart for each student that rewards focus during lessons.</p>	<p>Student collaborates with teachers to develop individual free time activities that offer choices based on their needs.</p> <p>Teacher provides an organized individual system to develop student's focus and attention to task. For instance, the teacher and student meet before a known stressful task and identify the desired behaviors that should occur during the task. Teacher and student meet after the task is complete and teacher guides student in self-assessment of whether desired behaviors were met.</p>
<b>1f Designing Student Assessments General Examples</b>	<p>Teacher does not exhibit any organized method of collecting data to track academic or behavioral performance. Teacher does not demonstrate understanding of assessments utilized in Evaluation reports, psychological reports, IEPs etc.</p>	<p>Teacher has inconsistent methods of collecting data to track academic and behavioral performance. Teacher acknowledges the existence of the assessments utilized in the evaluation reports, psychological reports, IEPs etc. but is not able to effectively implement this information to impact student learning.</p>	<p>Teacher has a consistent data collection for academic and behavioral performance and utilizes this information to develop a positive behavioral support plan/ behavioral intervention plan.</p> <p>Teacher has knowledge of the assessments utilized in the evaluation reports, psychological reports, IEPs etc. and bases instructional services on this information.</p>	<p>Teacher has consistent data collection for academic and behavioral performance and utilizes this information to develop a positive behavioral support plan/ behavioral intervention plan. Teacher incorporates student's involvement in the data collection system.</p> <p>Teacher has knowledge of the assessments utilized in the evaluation reports, psychological reports, IEPs etc. and bases instruction services on this information.</p>

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<b>1f Specific Examples</b>	<p>Teachers cannot locate and/ or demonstrates no knowledge of the contents of the student evaluation reports (Evaluation reports, IEP, psychological reports).</p> <p>Teacher is unable to provide the data necessary to write present education levels and FBAs, PBSPs.</p>	<p>Teacher completes assessments on behavior, but does not change instruction or classroom management based on these results.</p> <p>Teacher is unable to incorporate data collection into their positive behavioral management plan. For example the teacher collects data on student attention to task during math class, but does not use the positive behavior plan to improve the students' attention to task.</p>	<p>Teacher completes behavioral assessments and utilizes this data to change instruction and classroom management to improve student behavior.</p> <p>Teacher has consistent data collection and assessment method incorporated into the classroom management plan. For instance, the teacher collects daily data on student attention to task in twenty minute increments. The teacher then utilizes this data to determine which periods of the day are more difficult for the student and incorporates this in the classroom management plan.</p>	<p>Teacher and students complete individualized behavioral assessments daily to promote student self- monitoring behavior.</p> <p>Teacher facilitates student collection of data daily and collaborates with students to make changes to classroom management plan. For instance, the teacher has students complete a daily behavior report in twenty minute increments. During specified periods, the teacher reviews the students' report for accuracy to increase student self - awareness and self - esteem. The teacher and student discuss the results and set goals and positive incentives for the next period.</p>
<b>2a. Creating an Environment of Respect and Rapport General Examples</b>	<p>Teacher does not have an understanding of the students' background and the culture outside of the classroom.</p> <p>Teacher does not adapt instruction or classroom management based on students' behavioral and emotional needs in the classroom.</p>	<p>Teacher has a basic understanding of the students' background and the culture outside the classroom, but does not incorporate this knowledge into their interactions with the students.</p> <p>Teacher inconsistently adapts instruction and classroom management based on the students' behavioral and emotional needs in the classroom.</p>	<p>Teacher understands and seeks additional information about the student's background and culture outside the classroom. The teacher incorporates this knowledge into most interactions with students and parents.</p> <p>Teacher adapts instruction and classroom management based on the students' behavioral and emotional needs in the school environment.</p>	<p>Teacher understands and seeks additional information about the student's background and culture outside of the classroom. The teacher incorporates this knowledge into all interactions with students, parents and community to promote positive behavioral progress.</p> <p>Based on prior knowledge of students' behavioral and emotional needs, the teacher provides instruction and classroom management to prevent triggers and outbursts in the school environment.</p>
<b>2a Specific Examples</b>	<p>Teacher uses inappropriate language including using swearing, denigrating language, and sarcasm. For example, when a student swears in the classroom, the teacher calls him "a nasty little twerp".</p> <p>Teacher over-reacts to students' verbal abuse and disrespect. For instance the student swears at the teacher and the teacher grabs him and physically escorts him out of the room.</p>	<p>Teacher reacts inconsistently to students' verbal abuse and disrespect. For instance, when a student calls the teacher a name, the student loses all of his recess. When the student calls the teacher the same name the next day, the teacher provides him with a verbal reprimand.</p> <p>There is no formal classroom structure to promote respect and appropriate student interactions. For instance, students are disrespectful and aggressive in their interactions with other students and staff.</p>	<p>Teacher responds respectfully and calmly to student's verbal abuse and disrespect. For instance, when a student swears at a teacher, the teacher calmly states that that is not appropriate language and resumes the lesson.</p> <p>There is a classroom structure based on the students' backgrounds and culture that promotes respect and appropriate student interactions. For instance, the teacher holds morning group session for entire class to promote verbal expression and resolve potential conflicts.</p>	<p>Teacher responds respectfully, calmly and in a culturally appropriate manner to students' verbal abuse and disrespect. For instance, when student verbally abuses the teacher, the teacher responds by providing the student with a series of questions that will lead the student to make a better decision and reflect on their own behavior.</p> <p>The teacher and students collaborate to design a classroom climate that promotes respect and appropriate student interactions based on students' backgrounds and culture. For instance, the teacher facilitates a morning meeting where topic and agenda are led by the students.</p>

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<b>2b Establishing a Culture for Learning</b> <b>General Examples</b>	<p>Teacher does not have an understanding of appropriate behavioral expectations in the classroom.</p> <p>Teacher has no system to develop and encourage student self-awareness and self-monitoring.</p>	<p>Teacher has a minimal understanding of appropriate behavioral expectations in the classroom and it is implemented inconsistently.</p> <p>Teacher has system to encourage student self-awareness and self-monitoring, but it is implemented inconsistently.</p>	<p>Teacher has understanding of appropriate behavioral and learning expectations in the classroom and adjusts expectations based on student behavioral needs.</p> <p>Student, with the teacher's support, provides self-monitoring and appropriate independent social interactions in the classroom.</p>	<p>Teacher has understanding of appropriate behavioral and learning expectations in the classroom and adjusts expectations based on student behavioral needs. Students are involved in developing and implementing these expectations.</p> <p>Student, with the teacher's support, provides self-monitoring and appropriate independent social interactions across multiple settings.</p>
<b>2b Specific Examples</b>	<p>Teacher provides rewards even if the student does not earn them. For example, the student is physically aggressive towards other students and still receives a toy car for behavior.</p> <p>Teacher has no positive expectations for student behavior. For instance, the teacher is happy if students "sit down and shut up".</p>	<p>Teacher inconsistently provided rewards for appropriate behavior. For example, the teacher provides a toy car as a bribe for the student to not swear at them.</p> <p>Teacher can state appropriate behavior expectation but is inconsistent in implementing and expecting positive behavior. For instance, the teacher states an expectation of using appropriate language in the classroom, but provides rewards regardless of student behavior.</p>	<p>Teacher demonstrates a consistent set of expectations for students' behaviors and learning outcomes and implements a reward system based on the expectations of the classroom. For instance, the teacher rewards students for attending to task in five minute intervals.</p> <p>Teacher has high behavioral expectations and consistently and effectively implements and communicates them to the students. For instance, teacher states and models what behaviors will be expected during a fire drill. Teacher verbally praises and gives stickers to students who meet expectations during the next fire drill.</p>	<p>Students and teacher create and implement expectations and rewards that promote student accomplishment of behavioral and academic expectations. Student relationships within the classroom provide incentive for positive social interactions. For instance, student and teacher collaborate to identify goals for the day during morning group.</p> <p>Teacher and students have high behavioral expectations and work as a team to achieve these appropriate social interactions. For instance, students are tasked with recognizing each other's accomplishments during the course of the day. Teacher rewards students who have been able to accomplish identified goals and also compliment peers.</p>
<b>2c Managing Classroom Procedures</b> <b>General Examples</b>	<p>Teacher demonstrates no classroom management. Classroom is not safe physically or emotionally. Transitions are not handled smoothly, large amounts of time is lost handling transitions. Classroom routines and material management takes more time that instruction.</p>	<p>Teacher demonstrates a basic knowledge of classroom management but inconsistently implements it in the classroom. Classroom provides a place where students are physically safe but do not feel emotionally secure. Transitions are not consistently managed effectively. Classroom routines are often disjointed and take time from academics.</p>	<p>Teacher has a consistent classroom management plan that is implemented consistently. The classroom provides a safe physical and emotional environment. Plans are in place to manage transitions between activities and areas. Students are aware of and participate in classroom routines to prevent the interruptions of academics.</p>	<p>Teacher has a consistently implemented classroom management plan that is developed with the students. The classroom provides a safe physical and emotional environment. Transitions are handled smoothly and with student awareness. Classroom routines are integrated into the classroom structure and do not interrupt academics.</p>

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<b>2c Specific Examples</b>	<p>Classroom is not safe. Students engage in physically unsafe behavior with not effective teacher intervention. Frequency and severity of unsafe behavior is high. For example, students engage in a fight in front of teacher and teacher walks out of the classroom.</p> <p>There is no structure for transitions. For instance, when the bell rings for lunch the students leave the classroom with no teacher dismissal/ direction.</p>	<p>Classroom teacher provides a safe physical environment with immediate interventions for unsafe behavior. Teacher is reacting to unsafe behavior. For instance, when students began fighting, the teacher separates students.</p> <p>Limited structure is provided for either area transitions, or activity transitions, that are inconsistently applied. For instance, during indoor recess the teacher gives a five minute warning but recess ends twenty minutes later.</p>	<p>Classroom teacher provides a safe physical environment with immediate interventions for unsafe behavior. Teacher is proactive in preventing unsafe behavior For instance, the teacher notices students arguing and intervenes by talking to both students and preventing physical aggression.</p> <p>Teacher has developed and consistently implements transition procedures for transitions between activities and areas. For instance, prior to the end of a class the teacher gives a five minute warning and has students complete a previously taught end of the period routine.</p>	<p>The teacher engages students in developing a collaborative proactive plan to maintain a safe and supportive classroom environment. For instance, during morning meeting, the teacher facilitates a student discussion on how to maintain a safe classroom.</p> <p>Students collaborate with teacher to develop and self-monitor appropriate transition procedures between areas and activities. For instance, teacher and student collaborate to set criteria for students to independently transition from special area classes back to the ES classroom.</p>
<b>2d Managing Student Behavior General Examples</b>	<p>Teacher has no concept of a positive behavior management plan.</p> <p>Teacher has no training in crisis behavior including physically unsafe behavior.</p>	<p>Teacher has a concept of a behavior management plan but it is inconsistently applied and / or it is based on negative consequences.</p> <p>Teacher has training in crisis behavior but inconsistently utilizes it and/or follows improper practices.</p>	<p>Teacher has developed and utilized a positive behavior management plan.</p> <p>Teacher has training in crisis behavior and implements both verbal and physical de-escalation as needed for an individual situations.</p>	<p>Teacher has developed and utilizes a positive behavior management plan that includes active student engagement to promote self-monitoring and regulation.</p> <p>Teacher has training in crisis behavior and implements both verbal and physical de-escalation as needed for an individual situations.</p>
<b>2d Specific Examples</b>	<p>Teacher almost exclusively utilizes negative consequence to management behavior. For instance, teacher reacts to student aggression by threatening to call the police.</p> <p>Teacher has no understanding of how to de-escalate a physical or emotional outburst and will often over or under- react to a dangerous situation. For instance, when a student begins hitting another student the teacher grabs one of the students and puts him in a head lock.</p>	<p>Teacher uses both negative and positive consequences. Consequences are implemented inconsistently. For instance, the first time the student acts aggressively the teacher threatens to call the police, the next time they give the student a time out.</p> <p>Teacher has basic knowledge of de-escalation and crisis management techniques but applies them inconsistently and does not always follow approved school district policies. For instance, two students are fighting and the teacher immediately physically intervenes and grabs the smallest student. Teacher does not report incident to school personal.</p>	<p>Teacher uses mainly proactive positive behavior interventions to promote appropriate student behavior. For instance, the teacher rewards students who keep their desks neat and clean.</p> <p>Teacher is able to effectively and safely de-escalate and physically intervene as necessary to maintain a safe environment for the safety of students and staff. For instance when two students began fighting the teacher attempts to intervene verbally, then with gradual increases of physical intervening based on their specific crisis management training means as needed.</p>	<p>Student and teachers collaborate to develop and implement appropriate individualized behavioral plans including student self- monitoring. During morning meeting, teacher and student identify that the student will not have any assaults during the day.</p> <p>Teacher is able to effectively and safely de-escalate and physically intervene as necessary to maintain a safe environment for the safety of students and staff. For instances, when a student physically threatens the teacher with a desk, the teacher is able to de-escalate students and encourage appropriate choices via a questioning technique.</p>
<b>2e Organizing Physical Space General Examples</b>	<p>Teaching environment is unwelcoming, and is not designed for the population of the class. Environment is not conducive to any necessary de-escalation strategies.</p>	<p>Teaching environment is minimally welcoming and/or aimed at appropriate classroom population. The needs of the students are minimally addressed.</p>	<p>Teacher has student work displayed but does not elicit student input in arranging the classroom. Classroom environment is welcoming and aimed at appropriate classroom population. The classroom provides a safe area for de-escalation as necessary.</p>	<p>Environment is structured in a manner that allows the teacher to deal with any behavioral escalations. Students have clearly contributed to classroom environment. The classroom provides a safe area for de-escalation as necessary.</p>



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<b>2e Specific Examples</b>	<p>Students' desks are not arranged to promote attention to task and appropriate social interaction. For instance, the teacher allows students to put their desks anywhere in the room.</p> <p>Classroom environment does not provide a safe area to de-escalate behavior. For instance, there is not open space or safe/cool down corner in the classroom.</p>	<p>Students' desks are arranged to promote either attention to task or appropriate social interaction. For instance, the teacher places desks with sufficient space around them to preserve personal space but does not optimize on task behavior.</p> <p>Classroom environment has minimal structure conducive to management of unsafe behavior. For instance, the teacher has a safe/cool down corner in the classroom but uses it only for time outs.</p>	<p>Students' desks and classroom space are arranged to promote attention to task and appropriate social interaction. For instance, two known antagonistic students are placed on opposite sides of the classroom to reduce conflict.</p> <p>Classroom environment has a clear safe area to be used for de-escalation of behavior. For instance, the teacher has a safe/cool down area and students are encouraged to use it when they become frustrated.</p>	<p>Teacher and students have collaborated to create an environment conducive to student learning, engagement and appropriate social interaction. For instance, the teacher allows students to earn the privilege of choosing the location of their desk based on academic and behavioral progress.</p> <p>Classroom environment has a clear safe area to be used for de-escalation of behavior. Classroom environment provides students with a quiet area that can serve for a self-initiated de-escalation. For instance, the teacher has a safe/cool down area and students use the area to calm down and release frustration with no prompts from teacher.</p>
<b>3a Communicating with Students General Examples</b>	<p>The teacher does not communicate behavioral expectations to students. The teacher does not adapt the communication style when instructing students to meet the students' emotional and behavioral needs. Communication attempts by students are ignored or mishandled.</p>	<p>The teacher inconsistently communicates behavioral expectations to students. The teacher inconsistently or ineffectively adapts communication style to students' needs. The teacher is aware of gaps in student learning due to behavioral difficulties but does not adapt communication of instruction to address these needs. Students' attempts to communicate emotional needs are dealt with inconsistently, and students do not feel comfortable approaching the teacher.</p>	<p>Teacher communicates clear behavioral expectations to students. The teacher adapts instructional presentation and pacing to meet student emotional and behavioral needs. The teacher is aware of gaps and deficits in student learning, due to instruction missed due to behavioral difficulties and adapts instruction accordingly. Students feel comfortable approaching the teacher on both academic and emotional levels.</p>	<p>Teacher communicates behavioral expectations, as well as learning expectations, clearly to students and parents. Teacher adapts instructions to meet students' behavioral and academic needs. The teacher is aware of gaps and deficits in student learning due to instruction missed due to behavioral difficulties and adapts accordingly. Students and parents feel comfortable approaching the teacher on both academic and emotional levels.</p>
<b>3a Specific Examples</b>	<p>Teacher does not post or review behavioral expectations with students.</p> <p>Teacher makes no attempt to communicate with students and parents and does not respond when they attempt to contact the teacher. For instance, the parent calls the teacher three times and the teacher does not respond to phone calls.</p>	<p>Teacher communicates inconsistent behavioral expectations to students. Data about behavioral progress is inconsistently provided to parents. For instance, parents find out the student has been physically assisted due to aggressive behavior two times when they go to the IEP meeting.</p> <p>Students are not comfortable approaching teacher about their feelings and emotional health issues. Teacher inconsistently responds to requests for attention from students.</p>	<p>Teacher provides clear behavioral expectations to students. Data collected on behaviors is clearly communicated to parents on a regular basis. For instance, the teacher sends a daily report to parents summarizing their student's behavior.</p> <p>Teacher seeks out students and parents who need assistance in dealing with emotional health issues. Teacher provides consistent instruction on students' emotional and behavioral health including self-regulation skills. For instance, when a student has issues with calling out in class, the teacher provides daily support to help student learn ways to regulate this behavior.</p>	<p>Teacher provides clear behavioral expectations, developed with the students, clear and instructive feedback and guidance with student self-monitoring of these expectations. Information on student behavioral progress is clearly communicated to parents with student input. For instance, the teacher holds quarterly nighttime meetings for parents to create a dialogue between parents and school.</p> <p>Students and parents actively collaborate with teacher in managing their social and emotional needs.</p>

	Failing	Needs Improvement	Proficient	Distinguished
3b Using Questioning and Discussion Techniques General Examples	The teacher does not have students question and reflect on their behaviors. They are discouraged from telling others how their behavior impacts them or are allowed to use degrading and inappropriate comments about negative behavior. Teacher uses degrading or inappropriate comments about student behavior. Teacher makes no attempt to incorporate or accommodate students' emotional and behavioral challenges in their lesson presentations.	The teacher asks questions that require brief answers and do not require students to examine their own behavior. The teacher inconsistently has students express how they feel about others' behaviors. There is little or no teacher-student discussion regarding student behavioral and self-regulation.	The teacher provides questions that allow students to discuss and reflect on their own behaviors and how it impacts others. The teacher guides students in telling others how they feel and how they can change their behavior and how the behavior makes them feel. Teacher asks probing questions to encourage student self-examination and solutions to emotional and behavioral needs.	Students lead the discussions and teacher has provided students with the skills necessary to question and reflect on their own behavior and how it impacts others. The students appropriately address other students' behavior and give appropriate feedback on how they can change behavior and how it makes others feel. Students are encouraged to appropriately share their feelings with others outside of the classroom including other students, parents and teachers.
3b Specific Examples	Students are discouraged from discussing how others behavior is impacting them. For instance, when a student asks another student to be quiet so they can work, the teacher tells both students to be quiet.  When dealing with negative behavior, teacher is confrontational and uses negative responses that degrade the student. For instance when a teenage student becomes emotionally distressed, the teacher tells them to stop acting like a baby.	Students are not encouraged to discuss their behavior and how it impacts others. For instance, the teacher tells the students to follow directions and not to question why they have to do something.  Teacher varies from confrontation to directive when dealing with student emotional and behavioral challenges. For instance, student becomes verbally confrontational and the teacher threatens to detain the student and gives orders to the student. For instance, when dealing with an oppositional defiant student the teacher tells the student to sit down. When the student refuses the teacher continues to argue and direct.	With prompting, students are able to express how they feel about others behavior. For example, when a student is bothered by another student's noise, the teacher prompts the student to tell the student "Johnny, your noises are bothering me and making it hard to work. Can you please stop making noises?"  Teacher uses a non-confrontational "questioning" approach when dealing with students emotional and behavioral needs. For instance, when dealing with an oppositional defiant student who refuses to sit down, the teacher de-escalates the situation through questioning techniques.	Students are able to clearly communicate how another student's behavior is impacting them and offer suggestions to the other student to make a positive change in their behavior. For instance, when a student is bothered by another student's noise, they independently tell that student to stop making the noise.  Teacher guides students to openly discuss their own behavior, why they need to change it, and the support they need to do this. For instance, in the morning meeting, the teacher facilitates a student to identify that he needs to stop calling out without raising his hand and decides on a prompt to remind him of this.
3c Engaging Students in Learning General Examples	Activities are inappropriate for the students with emotional/behavioral needs. Activities are highly unstructured and not well supervised. Instruction is vulnerable to student disruption and teacher is unable to regain appropriate student participation. Behavior clearly disrupts academic instruction.	Activities have a limited ability to engage students with emotional and behavioral needs. Teacher's attempt to provide large group activities with limited attempts to adapt instruction to students' engagement, emotional and behavioral needs.	Teacher directed instruction is adapted to meet individual pacing, emotional and behavioral needs. Teacher offers a consistent program to encourage and reward student engagement. Classroom and behavioral goals are clearly identified.	Teacher has a consistent classroom structure that promotes active student engagement. There is consistent recognition for student self-initiation and self-monitoring of engagement during instructional time.
3c Specific Examples	Instruction clearly does not engage students in the learning process.  When a behavioral disruption occurs, the teacher is unable to effectively respond. The teacher is unable to re-engage students after a disruption.	Teacher is inconsistent in their ability to engage students in the learning process.  When a behavioral disruption occurs, the teacher attempts to intervene, however the intervention are inconsistent in their ability to re-engage students.	Teacher has developed and directs an effective instructional program designed to maximize student engagement.  When a behavioral disruption occurs, the teacher provides clear direction and structure to minimize the disruption and promote student re-engagement.	Teacher develops collaborative program designed to promote student self-initiation and engagement.  When a behavioral disruption occurs, the teacher guides the students through self-correction and re-engagement.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3d Using Assessment in Instruction</b> General Examples	Students are unaware of what behavior they are expected to have.  Students and teachers make no attempt to assess and monitor behavior and its impact on learning.	Teacher inconsistently assesses student emotional and behavioral needs. Data and feedback is not consistently available to assist students in correcting/regulating their behavior.	Teacher has a clear and consistent mechanism for teacher assessment and tracking of student behavior. There is a clear and consistent mechanism to motivate students to utilize information to change their behavior.	Teacher has a system in place that promotes students ability to self-assess and correct their own behavior.
<b>3d Specific Examples</b>	Classroom program has no tracking system for assessing behavior.  Emotional and behavioral needs are not identified as a goal.	Classroom program inconsistently tracks data with limited feedback provided to students about needed emotional and behavioral changes.  Emotional and behavioral needs are inconsistently identified as student goals.	Teacher has classroom system in place to track individual student data for emotional and behavioral issues. Feedback is provided to students about necessary changes.  Teacher provides students and parents with clearly stated behavioral and emotional goals. Strategies are provided to help students achieve these goals.	Teacher develops a collaborative system to provide a method for student self-assessment on emotional and behavioral performance.  With teacher guidance, students develop goals to improve their emotional and behavioral needs. Students frequently review progress on goals and adjust goals with teacher guidance.
<b>3e Demonstrating Flexibility and Responsiveness</b> General Examples	Teacher adheres rigidly to an instruction plan, ignores students' questions or interests. When a student has difficulty, the teacher gives up or blames the student or environment for lack of success.	Teacher attempts to adjust lessons and accommodate students' questions or interests with mixed results. The teacher has a limited repertoire of instructional strategies for student success.	Teacher makes effective adjustments to lesson to accommodate students' emotional and behavioral needs. The teacher accommodates students' questions and interests. Teacher has appropriate repertoire of instructional strategies to ensure student success.	Teacher develops a collaborative system of accommodations and adjustments that develop effective strategies for student self-management of emotional and behavioral needs. Teacher has an extensive repertoire of instructional strategies and seeks out additional strategies when needed to ensure students' behavioral and emotional success.
<b>3e Specific Examples</b>	Lessons and pacing are taken directly from instructional manual with no accommodations for students' behavior and emotional needs.  When faced with challenging or disruptive behavior the teacher's response is defensive and punitive. Teacher applies ineffective, negative consequences to manage students' behavior.	Lessons and pacing show minor adaptations for students' behavioral and emotional needs.  When faced with challenging or disruptive behavior teacher responds with standard discipline and negative consequences. Teacher makes inconsistent efforts to positively promote appropriate behavior.	Lessons and pacing are based on individual students' interests, along with emotional and behavioral needs.  When faced with challenging or disruptive behavior the teacher has a consistent, positive behavior management plan in place that they implement. Teacher adapts components of the plan to meet students' specific emotional and behavioral needs.	Students collaborate with teacher to adjust lessons and pacing to meet their individual emotional and behavioral needs.  When faced with a challenging or disruptive behavior the teacher is able to consistently implement positive behavior management plan. Post intervention, teacher demonstrates the ability to engage student in a collaborative effort to modify future behavioral and emotional challenges.
<b>4a Reflecting on Teaching</b> General Example	Teacher has no lesson plans, citation or reflection on lessons. Lesson plans do not reflect behavioral needs of students.	Teacher has lesson plans but no reflection on lessons. Lesson plans may not be easily located. Lesson plans minimally reflect behavioral needs of students.	Teacher has lesson plans and citations on how to improve or change lesson in an organized manner. Lesson plans include information on behavioral management.	Teacher has lesson plans and reflections on how to improve or change lesson in organized manner. Lesson plans reflect data driven behavioral interventions.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a Specific Examples</b>	No plans are present. Lesson plans do not contain any behavioral information.	Lesson plans are present, however are inconsistent and provide no citation of necessary adjustments to improve student engagement. Lesson plans contain minimal information on how student behavioral impacts learning. No modifications are listed.	Lesson plans are present and citations are included to indicate how to better meet students' behavioral and emotional needs. Lesson plans reflect student behavioral and emotional needs and provide adaptations to improve student engagement.	Lesson plans and reflections in lesson plans, incorporating student feedback as well as information on student behavioral needs, are present. Lesson plans reflect data driven decisions and student self-assessment.
<b>4b Maintaining Accurate Records General Examples</b>	Teacher does not complete required paperwork including IEP, FBA, and progress monitoring. Teacher does not track behavioral progress.	Teacher inconsistently completes paperwork including IEP, FBA, and progress monitoring. Paper work is completed incorrectly and fails to reflect students' needs and abilities. Teacher inconsistently tracks behavioral progress.	Teacher has a classroom behavioral monitoring system in place to track changes in behavior. IEPs and FBAs give an accurate portrayal of the students' needs to achieve success.	Teacher has classroom behavioral monitoring system in place to track positive and negative changes in behavior. Records reflect changes in approaches due to data collected. IEPs and FBAs are accurate, fully completed and portray the information necessary to give a new program an accurate description if they were to change programs.
<b>4b Specific Examples</b>	FBAs and IEPs are missing or not stored in appropriate manner. No behavioral tracking system is present.	FBAs and IEPs are partially completed but contain inaccurate information. Behavioral tracking is inconsistent	IEPs and FBAs are fully completed and provide an accurate view of the students' abilities and needs. Behavioral tracking is complete, accurate and provides an accurate portrayal of the students' needs.	IEPs and FBAs are fully completed and provide an accurate view of the students' abilities and needs. At the secondary level, the teacher facilitates active student participation in the IEP and FBA development. Behavioral tracking demonstrates interventions based on results of data and active, student-led data collection.
<b>4c Communicating with Families General Examples</b>	The teacher has no communication plan in place to share information with parents/ families. When information is sent home, it is often inaccurate and not based on the appropriate student.	The teacher has a communication system in place but it is used inconsistently. The information sent home is often subjective and not based on data.	The teacher has a set method for communicating with parents and families. Frequent and appropriate information about behavioral needs, progress, and the impact on academic achievement is provided. Communication systems are adapted based on needs of the families.	Teacher has system in place for students to participate in reporting and reflecting on their own behavior. The teacher supervises and works with both students and parents to establish a system for communication about students behavioral needs, progress, and the impact they are having on the students' academic achievement.
<b>4c Specific Examples</b>	Communication with parents about behavioral needs and progress is minimal or does not occur. Inaccurate information on student behavior may be provided.	Parent contact is only initiated when negative behavior occurs. Teacher is unable to offer possible solutions to parents.	Teacher establishes a system of daily communication with parents that keeps them informed of student successes and challenges. . Teacher responds to all parental inquires within a timely fashion and keeps record of parental contacts.	Students participate in reporting and reflecting on their own behavior in a daily communication log. The teacher establishes an active positive collaboration with parents to address student's behavioral needs.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d Participating in Professional Community</b> General Examples	Teacher does not communicate with colleagues. Teacher does not participate in school initiatives or community initiatives.	Teacher minimally and or inconsistently communicates with colleagues. Teacher provides colleagues with limited / inappropriate behavioral management strategies. Teacher minimally and/or inconsistently participates in school and community initiatives.	Teacher consistently communicates with colleagues regarding the students' behavior progress. Teacher provides suggestions to manage behavior and/or emotional needs. Teacher participates in and contributes to school and community initiatives.	Teacher consistently communicates and collaborates with colleagues. Teacher acts as a resource for the school in behavioral and emotional areas. Teacher initiates and collaborates with school and community initiatives.
<b>4d Specific Examples</b>	The emotional support teacher isolates themselves from colleagues.  Teacher does not participate in any school wide activities.	Teacher responds inconsistently when contacted by colleagues. Teacher does not contact colleagues to offer assistance.  Teacher is aware of school wide activities but inconsistently participates.	Teacher consistently responds to colleagues concerns and questions. Teacher makes a concerted effort to connect with colleagues regarding students' behavior before there are issues.  Teacher consistently participates in school wide activities.	Teacher plans and implements professional development opportunities regarding behavior.  Teacher creates activities that can be implemented school wide.
<b>4e Growing and Developing Professionally</b> General Examples	Teacher does not attend or participate in any professional development opportunities. Teacher does not belong to any professional organizations.  Teacher purposely resists discussing performance with supervisors or colleagues.	Teacher participates only in required professional development opportunities.  Teacher belongs to a professional organization but does not participate in or utilize what the organization offer.  Teacher reluctantly accepts feedback from supervisors and colleagues.	Teacher regularly seeks opportunities for professional development regarding students with emotional and behavioral needs. Teacher actively participates in professional organizations devoted to students with emotional and behavioral needs. Teacher welcomes colleagues and supervisors in the classroom for suggestions on behavioral management skills and meeting the needs of students with emotional and behavioral needs.	During professional development opportunities, teacher present and share knowledge about students with emotional and behavioral needs with their colleagues. Teacher takes an active professional role in professional organizations to contribute to the development of effective skills to meet the emotional and behavioral needs of all students. Teacher invites colleagues and supervisors to the classroom to improve their ability to meet the emotional and behavioral needs of their students.
<b>4e Specific Examples</b>	Teacher attends mandatory district offerings only and does not seek out sources of information that would enhance his understanding of emotional and behavioral disturbances.  The ES teacher avoids or denies issues raised by the feedback given by colleagues.	Teacher attends district professional development offerings regarding emotional and behavioral needs.  The ES teacher does not follow up with feedback provided by colleagues.	Teacher seeks out and attends professional development opportunities outside of what is offered by the district including college classes regarding emotional and behavioral needs.  The ES teacher receives feedback provided by colleagues and utilizes suggestions in the development of effective programs for the emotional and behavioral needs of their students.	Teacher conducts professional workshops and/ or teaches higher education classes for colleagues regarding emotional and behavioral needs.  Teacher consistently works collaboratively with supervisors and colleagues towards continued improvement in dealing with the emotional and behavioral needs of their students.

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f Showing Professionalism General Examples</b>	<p>Teacher is not trusted by students, colleagues, and or parents.</p> <p>Teacher is reactive and engages in dangerous and/or inconsistent behaviors in dealing with students with emotional and or behavioral needs. Teachers do not advocate for needs of their students.</p> <p>Teacher does not comply with school and state regulations regarding dealing with students with emotional and behavioral disabilities.</p>	<p>Teacher is not sought out by students, colleagues and/or parents during times of emotional and behavioral distress.</p> <p>Teacher is reactive and engages in inconsistent behaviors in dealing with students with emotional and/ or behavioral needs.</p> <p>Teacher inconsistently advocate for the needs of their students.</p> <p>Teacher is aware of, and minimally complies with, school and state regulations regarding dealing with students with emotional and behavioral disabilities.</p>	<p>Teacher is sought out by students, colleagues and/or parents during times of emotional and behavioral distress.</p> <p>Teacher is proactive and consistent when dealing with students emotional and behavioral needs.</p> <p>Teacher consistently advocates for the needs of their students, parents and colleagues.</p> <p>Teacher fully complies with all school and state regulations regarding dealing with students with emotional and behavioral disabilities.</p>	<p>Teacher is sought out by students, colleagues and/or parents for guidance across all areas.</p> <p>Teacher is seen as a resource by colleagues, community, parents and students in dealing with students' emotional and behavioral needs.</p> <p>Teacher is sought out for and assists with developing policies advocating for students with emotional and behavioral needs.</p> <p>Teacher takes a leadership role in developing school and state regulations dealing with students with emotional and behavioral disabilities.</p>
<b>4f Specific Examples</b>	<p>Teacher acts on their own feelings of anger, fear, intimidation and revenge when dealing with disruptive students.</p> <p>Teacher is unaware of state regulations and demonstrates blatant disregard for school policy.</p>	<p>Teacher utilizes the same approach when interacting with students during times of emotional and behavioral needs.</p> <p>Teacher is aware of state and school regulations; however teacher complies with regulation on an inconsistent basis.</p>	<p>Teacher utilizes a varied approach, demonstrating care and concern for students' safety and dignity, when interacting with students during times of emotional and behavioral distress.</p> <p>The teacher actively complies with state and school regulations.</p>	<p>Teacher proactively utilizes individualized behavioral interventions, based on student input, when interacting with students during times of emotional and behavioral distress.</p> <p>Teacher empowers all concerned parties (teacher, parents, and students) to be knowledgeable about students' rights as provided by state and school regulations.</p>