

Domain 1 for Special Education: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1a Demonstrating Knowledge of Content, Pedagogy, and Remediation Techniques for Students with Disabilities</p>	<p>In planning and practice, the special education teacher displays little or no knowledge of the content under study. The special education teacher makes content errors and/or does not correct errors made by students. The special education teacher lacks the understanding of different aspects of the content, or the instructional practices to remediate skill deficits demonstrated by students receiving instruction.</p>	<p>In planning and practice, the special education teacher is familiar with the important concepts under study, but displays a lack of awareness of how to accommodate for students of varying functioning levels within a classroom. The special education teacher's plans and practice reflect some awareness of the prerequisite relationships between concepts and the corresponding remediation techniques to address academic deficits in student performance.</p>	<p>The special education teacher's plans and practice reflect solid knowledge of the content, accurate understanding of the relationships between important components of the subjects under study, ways in which to accommodate for a diverse student population and the corresponding remediation techniques, which would result in enhanced academic and/or behavioral performance for the students receiving the instruction.</p>	<p>The special education teacher's plans and practice reflect extensive knowledge of the content and pedagogy for effective lesson delivery to students with special needs. The special education teacher actively builds upon knowledge of best practices for educational remediation of students of varying functional levels and diverse disabilities with focused attention on remediation techniques that could facilitate enhanced student performance across subject areas under study. The special education teacher's plans anticipate student misconceptions and include proactive preventative measures.</p>
<p>1b Demonstrating Knowledge of Students</p>	<p>The special education teacher demonstrates little or no knowledge of how students learn, students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>The special education teacher performance reflects the importance of understanding how students learn, students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and considers this knowledge for the class as a whole.</p>	<p>The special education teacher understands the active nature of student learning, and attains information about the functioning levels for students assigned to his/her caseload. The special education teacher purposefully seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and effectively utilizes this knowledge in order to provide remediation services to address identified educational needs</p>	<p>The special education teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge in order to meet the individual student needs assigned to his/her caseload.</p>

<p>1c Setting Instructional Outcomes</p>	<p>Instructional outcomes are unsuitable for students, represent minimal or low-level learning, or are stated only as activities without correlation to the established objectives within student educational programs. They do not permit appropriate methods of assessment designed to measure student performance. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but do not incorporate the needs of all students involved in the instruction. The plans consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration</p>	<p>Most instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are differentiated to meet the needs of the students in the lesson, represent different types of learning, and can be assessed with integrity given the educational needs of the students involved in the lesson. The outcomes reflect an alignment with the grade level expectations as appropriate and the identified educational needs of the students.</p>	<p>All instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards, incorporating the specialized instruction and individualized goals delineated within student IEPs. They represent the requisite requirements delineated within student IEPs, alignment with grade level curriculum, offer opportunities for skill remediation, and take into account the needs of individual students in order to achieve enhanced performance within the subject area under study.</p>
<p>1d Demonstrating Knowledge of Resources</p>	<p>The special education teacher is unaware of resources to enhance instructional knowledge to use in teaching or to provide remedial instruction to facilitate enhanced performance. The special education teacher does not seek such knowledge.</p>	<p>The special education teacher displays basic awareness of resources available through the school or district to enhance instructional knowledge, to use in teaching, or provide remedial instruction to facilitate enhanced student performance. The special education teacher does not seek to extend such knowledge.</p>	<p>The special education teacher displays awareness of the resources available through the school, district, or on the Internet to enhance instructional knowledge, to use in teaching, or for use in delivering remedial instruction to facilitate enhanced student performance.</p>	<p>The special education teacher seeks out resources in and beyond the school or district in professional organizations and universities, on the Internet, and in the community to enhance instructional knowledge, to use in teaching, and for use in delivering remedial instruction to facilitate enhanced student performance</p>
<p>1e Designing Coherent Instruction</p>	<p>The series of instructional activities is poorly aligned with the learning objectives and does not represent a coherent structure. The instructional activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p>	<p>The series of instructional activities demonstrates partial alignment with learning objectives, some of which are likely to engage students in the intended learning objectives. The lesson or unit has a recognizable structure and reflects partial knowledge of students' educational needs and requisite resources to meet those identified needs. The instructional design has allowed for the necessary time allocations, but alignment between the time required and the lessons that have been planned is variable.</p>	<p>The special education teacher coordinates knowledge of content, students' needs, and resources to design a series of instructional activities aligned to educational objectives and suitable to all groups of students. The lesson or unit has a clear structure with reasonable time allocations and is likely to engage students in the intended objectives as delineated from the grade level curriculum and the IEPs of the students involved in the instruction.</p>	<p>The special education teacher coordinates in-depth knowledge of content, students, and resources to design a series of instructional activities aligned to educational objectives, differentiated where appropriate to make them suitable for all students and likely to engage them in the intended objectives as delineated from the grade level curriculum and the students' IEPs. The lesson or unit's structure is clear, allows for student choice and different production options as needed based on student needs.</p>

<p>1f Designing Student Assessments</p>	<p>The special education teacher's plan for assessing student learning contains no criteria or standards, is not aligned with the instructional outcomes, or is inappropriate for many students receiving instruction. The results of the assessment have no impact on the design of future instruction.</p>	<p>The special education teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and not appropriately designed to address all student needs. The special education teacher has a rudimentary approach in using assessment results to plan for future instruction for the students participating in the instructional activity.</p>	<p>The special education teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the educational needs of the students receiving instruction. The special education teacher has a well-developed strategy to use assessment results to plan for future instruction as derived from student performance.</p>	<p>The special education teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their skill development. Assessment methodologies have been adapted to ensure sensitivity to the individual needs delineated within the IEPs. The special education teacher intends to include the student in the use of assessment results to plan future instruction based upon performance criteria.</p>
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<p>Domain 1 Evidence:</p>
<p>Domain 1 Strengths:</p>
<p>Domain 1 Areas of Growth:</p>

Domain 2 for Special Education Teachers: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
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Domain 2 Evidence:
Domain 2 Strengths:
Domain 2 Areas of Growth:

Domain 3 for Special Education Teachers: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 3 Evidence:

Domain 3 Strengths:

Domain 3 Areas of Growth:

Domain 4 for Special Education Teachers: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflection on Teaching	The special education teacher does not know whether a lesson was effective or achieved its instructional outcomes, or profoundly misjudges the success of a lesson. The special education teacher has no suggestions for how a lesson could be improved.	The special education teacher provides a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met, but does not cite specific evidence that can support that assertion. The special education teacher makes only general suggestions as to how the lesson might be improved.	The special education teacher provides an accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes. The special education teacher can cite general references that support that assertion. The special education teacher makes a few specific suggestions as to how the lesson might be improved.	The special education teacher's assessment of the lesson is thoughtful and accurate, citing many specific examples and weighing the relative strengths of each when considering improvement to the presented instruction. The special education teacher draws on an extensive repertoire of alternative strategies, weighing the strengths of each in order to predict the likely success of future instruction.
4b Maintaining Accurate Records	The special education teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and unsupported outcomes in IEP management.	The special education teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective, adversely impacting the accuracy of IEP management.	The special education teacher's systems for maintaining both instructional and noninstructional records are accurately aligned to identified objectives and fully effective in monitoring student performance, as a critical component of IEP management.	The special education teacher's systems for maintaining both instructional and noninstructional records are accurate, aligned to identified objectives, and effective in monitoring student performance as a critical component of IEP management. Students contribute and participate in data collection to measure their educational performance and demonstrate an emerging understanding of their strength and weaknesses as learners.
4c Communicating with Teachers, Administrators, and Families	The special education teacher's communication with all relevant stakeholders (teachers, administrators, and families) about the instructional program provided to individual students is sporadic or nonexistent. Requests to provide background material when requested are variable. The special education teacher makes no attempt to engage stakeholders (teachers, administration, and families) in the instructional program.	The special education teacher adheres to school procedures for communicating with stakeholders (teachers, administrators, and families) and provides background materials when requested by the stakeholders; yet, communications do not fully address the needs of the students and program issues involved. Communication is mainly one-way. Stakeholders are not encouraged to become involved in the instructional programming provided to the students involved.	The special education teacher communicates frequently with stakeholders and makes attempt to engage them in the instructional program provided to the students. Information is provided to stakeholders about the students and is presented in an effective manner.	The special education teacher's communication with stakeholders is highly accurate and conveys relevant information regarding student programming. The special education teacher successfully engages families in the instructional program, student progress and planning for the future.

<p>4d Participating in a Professional Community</p>	<p>The special education teacher avoids participating in the professional school community. The special education teacher avoids attendance at school and/or district events, resists participating in projects and any relationships with colleagues are negative or self-serving.</p>	<p>The special education teacher becomes involved in the professional community and in school and district events and projects when required or specifically asked to do so. Any relationships with colleagues are cordial.</p>	<p>The special education teacher participates actively in the professional community, which may include joining in school or district committees, attendance at school/district events, and/or joining in project activities that relate to their assignment or would serve their school community. Participation may also include involvement with private practitioners employed by parents, as appropriate. The special education teacher maintains positive and productive relationships with colleagues.</p>	<p>The special education teacher makes a substantial contribution to the professional community, inclusive of school and district events and projects, and assumes a leadership role among the faculty promoting a culture of professional inquiry. Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty with the sharing of time and expertise, as appropriate.</p>
<p>4e Growing and Developing Professionally</p>	<p>The special education teacher does not participate in professional development activities to enhance knowledge or skill and makes no effort to share knowledge with colleagues. The special education teacher is resistant to feedback from supervisors or colleagues.</p>	<p>The special education teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The special education teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>The special education teacher seeks out opportunities for professional development based on an individual assessment of need and/or the needs of the students assigned to his/her caseload and actively shares expertise with others. The special education teacher welcomes feedback from supervisors and colleagues. The special education teacher participates actively in assisting other educators as a component of their case management of students.</p>	<p>The special education teacher actively pursues professional development opportunities and makes a systematic effort to conduct action research. In addition, the special education teacher seeks feedback on teaching from both supervisors and colleagues. The special education teacher initiates activities to contribute to the field or broaden the levels of service provided to students.</p>

<p>4f Showing Professionalism</p>	<p>The special education teacher demonstrates a lack of ethics, conveys dishonest information resulting in a low level of professionalism. That performance contributes to practices that are self-serving or harmful to students. The special education teacher fails to comply with school and district regulations and time lines, providing an insufficient level of service in case management responsibilities (IEP meeting are not prepared, testing accommodations are not provided, consultative supports are not delivered and ineffective utilization of paraprofessional personnel).</p>	<p>The special education teacher is honest in interactions with colleagues, students, and the public. The special education teacher's attempts to serve students assigned to his/her caseload are inconsistent contributing to some students being ill served. The special education teacher complies minimally with school and district regulations, providing a minimal level of service in the provision of case management responsibilities (basic IEP meeting preparation, proctoring accommodated testing only as directed, limited consultative supports for general education staff, insufficient data collection, and inefficient utilization of paraprofessional personnel).</p>	<p>The special education teacher displays a high level of ethical practice and professionalism (honesty, integrity, and confidentiality) in dealings with both students and colleagues. All practice complies fully and voluntarily with school and district regulations. In providing special education services, the special education teacher efficiently fulfills case management responsibilities (IEP meetings are well planned/prepared, proctoring accommodated testing, relevant consultative supports are provided for general education staff, adequate data collection, and effective utilization of paraprofessional personnel). The special education teacher maintains an open mind in team and/or departmental decision-making to ensure both regular and special education students are appropriately served.</p>	<p>The special education teacher is proactive and assumes a leadership role in making sure that instructional practices and procedures meet the needs of all students, particularly those with special needs or students at risk of academic failure. The special education teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations to ensure that all students have relevant opportunities to participate in the school community. The special education teacher comprehensively fulfills case management responsibilities (IEP meetings are thoughtfully planned/prepared taking into consideration feedback from both the school team and the parents, proctoring accommodated testing, partnering with general education staff in the provision of both special and regular educational instruction, data collection corresponds to IEP objectives, and utilization of paraprofessional is supported by providing training and support in the implementation of educational programming).</p>
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<p>Domain 4 Evidence:</p>
<p>Domain 4 Strengths:</p>
<p>Domain 4 Areas of Growth:</p>