Using the Danielson Framework with Special Education Teachers

When evaluating the teaching of a special educator, the pre-observation conference becomes critically important in determining how the teacher will demonstrate behaviors in each of the domains based upon students' Individualized Education Plans.   Students with disabilities may not yet demonstrate the types of responses indicative of the impact of distinguished-level regular education teacher behaviors .   For example, a student with an Emotional-Behavioral Disability may blurt out a negative comment to a peer; a student with a Health Impairment may not be able to attend to instruction for the same length of time as other students, students with language disabilities may not ask questions, students with cognitive disabilities may not independently follow routine, etc.   In response to these factors, Special Education Teacher behavior should show evidence that they have anticipated the kinds of challenges students with disabilities will have in the classroom. The Special Educator will have taken steps to proactively prevent these challenges through specially designed instruction of lagging skills, appropriate accommodations and modifications of classroom and instructional variables, environmental supports, and responses to challenges that maximize student engagement in instruction.

Second, the instructional setting should present an environment in which students with disabilities are challenged to attain their next level of learning with the goal always to move the student toward the general classroom and curriculum.   If environmental expectations are too high or too low, negatively impacting learning, the Special Educator makes adjustments to the curriculum, instruction and/or the student's placement through the IEP team structure.   Instructional strategies and content should stretch the learning capacity of a student with a disability while providing the level of support necessary to maintain engagement.

In a special education setting, an observer should expect to see differences in instruction from those seen in a regular classroom.   The pace may be different, the types of questions may be different, there may be more adult facilitation of discussion, students may be less independent, etc.   The observer should see explicit use of pedagogical techniques, for example gradual release of responsibility, being employed such that the student can move toward using newly learned skills in a regular education environment with support.

With proficient to distinguished teaching, a student with a disability might learn new skills in a special education setting, practice them for a short time in that setting, move to a regular classroom setting to practice them with support, and finally use them independently in a regular classroom setting. Special Education Teacher actions should be designed specifically to facilitate this movement.

The determination of classroom placement for a student with a disability may become part of the teacher evaluation process (under Planning & Preparation).   If the Regular Classroom Teacher is demonstrating high proficient or distinguished performance yet a student with a disability is not able to learn, this student may need to have their placement examined to determine if it is, indeed, the least restrictive environment for that student.   While this is only done through an IEP team structure, the special educator plays a key role in initiating this discussion.

Domain 1a   Demonstrating Knowledge of Content & Pedagogy

Considerations for Special Educators in addition to Danielson Framework: Special educators may show knowledge of content and pedagogy by:

- ● Matching interventions to student needs as articulated in PLAAFP
- ● Using co-teaching strategies and accommodations/modifications to increase student access to core instruction.
- ● Integrating disability specific information into decisions related to specialized instruction
- ● Arranging for generalization and transfer of skills learned

What might we observe in addition to items listed in the Danielson Framework?

Unsatisfactory	Basic	Proficient	Distinguished
Teacher has not planned Interventions and used strategies to address skills highlighted in the PLAAFP; Intervention rationale may be tied only to disability ("all kids with Autism need social stories, so we use social stories") Teacher has not arranged for skills to be expressed across environments The teacher has not integrated student specific goals within the context of the broader lesson (**Co-Teaching**) Teacher is not familiar with the criteria of disabilities in IDEA.	Teacher's understanding of available interventions and strategies for specific students is shallow and lacks imagination, innovation, or elaboration, and is strongly influenced by disability label rather than by individual need. While teacher's attempt to transfer skills learned in one environment to the next are made, efforts are inconsistent and cursory. Teacher has identified student-specific goals, but goals may not align well onto the whole class lesson.	Teacher identifies and implements available interventions which match the student's PLAAFP; Teacher draws upon knowledge of disability-specific information as **one** source of information); Teacher also uses other imaginative, innovative strategies to support interventions. Teacher's plan for generalization and transfer aligns with student goals, and is well managed, revisited, and augmented as necessary. Teacher embeds student specific goals within the larger context of the whole	Teacher's selection and implementation of interventions reflects recent developments and research in the area of special education; Teacher fully integrates disability specific information. Teacher's plan for generalization and transfer demonstrates in-depth knowledge of both school and non-school environments the student accesses, and is highly personalized for individual students' lives outside of school Teacher has a thorough understanding of the characteristics of educational disabilities and understands the

When assigned new students, teacher does not know what types of questions to ask based on the student's disability. Co-teaching is described only as "supporting" the classroom.	Teacher relies on one teacher - one assist model of co-teaching.	class lesson in a co-teaching arrangement and applies different types of co-teaching arrangements depending on student need.	criteria for identifying each of the disability categories of IDEA. Teacher has in-depth knowledge of co-teaching strategies and the circumstances in which they are used in order to maximize student learning and efficient use of personnel.

1b Demonstrating Knowledge of Students

Considerations: Since the power of special education relies upon teachers demonstrating knowledge of students, many of the descriptors for the general framework also apply for special educators. Special educators continually refine their knowledge of individual students through progress monitoring and formative assessments and document this knowledge in the student's IEP. Teachers may demonstrate knowledge of students by...

- ● Planning specialized instruction in a culturally and linguistically responsive manner.
- ● Arranging for challenge at the upper end of student's range of acquisition.
- ● Systematically assessing and documenting the learning needs of students with disabilities.

What might we observe in a Co-Teaching or Resource Arrangement in addition to those listed in Danielson Framework?

Unsatisfactory	Basic	Proficient	Distinguished
IEP does not contain adequate information on which to base goals. Teacher does not investigate student's communication in the home (language, interaction styles, etc.), or other aspects of the child's life outside of school	IEP contains general information about student strengths, academic skills, and functional performance based on informal observations and information taken from sources available universally, e.g. behavior referrals. Baseline information is included but may not be detailed enough to form a basis for goals.	IEP's contain detailed information student strengths, academic skills, and functional performance based on assessment at the time the IEP is written. Detailed baseline information for all goals is included. Teacher takes responsibility for learning about how the child's cultural identity	IEP's contain detailed information about student's strengths, academic skills, and functional performance that is based on continuous data collection over the past year. Baseline information for goals and additional information to form a well-rounded

Teacher assumes a low level of competence on the part of the student, and delivers instruction accordingly	Teacher makes only perfunctory inquiries into preferred modes of communication, and life outside of school, and may not integrate what (s)he learning into instructional practice Teacher may assume the student is competent yet may lack information, ideas, or resources to help student participate in intellectual activities	may impact the way (s)he learns, and adjust instruction accordingly; Teacher presumes competence; Student (partially or fully) participates in engaging, high status, challenging activities and processes.	perspective of the student are included. Teacher fully integrates aspects of the child's identity into instruction; Teacher Creates equitable opportunities for all students to access culturally and linguistically responsive materials , particularly when communication barriers exist Peers presume competence; Peer partners become natural supports for SWD in the classroom and may help create a participation plan for the SWD.

Domain 1c   SETTING INSTRUCTIONAL OUTCOMES

General Considerations: For special educators, the emphasis here is on creating IEP goals. In addition to all Danielson Framework descriptors, special educators demonstrate effectiveness in setting instructional outcomes by :

● Writing well developed IEP goals that directly address highest priority areas of need identified in Student's Level of Performance and focused on long term outcomes for students.
● Integrating input on outcomes from all members of the IEP team.
● Determining the expected outcomes from all support services provided by SEA's.

Unsatisfactory	Basic	Proficient	Distinguished
IEP goals are unclear, do not relate to highest priority areas of need or do not	IEP goals may lack clarity or contain too much detail.	Measurable IEP goals address highest priority areas of needs and post high-school outcomes.	Educator takes active role in creating measurable goals that are fully integrated with all

address life beyond school. Goals are not measurable. Objectives are not considered. "Support" is not defined	Priorities may not be well-identified or may not be consistent with desired post-school outcomes. Input from team members may not be fully considered and/or applied to goals. Objectives may be noted but may be misaligned to goals "Support" may have some definition but may not be well understood or implemented by all team members; may not be aligned with IEP goals	All IEP team members' perspectives are integrated into goals. Objectives, when needed are clearly considered by the team & defined "Support" is clarified, specified, and aligns with IEP goals as written; all members understand how to implement support, and plans for fading assistance and releasing responsibility to the students are well defined	related service providers. Educator seeks input from multiple outside- of- school sources when appropriate. Educator supports the team in developing comprehensive goals, objectives and transition plans utilizing a student-centered, transition focused process. Participation plans are developed for students that contain clear alignment between classroom learning tasks, IEP goals, and adult support/instruction toward those goals.

Domain 1d DEMONSTRATING KNOWLEDGE OF RESOURCES

General considerations: The resources available for special education students include not just materials, but also the continuum of instructional environments available to meet student needs, outside resources and within-in district collaborators that can support the special educator in developing a comprehensive program for students with disabilities.

In addition to all Danielson Framework descriptors, special educators demonstrate effectiveness in setting instructional outcomes by :

- ● Planning for the effective utilization of Special Education Assistants.
- ● Understanding the continuum of services available for students with disabilities.
- ● Incorporating community-based team members into plans for students with disabilities.

What might we observe within special education in addition to indicators listed in the Danielson Framework?

Unsatisfactory	Basic	Proficient	Distinguished
Teacher avoids outside consultants or providers or Teacher is aware of the instructional materials being used in the classroom but does not know their instructional level or whether the student is able to access them. Teacher copies last year's placement decisions into the new IEP without discussion or by getting only a general agreement that last year's decisions still meet the student's needs.	Teacher is aware of general texts used in the regular classroom and their instructional level, but not day-to-day materials. Support is provided if the student is unable to access them though this may not be known ahead of time. Teacher will listen to ideas of outside consultants if invited by parents but will not seek them out or actively invite them to IEP meetings. Teacher brings up some placement options at the IEP meeting and gets team agreement about them but with limited discussion.	Teacher invites outside professionals to IEP meetings and involves them in the development of the IEP. Teacher uses support services to identify interventions that meet the needs of students with disabilities. Teacher is aware of most resources and materials used in the regular classroom and can generally determine if the student will be able to access them. Teacher makes support available to the student in order to access materials. Teacher discusses some placement options during the IEP meeting and leads a discussion about whether they can meet the student's needs.	Teacher builds a team of knowledgeable professionals and parents that meets regularly to collaboratively problem solve and share strategies. Teacher is knowledgeable about a range of intervention programs that match student needs. Teacher is fully aware of the materials and resources being used in the regular classroom, understands the degree to which the student will be able to access the material and plans a means of accessibility for the student. Teacher discusses a full range of placement options (including Specially Designed Instruction, Related Services, Supplemental Aids & Services) during IEP meetings that are

			available for students, leading a discussion about their benefits and disadvantages.

Domain 1e DESIGNING COHERENT INSTRUCTION

General considerations: The Special Educator's primary role is to plan effective instruction and interventions for all IEP goals and to provide students with disabilities equitable access to the general education curriculum and instruction.   In addition, the special educator brings together all school personnel who work with a child such that a cohesive educational plan is implemented for the student, minimizing fragmentation that can occur when multiple people interact with the student.

 In addition to all Danielson Framework descriptors, special educators demonstrate effectiveness in designing coherent instruction by :

- ● Promoting and facilitating the use of Universal Design.
- ● Proactively planning accommodations, modifications, support and supplemental instruction.
- ● Planning interventions that complement regular education instruction and support progress toward IEP goals.

Unsatisfactory	Basic	Proficient	Distinguished
Though instruction is listed in the IEP, no plans are developed for special education interventions.

Though instruction for behavioral skills is listed in the IEP, there are no specific plans developed to proactively teach behaviors.

SEA's are provided a location to go to and the child they are to work with is identified but planning for their time is not completed. | Specific time is allocated for each IEP goal and a general curriculum is followed though it may not match the individual needs of students.

Teacher meets with SEA's and related service provides if there are concerns or issues that arise.

SEA's are provided with a schedule and IEP goals to work on though the specificity may not be enough to enable SEA to | Specific Interventions are planned for IEP goals and structured time is allocated to implement them.

Teacher meets periodically with SEA's and related service providers to review progress and discuss issues and concerns.

Teacher provides specific directions to SEAs that include activities and methods to promote learning.

Special and regular educators plan periodically so that | Specific interventions with daily plans are developed for each IEP goal. Plans are developed so that other staff who work with students are able to carry out and/or reinforce instruction.

Teacher plans regularly and proactively with SEA's and related service providers to coordinate instructional activities and develop instruction to meet goals. |

Teacher does not know what other professionals do with the student.

Special educator modifies classroom materials when asked or after a student has demonstrated that he/she is unable to complete them. | contribute directly to goal attainment.

Special educator modifies classroom materials for students and plans accommodations when it is anticipated that students with disabilities will not be able to complete expectations. | general education instruction is accessible to students with disabilities through the use of accommodations, modifications, and supplemental support and instruction. | Special and regular educators plan jointly so that general education instruction is accessible to students with disabilities through the use of Universal Design, accommodations, modifications, and supplemental support and instruction. |

Domain 1f DESIGNING STUDENT ASSESSMENT

General Considerations: Progress monitoring of IEP goals will be a major part of this domain for the special educator.   Quarterly progress toward IEP goals will be used to adjust instruction and review and revise IEP's as needed.

 In addition to all Danielson Framework descriptors, special educators demonstrate effectiveness in designing student assessment by :

● Developing a progress monitoring system for IEP goals.

Unsatisfactory	Basic	Proficient	Distinguished
IEP goals are not measurable.

Progress monitoring is not completed.

Teacher plans evaluation procedures that are not reliable and valid to determine whether a student has an educational disability and/or identify students' educational needs. | Progress monitors are identified in general terms, ie. "observation" but are not further defined.

Quarterly progress updates are completed with narrative information and some data.

Teacher plans evaluation procedures that can identify a continuing disability. | Progress monitors are defined to collect specific data on a quarterly basis.

Teacher uses data obtained through progress monitoring to change instructional strategies.

Teacher plans student evaluations as part of a team for disability decisions and to design special | Progress monitors are clearly defined including what, how, who and when data will be collected.

Teacher plans specific progress monitoring tools and guides data collection with other staff, e.g., SEA's or Related Service personnel.

Progress monitoring schedules are |

| | | education programming and supports. | established and data is analyzed on an ongoing basis.

Progress monitoring tools are designed to directly assess skills identified in goals.

Teacher uses data obtained through progress monitoring to determine if goals will be met and adjusts instruction and/or reconvenes IEP teams when data indicates that goals will not be met.

Teacher coordinates student evaluations ensuring input from all team members for disability decisions and to design comprehensive educational programming. |
|---|---|---|---|

Domain 2a   CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

General considerations: In the co-taught classroom, respect and rapport is demonstrated not only between teacher - student, and student - student, but also between teacher - teacher or teacher-assistant.

Observations in a Co-Teaching Arrangement in addition to those listed in the Danielson Framework:

Unsatisfactory	Basic	Proficient	Distinguished

Teachers demonstrate disrespectful language or interactions toward each other. One teacher contradicts the other in front of students or commands the other teacher to do non-teaching duties.	Special education teacher has assumed only the role of "helper" or "supporter". Limited attempts are made to equalize the roles of the teachers. Teacher disagreements are discussed out of hearing range of students.	Students are able to complete proficient & distinguished level behaviors (attending to teacher, using courtesies, waiting turns to speak, etc.) with additional Special Educator prompts.	Teacher reinforces student acts of respect & rapport building. Teachers demonstrate a fluidity between their roles and interact with all students. Students with disabilities freely seek support & assistance from peers and are met with positive support. Students with disabilities provide support to other students.

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Teacher argues with students, escalates behaviors, says "You are . . . If a student says something negative, the teacher doesn't address the issue. Bullying behaviors are present. Student privacy is not respected. Teacher talks to students across the room.	Teacher responds the same way to every behavior regardless of the student's needs. If a student says something negative, the teacher stops instruction and tries to address the issue but is unsuccessful or behavior resumes in a short time.	Teacher says "remember we need to be supportive of each other" If a student says something negative, the teacher stops instruction and addresses the issue and behavior stops. Teacher uses planned/strategic ignoring of behaviors that are attention seeking or may not be "appropriate" but that	Teacher prompts, models, and reinforces student to student encouragement and positive interactions during instruction. If a student says something negative, the teacher is able to correct the behavior without interrupting instruction and student "fixes" the misbehavior. Teacher is able to redirect misbehavior using a positive

		don't interfere in respect/rapport.	interaction with student. When students are able to perform at this level, the teacher considers placement in a regular classroom.

2b ESTABLISHING A CULTURE FOR LEARNING

General Considerations: The same general principles of establishing a culture of learning apply to Special Educators.

Observations in a Co-Teaching Arrangement in addition to those listed in Danielson Framework:

Unsatisfactory	Basic	Proficient	Distinguished
Teacher shares with the class or cooperating teacher that they don't care about the subject. Discussions occur in the classroom related to other topics during instructional time. Special Ed Teacher interrupts instruction to address other topics or tasks.	Teacher says "just get it done and turn it in." - emphasis is on inclusion without learning.	Exchanges between teachers and students remain on learning topic. SWD are able to recognize when they are not in an emotional or behavioral state for learning and approach a teacher to take a break. Special ed teacher checks with SWD to ensure understanding.	Teachers ask each other questions in order to learn from one another. Both regular and special education students ask questions of both Teachers. A non-teacher dependent system is in place that allows a student to take a break (if needed) with no interruption to instruction.

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Teacher says "You all should be able to do this because I've modified it to make it easy" I just told you this yesterday! Activities are not related to learning.	Discussions occur in the classroom related to personal topics during instructional time. Instruction/tasks are over-simplified in order to get them done.	Teacher prompts students to use precise language and students do so. Explicit instruction of what a learner looks like. Prompting that is specific to student disability – challenging yet understandable	Teacher reinforces the use of precise language when students use it. Teacher makes explicit the connection between instruction and the students' lives. Teacher prompts or reminds students of learning behaviors prior to instruction.

		and purposeful to learning.	Students are working consistently. When students demonstrate these behaviors, the teacher considers placement in a regular classroom.

2c MANAGING CLASSROOM PROCEDURES

General considerations: Students with disabilities often have difficulty performing classroom routines independently.   In general, a proficient level Special Educator responds promptly and positively to students with disabilities who have difficulty with classroom procedures while a distinguished Special Educator will have non-adult supports in place in anticipation that a student might have difficulty with a classroom procedure.

Observations in a Co-Teaching Arrangement in addition to items listed in Danielson Framework:

Unsatisfactory	Basic	Proficient	Distinguished
Students with disabilities stand out by having different classroom procedures expectations. – student "learns" to not follow teacher directives.

Student receives different directives from teachers.

Co-teachers have different sets of expectations and/or procedures and routines.

Co-teacher performs a routine for the child. | Teacher roles change and students don't know who is doing what.

Students with disabilities are prompted during transitions and routines but don't follow through with prompts. | Teaching partners are aware of and carry out roles and responsibilities. Students are provided directions about the roles of each teacher.

Students with disabilities are prompted during transitions and routines and follow through with prompts.

Peers are prompted to support students with severe disabilities and agree to do so. | Students can follow teacher roles and classroom procedures without explicit directions.

Students with disabilities are given foreshadowing, visual schedules, prompting prior to transitions in order to follow classroom procedures with minimal dependence on adults.

Peers support students with severe disabilities to follow classroom routines without adult direction.

Both regular and special education teachers refer to visual schedules or other visual prompts in classroom.

Evidence of re-teaching routines after a break in instruction. |

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
No routine.	Teacher tries to impose a routine, but students only minimally follow it or it is inconsistent. Teacher uses mainly verbal prompts to direct classroom procedures.	Proficient level behaviors (moving between activities, raising hands, putting materials away, lining up, etc.) with teacher prompting and use of non-person methods. Modeling of targeted behaviors or recognition of targeted behaviors by peers.	Proficient level behaviors that are followed without verbal prompting. When this level performance is demonstrated, students are considered for placement in the regular classroom.

2d MANAGING STUDENT BEHAVIOR

General considerations: The Observation Pre-conference is important to determine what the expected teacher behavior is based on student disability and behavior intervention plan.   Students with disabilities, especially those with emotional and behavioral challenges may not be able to demonstrate the same types of behaviors expected of regular education peers.   The specific types of interactions with students will be dictated by the student's Behavior Support Plan (BSP). A key component of this domain is the the BSP is implemented consistently across all environments.

Observations in a Co-Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Behaviors could result in someone being physically or emotionally harmed. Power struggle between the co-teachers about what is acceptable behavior in the classroom. One teacher says to the other "you deal with it" Student misbehavior is "reinforced" in order to keep the student "quiet". The Behavior Intervention Plan is not utilized as written.	Teacher attempts to intervene with behavior but student doesn't respond. Teacher moves student who misbehaves to a different part of the room. Teacher responds to behavior in a way that is not aligned with BIP. Teacher implements preventative strategies and reinforcement strategies, though not always consistently.	With prompts and redirects, students with emotional/behavioral concerns respond corrections for misbehavior. Both teachers respond to the behavior of students with disabilities as the BSP indicates. Teacher recognizes student behavior triggers and responds proactively. Teacher implements preventative strategies and reinforcement strategies consistently. Skills needed to be successful in the general school environment are explicitly taught.	Student with emotional/behavioral concerns responds to Proficient level teacher behaviors (i.e., non-verbal signals) at the first signs of "distress" . Mutual ownership between co-teachers is demonstrated for all student behaviors. BSP preventative strategies are clearly in place and actively implemented by all adults in the student's school environment. Skills needed to be successful in the general school environment are explicitly taught and strategies implemented to generalize them to natural settings. Reinforcement strategies for demonstrating desired behaviors are clearly in place and practiced by

			all personnel and by other students.

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Behaviors could result in someone being physically or emotionally harmed. Teacher isn't attuned to behaviors that could escalate into a more negative situation. Teacher uses only correction of negative behaviors.	Teacher teaches "over" misbehaviors - ignores behaviors. Teacher moves student who misbehaves to a different part of the room. Teacher provides general statements of praise for "good" behavior.	With prompts and redirects, students with emotional/behavioral concerns respond to teacher when misbehaving.	Teacher teaches and reinforces appropriate peer reactions if other peers misbehave. Teacher uses reframing to make more positive comments out of EBD student attempts to intervene in other students' behaviors. Eg. Shut-up! I'm trying to listen. Skills to maintain school behaviors are explicitly taught, modeled and reinforced.

3a COMMUNICATING WITH STUDENTS

General Considerations: The special educator ensures that students with disabilities are clear about the instructional purpose and that they understand the content presented, especially if they have language impairments that may impact their ability to understand classroom instruction.   The distinguished teacher has anticipated areas in which students with disabilities will struggle based on sound assessment of student strengths and needs and has planned ahead of time to accommodate and modify for those areas in which Universal Design is still inadequate.

The Observation Pre-conference will be used to discuss students' language abilities and the ways in which classroom language need to be accommodated or modified to meet the needs of students with disabilities. Either too much or too little language can result in lack of access for students with disabilities.

Observations in a Co-Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Teacher does not specifically check for understanding for students with disabilities.

Complex classroom language is not scaffolded.

Special educator is talking to a student with a disability while the co-teacher is explaining directions or instructing. | Inconsistent attempts (described in Proficient & Distinguished categories) to ensure understanding of classroom language. | Special educator checks frequently and unobtrusively for understanding and provides scaffolding as lack of understanding is discovered.

Accommodations and modifications are planned for language difficulties that allow understanding. | Special Educator breaks down language for student with disabilities and checks for understanding.

Provides visual models of language.

Adjusts language level to meet students' developmental level and challenge while using academic language and content vocabulary.

Anticipates that students with language disabilities may have difficulty accessing language of the classroom and provides for support, supplemental instruction and/or visual supports. |

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Too much language for student level.	Students know the task they are doing, but can't describe what they are learning. Uses language that students don't understand.	Communication is presented in multiple modalities.	Demonstrates gradual release of responsibility with academic language. Target vocabulary or objective is clear, concise and repeated frequently using multiple modalities and is immediately recognized by students.

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

General Considerations: As with Domain 3a, the language used for students with disabilities must be thoughtfully planned to take into consideration language delays and provide challenging yet accessible questions and discussion opportunities. The pre-conference should provide information about language levels of target students based on sound assessment and knowledge of student strengths and needs.   The distinguished Special Educator has planned ahead, based on knowledge of student need, to provide accommodations and modifications for students with disabilities.

Observations in a Co-Teaching Arrangement in addition to those items in the Danielson framework:

Unsatisfactory	Basic	Proficient	Distinguished
Students with disabilities do not participate in discussion. Students with disabilities are provided the answers to questions rather than scaffolding questions so that students can answer them.	Teacher provides student with background knowledge. Teacher directed, little student engagement. Students are prompted to participate but may not do so.	Teacher questions to students with disabilities match their goals and levels of challenge. Students are given question starters in order to participate. Students with disabilities are prompted to and participate to a similar level as peers. Students are given visual prompts about where to find answers to questions.	Ensures students with disabilities have background knowledge or have mastered previous day's lesson in order to participate in discussion. Provides visual prompts to assist in recall. Provides a template for student participation in high level questions. Students with language-based disabilities participate in discussions and answer questions. Their responses are scaffolding upward to promote higher level thinking and language.

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Students are given the answers.	Questions require one word or short answers.	Discussion between students prompted and facilitated by teacher.	Explicit teaching of how to ask questions and

Would not see student discussion or interaction.

Worksheets are used primarily.

No attempts are made to access students' prior knowledge. | Scripted or choral responses from students rather than original thinking. | Modeling of questioning for understanding. | how to answer questions.

Individualized strategies and techniques are differentiated for each student.

Discussions take place for short periods of time that do not require teacher facilitation and which contain teacher taught language.

Teacher prompts only after students can't independently carry discussion any further.

For students with significant disabilities, questions are structured and routine to enable students to provide an answer.

Processing time is well matched to student need.

If students are able to participate at this level, placement in general classroom is considered. |

3c ENGAGING STUDENTS IN LEARNING

General Considerations: As in other areas of Domain 3, the Distinguished Special Educator has anticipated those areas in which students with disabilities will struggle to remain engaged based on solid assessment and knowledge of students strengths and weaknesses and has pre-planned accommodations and modifications in order to compensate for those challenges.   The Special Educator may also work with a Special Education Assistant (SEA). If so, the Special Educator direct that person's interactions with students in order to maximize student engagement in classroom instruction.

Observations in a Co-Teaching Arrangement in addition to items in Danielson Framework:

Unsatisfactory	Basic	Proficient	Distinguished
Students are wandering around the room. Sleeping. Off-task.	Students follow through on directives given by teachers. Students rely on human assistance to engage in learning.	Teacher recognizes that some students are not able to stay on pace of instruction and responds to their needs by actively re-engaging them in the instruction. Student use assistive technology with adult support to engage in learning.	Special educator models what the student should be doing to be engaged in learning in a one-teach, one-assist model. Students use assistive technology to engage in the lesson without the need for human support. Accommodations or modifications have occurred so that students can stay at pace of instruction - teacher has anticipated those areas that will be challenging for students with disabilities.

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
Same as co-taught behaviors.	Students engaged in a task but task doesn't lead to learning.	Behaviors seen in "Proficient" category of Danielson Framework,	Student behaviors seen in "Proficient" area of Danielson Framework

		with significant teacher prompts.	with minimal teacher prompts.
Teacher does not use the SEA to promote student engagement in learning.	Same format used repeatedly, students go through the routine but aren't being challenged. Teacher gives general or vague directions to the SEA to support student engagement.	Teacher provides explicit directions to the SEA that provide support to the instructional process.	SEA and teacher work together seamlessly. SEA supports the role of the teacher.

3d USING ASSESSMENT IN LEARNING

General Considerations: This domain is not significantly different for special educators than it is for regular educators.

Observations in a Co-Teaching Arrangement in addition to items in Danielson Framework:

Unsatisfactory	Basic	Proficient	Distinguished
Not involved in assessments of students – not collaborative.	Data might be collected but there is lack of feedback to students about their performance.	Student with disabilities is able to self-check progress with teacher prompts.	Teachers confer with each other to assess student learning and adjust pace of instruction based on it.

Observations in a Resource Teaching Arrangement:

Unsatisfactory	Basic	Proficient	Distinguished
No or very little assessment is used.	Data might be collected but there is lack of feedback to students	Teacher gives directives to self-check work but student is	Clear understanding of what is expected of student performance.

about their performance.	unsure about how to do that.	Students are given precise feedback about their progress. Students self-reflect on progress or do self-checks for progress monitoring. Students are given explicit teaching about how to self-monitor.

Domain 4a Reflecting on Teaching

General Considerations: This domain does not differ for special educators.

Domain 4b Maintaining Accurate Records

General Considerations: The completion of IDEA documentation is a significant part of the Special Educator's performance in this domain.   High performance in this domain is indicated by IDEA documentation that meets both compliance requirements and upholds the spirit of the IDEA.

Unsatisfactory	Basic	Proficient	Distinguished
IEP completion doesn't meet mandated timelines. Information in the IEP is carried over from year to year. Present level of performance uses primarily subjective, anecdotal information that may or may not be representative of the student's	IEP's are completed and provided to parents within legally mandated timelines. IEP contents meet all legal requirements. IEP accurately reflects special education services and supports that student is receiving. Alignment of present level, FBA/BSP (as	IEP's contain comprehensive, current information about student performance. IEP's document all team discussions about programming options. IEP's contain service descriptions that guide instruction and provide parents with complete descriptions	All characteristics of "Proficient" and teacher acts as a resource for others in documenting information in IEP's. Students contribute substantive information to the completion of their IEP.

functioning and progress.	appropriate) goals, and services is evident.	of their child's programming. Clear alignment between present level of performance, FBA/BSP, goals and services. Present level descriptions use objective, clear language that is written from a skills perspective.	

Domain 4c Communicating with Families

General considerations: All components of the Danielson Framework apply to special educators. In addition, the special educator's role in facilitating IEP meetings applies in this domain.

Unsatisfactory	Basic	Proficient	Distinguished
IEP meetings are characterized by the teacher telling parents information. Deficits are discussed more often than strengths and skills. Parents or student may not be present at the IEP.	Teacher attempts to engage IEP participants with some success. Questions are often closed, e.g., yes/no. Secondary students provide agreement to goals and services when asked. Skills are discussed objectively. Strengths are discussed in the corresponding section of the IEP.	Teacher engages parents and student in the IEP discussion by asking open-ended questions during the IEP. Teacher conducts IEP meetings that are student centered and focused on the future (transition focused at the secondary level). Skills are discussed objectively and strengths are used to develop transition plans. Secondary students play a significant role in developing the IEP.	Teacher facilitates IEP meetings that are strengths driven, student centered, and focused on the future (transition focused at the secondary level). At the secondary level, IEP meetings are often led by the student with significant preparation to do so. Parents are actively engaged in IEP discussions, answering and asking questions, and decisions are derived at by consensus after considering options.

Domain 4d Participating in Professional Community

General Considerations: This domain does not differ for special educators.

Domain 4e Growing and Developing Professionally

General Considerations: This domain does not differ for special educators.

Domain 4f Showing Professionalism

General Considerations: This domain does not differ for special educators.