

NAME: _____

LEGENDS		Indicator Description	Not Met	Developing	Proficient	Exceeds
Indicators						
1.1	Demonstrates an understanding of how children/adolescents learn, develop and how they are impacted by disability.					
1.2	Designs and implements developmentally appropriate instruction.					
1.3	Designs, supports and/or implements Individualized Education Plans (IEPs).					
2.1	Makes appropriate and timely provisions for individual students with particular learning differences or needs.					
2.2	Incorporates strategies of communication and language development into planning and instruction to support academic and social communication.					
3.1	Organizes, allocates, and manages the resources of time, space, and attention to create effective learning environments.					
3.2	Communicates with students in ways that respect unique needs to create a positive classroom climate.					
3.3	Establishes and monitors elements of a safe and productive learning environment including expectations, routines and organizational structure.					
4.1	Maintains deep knowledge of content standards and learning progressions appropriate for the discipline(s), setting(s), and student level(s) (e.g., cognitive, developmental, social/emotional) s/he teaches.					
4.2	Integrates relevant content to build on learner's background knowledge, culture, and experiences.					
4.3	Engages students in learning experiences in the discipline(s) taught that encourage learners to understand, question and analyze ideas from differing perspectives so that they master the content.					
5.1	Engages learners in applying content knowledge to relevant issues to encourage interdisciplinary connections appropriate for student's cognitive and developmental level.					
5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.					
5.3	Engages learners in activities that encourage generalization of skills across settings.					
6.1	Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.					
6.2	Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.					
6.3	Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.					
7.1	Designs learning experiences aligned to content standards and students' cognitive, academic and social/emotional needs.					
7.2	Evaluates and adjusts plans based on student outcomes.					
7.3	Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.					
7.4	Uses IEP data to inform instructional planning, decisions and practices.					
8.1	Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)					
8.2	Uses available media and technology to support content and skill development.					
8.3	Uses a variety of instructional strategies to support and expand learners' communication with various audiences.					
8.4	Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.					
9.1	Engages in ongoing learning opportunities to develop and apply knowledge and skills.					
9.2	Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.					
9.3	Demonstrates knowledge of professional, legal and ethical rights and responsibilities.					
9.4	Demonstrates knowledge of all special education eligibility criteria.					
9.5	Organizes, prepares, facilitates and completes required IEP meetings and special education paperwork.					
10.1	Takes an active role in IEP meetings, instructional meetings, and activities.					
10.2	Works collaboratively with staff, students and families to support learner development and expand educational access.					
10.3	Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.					

Observation	Date	Comments	Special Education - 2015-16			
#1						
#2						
#3						
#4						
#5						
#6						