



***Continuum of Professional Practice: Special Education**

Region One School District Continuum of Professional Practice: Special Education

Ineffective Practice: A Special Education Teacher who performs in this range consistently performs poorly and needs much improvement.

Developing Effective Practice: A Special Education Teacher who performs in this range is making progress toward acquiring the skill, but requires improvement to function optimally. More practice and supervision is required for further development.

Effective Practice: A Special Education Teacher who performs in this range will possess knowledge, skills, and judgment sufficient to meet professional demands. The performance of candidates in this range meets normal expectations for a practitioner. Appropriate supervision is needed.

Highly Effective Practice: A Special Education Teacher who performs in this range shows sensitivity, judgment, and skill beyond what is normally expected. Performance and judgment of school Special Education Teachers in this category is decidedly better than average and indicative of a leader in the field.

Domain I: Special Education Instructional Planning

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Develops and implements long-range, individualized instructional plans with short-range or constituent or sequenced objectives based on assessment and students' needs in general and special curricula.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to develop appropriate long-range individual plans and short-term objectives for students' needs in general education and special education curricula.	Effectively and reliably develops appropriate long-range individual plans and short-term objectives for students' needs in general and special education curricula.	Demonstrates innovation or leadership in the development of long-range plans or short-term objectives for students.
2. Develops, in collaboration with team members, appropriate learning strategies, modifications and accommodations for each student.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to develop and collaborate on learning strategies, modifications and accommodations for students.	Effectively develops and collaborates with team members; learning strategies, modifications and accommodations for students.	Demonstrates innovation or leadership in the development of: learning strategies, modifications and accommodations.
3. Integrates/addressess: affective, social, behavioral and life skills with academic curricula planning and implementation as needed by each student.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to integrate/address: affective, social, behavioral and life skills with academic planning as needed.	Appropriately/effectively integrates/addressess: affective, social, behavioral and life skills with academic planning as needed.	Demonstrates innovation or leadership in integrating/addressing affective, social, behavioral and life skills with academic planning.

Domain I: Special Education Instructional Planning

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
4. Incorporates instructional and assistive technology into planning and programming as may be appropriate.	Demonstrates little or no capacity.	Demonstrates a beginning or occasional capacity to incorporate technology into planning and programming.	Appropriately/effectively incorporates technology into planning and programming.	Demonstrates innovation or leadership with technology in planning and programming.
5. Prepares and organizes materials and instructional activities for effective interventions/lessons.	Demonstrates limited capacity, effort or maintenance of effort.	Demonstrates beginning or occasional capacity to prepare instructional materials and activities for effective lessons/intervention.	Appropriately prepares instructional materials and activities for effective lessons/interventions.	Demonstrates innovation or leadership in developing/accessing instructional materials and activities for effective intervention.
6. Makes responsive and effective adjustments to planning and/or implementation of instruction based on continued observation and assessment of student performance.	Demonstrates little or no capacity.	Demonstrates a beginning or occasional capacity for responsive/effective instructional adjustments to student performance.	Reliably, responsively and effectively adjusts instructional planning based on observation and assessment of students.	Reliably, responsively and effectively adjusts instructional planning based on observation and assessment of students.
7. Regularly monitors progress in general and special curricula and adjusts planning as needed.	Demonstrates little or no attempt, effort or maintenance of effort.	Demonstrates a beginning or occasional capacity for monitoring progress in general education and special education curricula.	Effectively and regularly monitors progress in general and special education curricula and adjusts planning as needed.	Effectively and regularly monitors progress in general and special education curricula and adjusts planning as needed.

Domain II: Student Evaluation				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Understands and applies legal principles and policies and ethical principles of measurement/assessment related to: special education referral, eligibility, program planning and placement.	Demonstrates little or no knowledge.	Demonstrates a beginning or occasional capacity with principles and policies of assessment related to: referral, eligibility, planning and placement.	Demonstrates adequate knowledge and application of principles and policies of assessment related to: referral, eligibility, planning and placement.	Demonstrates innovation or leadership or leadership with principles and policies of assessment related to: referral, eligibility, planning and placement.
2. Understands and applies measurement/assessment theory and practices for: validity, reliability, norms, bias and interpretation.	Demonstrates little or no understanding or application.	Demonstrates a beginning or occasional understanding and application of theory/practice for: validity, reliability, norms, bias and interpretation.	Demonstrates adequate understanding and application of theory/practice for validity, reliability, norms, bias and interpretation.	Pioneers assessment research and practice for new content, validity, reliability, norms and interpretation.
3. Understands and applies formal and informal means of assessment of learning in: reading, writing, math and interdisciplinary achievement.	Demonstrates little or no understanding or application.	Demonstrates a beginning or occasional understanding/application of formal and informal means of assessment.	Demonstrates adequate knowledge of formal and informal means of assessment.	Demonstrates innovation or leadership in the application of formal or informal means of assessment.
4. Understands applications as well as limitations of various means of formal and informal assessment.	Demonstrates little or no understanding.	Demonstrates a beginning or occasional understanding of applications and limitations of formal and informal assessments.	Demonstrates an understanding of applications and limitations of formal and informal assessments.	Demonstrates an understanding of applications and limitations of formal and informal assessments.

Domain II: Student Evaluation				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
5. Understands the effects of student background variables (cultural, linguistic, intellectual, etc.) in the selection, application and interpretation of assessments.	Demonstrates little or no understanding.	Demonstrates a beginning or occasional understanding of student background variables on assessment selection, application and interpretation.	Demonstrates an understanding of student background variables on assessment selection, application and interpretation.	Demonstrates an understanding of student background variables on assessment selection, application and interpretation.

Domain III: Instructional Strategies				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Selects, adapts and applies instructional strategies and materials that align with individual characteristics of students with disabilities.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to appropriately select instructional strategies and materials aligned with students' needs.	Selects appropriate, effective instructional strategies and materials aligned with students' needs.	Demonstrates innovation or leadership with instructional strategies or materials that maximize students' abilities and address their needs.
2. Teaches students with disabilities to use strategies that maximize skills for participating and learning effectively.	Demonstrates little or no capacity.	Demonstrates some or occasional knowledge/application of strategies to maximize students' skills for learning and participation.	Demonstrates effective knowledge/application of strategies to maximize students' skills for learning and participation.	Demonstrates innovation or leadership in knowledge/application of strategies to maximize students' participation and learning.
3. Selects and applies evidence-based instructional methods, programs, strategies.	Demonstrates little or no capacity.	Demonstrates some or occasional knowledge of evidence-based methods, programs and strategies.	Demonstrates effective knowledge and application of evidence-based methods, programs and strategies.	Demonstrates leading edge knowledge/application of evidence-based methods, programs and strategies.
4. Provides special instruction that: develops, maintains and generalizes knowledge and skills across subjects and settings.	Demonstrates little or no capacity.	Demonstrates some or occasional instructional methods that develop, maintain and generalize knowledge and skills.	Demonstrates effective instructional methods that develop, maintain and generalize knowledge and skills.	Demonstrates innovation or leadership in instructional methods that develop, maintain and generalize knowledge and skills.
5. Teaches students skills that maximize: self-awareness, self-management, self-reliance.	Demonstrates little or no capacity.	Demonstrates some or occasional skill in addressing students' needs for: self-awareness, self-management, self-reliance.	Demonstrates effective skills in addressing students' needs for: self-awareness, self-management, self-reliance.	Demonstrates innovation or leadership in addressing students' needs for: self-awareness, self-management, self-reliance.

Domain III: Instructional Strategies

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
6. Provides specialized instruction that promotes positive learning results in general and special curricula and environments.	Demonstrates little or no capacity.	Demonstrates some or occasional capacity for instruction that promotes positive learning results in general and special curricula and environments.	Demonstrates instruction that effectively promotes positive learning results in general and special curricula and environments.	Demonstrates innovation or leadership in design/delivery of instruction that promotes positive learning results in general and special curricula and environments.

Domain IV: Collaboration				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Collaborates with school personnel and community members in integrating students with disabilities into various settings for meaningful participation and learning.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to work with and advise school personnel and community members.	Demonstrates adequate knowledge and effective skills in working with and advising school personnel and community members.	Demonstrates innovation or leadership in collaboration practices with school personnel or community members.
2. Models techniques and coaches others in instructional techniques, modifications and accommodations to meet students' needs.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to model or coach others in instruction, modifications and accommodations.	Demonstrates effective modeling and coaching for instruction, modifications and accommodations.	Demonstrates innovation or leadership in modeling or coaching instruction, modifications and accommodations.
3. Serves as a resource for school personnel to learn about and respond to the needs of students with disabilities.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to serve as a resource for school personnel on disabilities.	Demonstrates adequate knowledge to serve as a resource to school personnel on the needs of students with disabilities.	Demonstrate innovation or leadership in acting as a resource for school personnel on the need of students with disabilities.
4. Collaborates with parents/families to address/engage their perspectives on the needs of their students.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity of skills for collaboration with parents/families.	Demonstrates effective skills in collaboration or engagement with parents/families.	Demonstrates innovation or leadership in practices of collaboration or engagement with parents/families.

Domain IV: Collaboration				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
5. Provides training/consultation to parents and staff as needed, such as in carry-over of skills developed in intervention.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to provide staff/family training/consultation.	Effectively develops and provides training/consultation to staff and families as needed.	Demonstrates innovation or leadership in developing training for staff and families.
6. Understands and applies various service models, including collaborative/inclusive planning and programming in general education classroom.	Demonstrates little or no capacity.	Demonstrates beginning or occasional understanding and application of a range of service models including collaborative/inclusive planning and programming in classrooms.	Demonstrates appropriate understanding and effective application of a range of service models, including collaborative/inclusive planning and programming in classrooms.	Demonstrates innovation or leadership in development and application of service models, including collaborative/inclusive planning and programming in classrooms.
7. Serves as a resource in district-wide, school-based and/or sub-group efforts to assess student performance, track data and plan for instruction/intervention.	Demonstrates little or no knowledge, capacity or effort.	Demonstrates beginning or occasional knowledge, capacity and effort to serve district, school or sub-group study, data tracking, planning for instruction/intervention.	Participates effectively in district, school or sub-group study, data tracking and planning for instruction or intervention.	Provides innovation or leadership in the study, data tracking and responsive planning of student performance at district, school or sub-group levels.

Domain V: Professional Responsibilities				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Teacher engages in continuous professional growth to impact instruction and student learning.	Teacher identifies professional learning needs that are not relevant to improving practice or student learning. Teacher attends professional learning provided by school or region but does not participate actively. Teacher rarely welcomes and responds to feedback from a variety of sources.	Teacher's self-evaluation indicates that professional learning is related to student needs but analysis of impact on student is unclear or not based on relevant evidence. Teacher participates in professional learning provided by schools or region, but seeks few individual professional learning opportunities related to improving practice. Teacher inconsistently welcomes and responds to feedback from a variety of sources.	Teacher engages in a cycle of continuous improvement by: <ul style="list-style-type: none"> . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; and . Analyzing the impact on student learning. Teacher takes responsibility for own professional learning by routinely accessing opportunities with and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.	Teacher engages in a cycle of continuous improvement by: <ul style="list-style-type: none"> . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; . Analyzing the impact on student learning; and . Taking initiative to expand professional learning and share learning and resources with colleagues. Teacher takes responsibility for own professional learning by routinely accessing opportunities within and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.
2. Teacher understands and utilizes SRBI and takes responsibility for building and implementing interventions, accommodations and modifications.	Teacher demonstrates limited ability to participate appropriately in the SRBI process. Teacher implements interventions, accommodations and modifications with limited effectiveness, and plays a limited role in crafting appropriate interventions, accommodations and modifications.	Teacher inconsistently demonstrates ability to participate appropriately in the SRBI process. Teacher inconsistently implements interventions, accommodations and modifications effectively, and inconsistently plays a role in crafting appropriate interventions, accommodations and modifications.	Teacher consistently demonstrates ability to participate appropriately in the SRBI process. Teacher consistently implements interventions, accommodations and modifications effectively, and consistently plays a role in crafting appropriate interventions, accommodations and modifications.	Teacher consistently demonstrates expertise in the SRBI process, implements interventions, accommodations and modifications effectively, and leads the process of crafting appropriate interventions, accommodations and modifications.

Domain V: Professional Responsibilities				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>3. Teacher communicates and collaborates with colleagues and families to develop and sustain a positive school climate to support student learning.</p>	<p>Teacher provides minimal outreach to parents on positive school climate and efforts with students are primarily those mandated of all teachers. Teacher communicates mainly through grades, report cards, progress reports, and mandated parent/teacher conferences or when issues reach critical stage. Teacher rarely solicits or responds promptly and carefully to communication from families. Teacher's communications with families and students are not culturally respectful and/or sensitive to the demographics of the community and do not promote a positive school climate.</p>	<p>Teacher attempts to engage students and families on school climate efforts but outreach is driven by school-wide efforts only. Teacher communicates mainly through school-wide mandated requirements to communicate performance results through grades, report cards and parent/teacher conferences and when a student is experiencing difficulty with academics or behavior, with some attempts to communicate expectations and reach out to parents. Teacher's communication with families is often one-way and not always appropriate, with a primary reliance on broadcast web pages and other one-way media. Teacher's communications are respectful, but do not challenge or reject, biased, negative or disrespectful attitudes or practices in others.</p>	<p>Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students. Teacher facilitates colleagues' understandings of culture, diversity and culturally responsive strategies that achieve high levels of learning for all students and enrich the experiences of the learning community. Teacher models the use of a regular two-way system that supports frequent, proactive and personalized communication with families about student performance and learning. Teacher facilitates activities, possibly including school-wide activities, to address bias, negative or disrespectful attitudes or practices in the school community.</p>

Domain V: Professional Responsibilities				
Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
4. Teacher collaborates with colleagues in a professional community.	Teacher rarely contributes to the professional community and fails to develop collaborative and collegial relationships. Teacher rarely conducts him/herself in a manner that is positive, open and does not contribute to a climate of mutual trust and respect.	Teacher inconsistently contributes to the professional community and seldom develops collaborative and collegial relationships. Teacher inconsistently conducts him/herself in a manner that is positive, open and consistently contributes to a climate of mutual trust and respect.	Teacher frequently makes a contribution to the professional community and develops collaborative and collegial relationships. Teacher frequently conducts him/herself in a manner that is positive, open and maintains a climate of mutual trust and respect.	Teacher consistently makes a substantial contribution to the professional community and develops collaborative and collegial relationships. Teacher consistently conducts him/herself in a manner that is positive, open and contributes to a climate of mutual trust and respect.
5. Demonstrating other professional behaviors.	<p>Teacher demonstrates little compliance with the responsibilities, conduct or commitment to students, the professions, the community, and the student's family, as specified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates no compliance with or advocacy for the ethical use of information or information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates some compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates some compliance with and advocacy for the ethical use of information and information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates compliance with the Connecticut Code of Responsibility, including conduct, commitment, and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates consistent compliance with and advocacy for the ethical use of information and information technology as well as other district and school policies and procedures.</p>	<p>Teacher demonstrates and consistently models professional conduct as well as commitment and responsibility to the student, the profession, the community, and the student's family as identified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights and credit sources, and adheres to safe and legal use guidelines and complies fully with school and district policies and procedures.</p>