

**A DEVELOPMENTAL CONTINUUM
OF PROFESSIONAL ABILITIES FOR
TEACHERS OF SPECIAL
EDUCATION**

OXNARD UNION HIGH SCHOOL DISTRICT

Teacher Assessment and Support Program

September 2011

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Santa Cruz New Teacher Project

DOMAIN 1:
Continuum for Engaging and Supporting all Students in Learning

A. Element: Connecting students' prior knowledge, life experience, and interests with learning goals

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the value of students' prior knowledge. Opens lesson to capture students' attention and interest.	Asks questions that elicit students' prior knowledge and helps them connect learning to their own experiences and understandings.	Implements activities and elicits questions that help students make connections between what they know and new concepts.	Implements activities and elicits questions that help students construct a new understanding of concepts in relation to learning goals.	Uses questions to revise activities and extend students' ability to synthesize what they know to achieve learning goals.

B. Element: Using a variety of instructional strategies and resources to respond to students' diverse needs

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses a few instructional strategies and recognizes the need to support learning with materials, resources and technology.	Uses specific strategies based on previous successful teaching and knowledge of students' needs. Uses resources to support learning.	Builds a repertoire of instructional strategies and resources that are appropriately matched to subject matter and are based on knowledge of individual student needs.	Uses a repertoire of appropriate strategies and resources that make the complexity and depth of subject matter understandable to all students.	Consistently draws on an extensive repertoire of appropriate strategies and resources. Adapts and refines strategies while teaching in response to students' needs.
Teacher recognizes the need to model accurate use of written and oral language to support student understanding.	Uses instructional strategies to introduce, explain and restate subject matter concepts and processes, and to support student understanding, language development and participation.	Uses a variety of oral, visual and demonstration strategies to present concepts and to support student understanding, participation and language development.	Builds a repertoire of oral, visual and demonstration strategies to ensure participation and promote language development for all students.	Uses a repertoire of oral, visual and demonstration strategies to extend language development and to ensure each student's fullest participation.

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C. Element: Facilitating learning experiences that promote autonomy, interaction, and choice

Beginning	Emerging	Applying	Integrating	Innovating
Teacher experiments with small group and individual activities	Provides opportunities for students to participate in individual and group activities that support student learning.	Provides experiences that support interaction, independent learning and choice.	Facilitates learning experiences that promote collaboration, independent learning and choice.	Facilitates challenging learning experiences that promote collaboration, independent learning and choice for all students.

D. Element: Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides opportunities for students to learn and practice skills, and to discuss subject matter content.	Provides opportunities for students to learn and practice skills in meaningful contexts and to discuss and reflect on content and issues.	Encourages all students to ask critical questions, consider diverse perspectives, and apply skills and concepts in real-life contexts.	Provides opportunities for all students to consider diverse perspectives, engage in critical thinking and problem solving in real-life contexts within and across the curriculum.	Facilitates opportunities for all students to consider diverse perspectives, analyze and draw conclusions about content and to engage in long-term inquiry within and across the curriculum.

E. Element: Promoting self-directed, reflective learning for all students

Beginning	Emerging	Applying	Integrating	Innovating
Teacher monitors student progress within a specific lesson.	Encourages students to monitor their own learning within specific lessons.	Helps all students to develop and use strategies to monitor and reflect on their own learning.	Assists all students to become self-directed learners, who are able to set goals, demonstrate and reflect on why they are learning.	Facilitates and extends opportunities for all students to set goals demonstrate, effect on and evaluate their own learning.

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DOMAIN 2:
Continuum for Creating and Maintaining and Effective Environment for Student Learning

A. Element: Creating a physical environment that engages all students

Beginning	Emerging	Applying	Integrating	Innovating
Teacher arranges classroom furniture for accessibility to students.	Arranges classroom furniture for safety, student interaction and movement. Displays student work.	Arranges and adjusts classroom seating to accommodate individual and group learning needs. Displays student work.	Arranges the physical environment to promote individual and group learning. Students help to select and display their work.	Uses the total physical environment as a resource to promote individual and group learning and display student work. Students contribute to the changing design of the environment.
Teacher makes materials, resources and technology available to students.	Makes materials, resources and technology accessible to students and establishes expectations for their safe use and care.	Makes materials, resources and technology accessible to all students and maintains expectations, clear routines and procedures while teaching students to value, respect and care for materials.	Creates an environment in which all students have access to materials, resources and technology, and students demonstrate the safe use of materials.	Maintains an environment in which all students access and take full responsibility for the use and care of materials, resources and technology.

B. Element: Establishing a climate that promotes fairness and respect

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes rapport with individual students.	Builds caring, friendly rapport with all students and models equitable, respectful relationships through positive verbal and nonverbal interactions	Maintains caring, friendly relationships with students and promotes respectful interactions among them. Students act respectfully toward teacher.	Promotes caring, respectful and equitable interactions between students. Students act respectfully toward teacher and each other.	Maintains an environment in which all students demonstrate caring, respectful and equitable relationships with each other and the teacher.
Teacher recognizes student diversity and some prejudiced attitudes and behaviors among students	Values student diversity and life experience, promotes students' self-esteem, and may intervene to address prejudiced attitudes and behaviors.	Promotes students' self-esteem and empathy for others. Teacher develops strategies to help students to identify prejudiced attitudes and behaviors.	Promotes self-esteem, empathy and cooperation among all students. Uses strategies to help students' address and challenge prejudice in the classroom.	Fosters an inclusive and equitable learning environment, and helps students to actively challenge prejudice in the classroom, school and community.

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C. Element: Promoting social development and group responsibility

Beginning	Emerging	Applying	Integrating	Innovating
Teacher creates opportunities for students to communicate and work together.	Uses activities to develop student communication skills, group responsibility, and a sense of community.	Uses strategies to engage all students in collaborative activities that promote communication, group responsibility and community.	Engages all students in collaborative activities that promote communication and group responsibility to the classroom community.	Facilitates and monitors student collaboration in which students demonstrate responsibility and leadership in problem solving and decision making in the classroom and school community.
Teacher creates opportunities for individual students to have classroom responsibilities.	Encourage student autonomy through individual classroom responsibilities and independent activities. Students are encouraged to take initiative in their own work.	Promotes student autonomy through individual classroom responsibilities, independent activities and choice. Students are encouraged to take initiative and follow through on their own work.	Encourages all students to take initiative and follow through on their own work. Students are given opportunities for leadership in the classroom.	Facilitates an environment in which students consistently take initiative for their own learning. Teacher promotes student leadership in the school and community.

D. Element: Establishing and maintaining standards for student behavior

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes expectations for student behavior.	Establishes expectations and consequences. Affirms positive behavior.	Reinforces expectations and implements consequences. Structures opportunities for students to monitor own behavior.	Equitably reinforces expectations and consequences, and coaches all students to monitor their own behavior and each others' in a respectful way.	Facilitates an environment in which students consistently maintain and monitor positive behavior during all activities.
Teacher instructs from one place in the classroom.	Establishes proximity to students during activities to prevent disruptive behavior.	Circulates during activities to respond to students' questions and monitor student behavior.	Circulates during instruction and activities to support engagement, interact with students and monitor their behavior and work.	Circulates during instruction and activities to interact with students, prompt student thinking and assess their progress.

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E. Element: Planning and implementing classroom procedures and routines that support student learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes some rules to support student learning.	Establishes clear classroom rules, routines and procedures that support student learning	Maintains clear and equitable rules, routines and procedures and modifies as needed.	Uses strategies to assist students in developing and maintaining equitable rules, routines and procedures	Assists all students to internalize rules, routines and procedures. Students show ownership of rules.

F. Element: Using instructional time effectively

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides too much or too little time for students to complete learning activities and non-instructional tasks.	Provides time for students to complete learning activities. Develops some routines for non-instructional tasks. Some transitions are efficient.	Provides adequate time for students to complete learning activities and paces instruction to maintain engagement. Uses transitions to support student engagement.	Paces instruction to review and close lessons, and uses transitions to maintain student engagement. Classroom time is used effectively	Paces instruction to provide time to review, synthesize, and close lessons. Ensures that all classroom time, including transitions, is used effectively to maximize student learning.

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DOMAIN 3:
Continuum for Understanding and Organized Subject Matter Knowledge for Student Learning

A. Element: Demonstrating knowledge of subject matter content and student development

Beginning	Emerging	Applying	Integrating	Innovating
Teacher organizes subject matter themes, concepts and skills to encourage student understanding.	Organizes subject matter themes, concepts and skills within specific content areas to facilitate student understanding and ground level expectations.	Organizes and sequences themes, concepts and skills within specific content areas to facilitate student understanding and to reflect district frameworks.	Organizes curriculum to facilitate student understanding of themes, concepts and skills and demonstrates their relationship across the curriculum.	Organizes and adapts curriculum to facilitate an in depth understanding of themes, concepts and skills in each content area, and demonstrates relationship across the curriculum.

B. Element: Organizing curriculum to support student understanding of subject matter

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies and understands key concepts in subject matter areas.	Identifies and understands key concepts and underlying themes in subject matter areas to help students relate new concepts to previous lessons.	Identifies and integrates key concepts and themes within subject matter areas and incorporates a range of diverse perspectives to support student learning.	Identifies and integrates key concepts and themes within and across curriculum to make connections between concepts and prior learning. Incorporates a range of diverse perspectives to support student learning.	Connects key concepts and themes within and across the curriculum, and builds a wide range of diverse perspectives to extend learning for all students.

C. Element: Integrating ideas and information within and across subject matter areas.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses knowledge of subject matter and student development to support student learning.	Applies knowledge of subject matter and developmental concepts to specific lessons and activities	Integrates subject matter and developmental knowledge into lessons and specific learning activities.	Uses instructional strategies that demonstrate an understanding of individual students' development in relation to curriculum and learning	Consistently uses understanding of individual students' development to meet learning goals and make the curriculum appropriate and accessible

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			goals.	to all students.
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D. Element: Developing student understanding through instructional strategies that are appropriate to the subject matter

Beginning	Emerging	Applying	Integrating	Innovating
Teacher develops one or two instructional strategies appropriate to specific subject matter.	Develops instructional strategies appropriate to specific subject matter to support student understanding.	Uses different instructional strategies to encourage thinking and develop connections between concepts within and across subject areas.	Develops and uses a repertoire of instructional strategies that challenge all students to think critically and to construct their own understanding of subject matter.	Uses a wide repertoire of instructional strategies that challenge all students to think deeply and critically, construct their own understanding of curriculum, and develop enthusiasm for subject matter.

E. Element: Using materials, resources, and technologies to make subject matter accessible to students.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the need to select instructional materials, resources, and technologies for specific lessons that reflect and support students' diverse backgrounds.	Selects and uses instructional materials, resources, and technologies to present concepts in subject areas. Some materials reflect diverse perspectives and issues.	Selects and uses relevant instructional materials, resources, and technologies to present concepts in subject areas. Materials reflect diverse perspectives and issues.	Selects and uses a range of relevant instructional materials, resources, and technologies to promote students' understanding of concepts in subject areas. Materials reflect diverse perspectives and issues.	Analyzes and uses a range of relevant instructional materials, resources, and technologies to extend students' understanding of concepts in subject areas. Materials reflect diverse perspective and issues.

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DOMAIN 4:
Continuum for Planning Instruction and Designing Learning Experiences for all Students

A. Element: Drawing on and valuing students' background, interests, and developmental learning needs

Beginning	Emerging	Applying	Integrating	Innovating
Teacher creates individual lessons that may draw from students' prior knowledge and developmental needs.	Understands students' prior knowledge, developmental needs and interests and may reflect these in planning instruction.	Uses students' prior knowledge, developmental needs, interests and diverse backgrounds in planning.	Incorporates students' prior knowledge development and diverse backgrounds in planning, and adapts to meet students' unique needs.	Designs instruction to build on students' prior knowledge, development and diverse, and to challenge all students' at their own developmental levels.

B. Element: Establishing and articulating goals for student learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher's plans contain some materials that make subject matter relevant to students.	Teacher's plans incorporate materials that make subject matter relevant and accessible to students.	Teacher's plans incorporate materials that extend students' understanding of concepts and content.	Teacher's plans incorporate a wide range of materials that extend students' understanding of concepts and content.	Teacher's plans incorporate a wide range of materials that extend students' understanding and critical thinking skills.
Teacher plans to use support personnel (aides, peer tutors, educational specialists, volunteers,) to assist with teacher tasks.	Teacher plans for the occasional involvement of support personnel to assist students in learning activities.	Teacher plans instruction to involve the structured use of support personnel in assisting student learning within a lesson.	Teacher incorporates a range of support personnel into long-term instructional plans to assist students and to extend learning activities.	Teacher utilizes a wide range of support personnel as essential partners in instruction and incorporates them into long-term plans to assist students and to extend learning activities.

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C. Element: Developing and sequencing instructional activities and materials for student learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans instruction to motivate students and involve them in learning.	Plans instruction that sequences subject matter concepts to promote student learning.	Plans sequenced instruction to promote understanding and critical thinking in students.	Sequences and adapts instruction to extend understanding and critical thinking for all students.	Sequences instruction to help students synthesize and apply new knowledge, and to see relationships and connections across subject matter areas.

D. Element: Designing long and short term plans to foster student learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans for daily lessons and activities and may have outcomes for student learning.	Plans for daily and weekly lessons and establishes outcomes for student learning in each lesson.	Establishes short-term goals for student learning and ensures that instructional activities are related to learning goals.	Establishes short and long-term goals for learning with high expectations for all students. Instructional activities are related to learning goals.	Articulates short and long-term goals with high expectations for learning and designs activities so that all students participate in setting and achieving the goals.

E. Element: Modifying instructional plans to adjust for student needs

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans lessons and follows them as planned.	Teacher modifies lesson plans to make content interesting and relevant.	Teacher revises lesson plans to promote students' understanding of concepts and critical thinking.	Teacher revises short and long-term plans, based on assessment of students' learning, to promote understanding of concepts and critical thinking for all students.	Teacher reflects on and revises the design of instruction in relation to short and long-range goals for learning to extend understanding and critical thinking for all students.

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DOMAIN 5: Continuum for Assessing Student Learning

B. Element: Collecting and using multiple sources of information to assess student learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher observes and monitors student learning and records grades.	Observes student learning and uses assessment tools to inform and guide instruction.	Uses a variety of assessments to determine what and how students are learning.	Uses a variety of assessments to guide short and long-term plans and support student learning.	Uses a variety of assessments that are embedded in instruction to guide short and long-term plans and support learning for all students.

C. Element: Involving and guiding students in assessing their own learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses grades and test scores to help students assess their progress.	Uses guidelines and some assessment tools to help students learn to reflect on and assess their own work.	Engages students in practicing self and peer assessment, and in identifying their own learning goals.	Uses a variety of tools and strategies to teach students how to reflect on and assess their work. Students engage in peer discussion of their work.	Engages all students in practicing self and peer assessment, identifying their own learning goals, and monitoring their progress over time.
Teacher assesses students' language proficiency.	Assesses students' content knowledge and language proficiency in their dominant language.	Teacher assesses students' content knowledge and language proficiency in their dominant language to select and develop appropriate strategies for instruction.	Teacher assesses all students' content knowledge and language proficiency during ongoing instruction to develop effective strategies.	Consistently assesses all students' content knowledge and language proficiency in the context of ongoing instruction to extend instruction and curriculum.

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D. Element: Using the results of assessments to guide instruction.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides students with information about their progress through test scores, grades and report cards.	Provides students with information about their current progress as they engage in learning activities and at regularly scheduled reporting periods.	Provides students with information about their current progress and helps the students use the information to improve achievement.	Provides all students with information about their progress over time and helps the students use the data to improve their achievement.	Uses a variety of assessments to provide all students with comprehensive information about their progress over time. Helps all students to engage in reflection about their growth over time.

E. Element: Communicating with students, families, and other audiences about student progress

Beginning	Emerging	Applying	Integrating	Innovating
Teacher communicates with families at regularly scheduled times.	Initiates communication with families and support personnel at regularly scheduled times and when needed.	Maintains regular communication with all families and support personnel to exchange information about students' social and academic progress.	Exchanges information with all families and support personnel to improve understanding and encourage social and academic progress. Students have opportunities to participate.	Involves families and support personnel as partners in the assessment process to improve understanding and encourage social and academic progress. Students share their progress and may lead conferences.

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DOMAIN 6: Continuum for Developing as a Professional Educator

A. Element: Reflecting on teaching practice and planning professional development

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies areas for professional growth with assistance from experienced colleagues.	Reflects on instructional successes and dilemmas, and establishes goals for professional development with assistance.	Reflects on teaching practice, modifies and pursues goals for professional development, and assesses growth through collegial support and dialogue.	Assesses teaching practice and modifies and extends plans for professional development through dialogue with colleagues.	Assesses teaching practice and extends professional development through collegial dialogue within the professional community.

B. Element: Establishing professional goals and pursuing opportunities to grow professionally

Beginning	Emerging	Applying	Integrating	Innovating
Teacher expands her or his understanding of teaching and learning by observing and interacting with more experienced teachers.	Seeks to expand knowledge and skills through professional development opportunities (e.g. workshops, classes, seminars, etc.)	Collaborates with peers on site and participates in professional development opportunities to improve teaching.	Collaborates with district peers, participates in professional development opportunities, and reads current professional literature to refine and extend their teaching.	Contributes to professional organizations, literature, and development opportunities to extend his or her own practice and that of colleagues. Leads professional development.

C. Element: Working with communities to improve professional practice

Beginning	Emerging	Applying	Integrating	Innovating
Teacher learns about students' communities	Values and respects students' communities and increases understanding of the role of the community in students' lives.	Values and respects students' communities and identifies district social services and community resources.	Uses knowledge of local community's culture, services and resources to support student learning.	Uses knowledge of the community and local services to provide and maintain innovative programs that support all students.

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D. Element: Working with families to improve professional practice

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the role of families in student learning.	Values family backgrounds and their role in student learning. Teacher has positive interactions with families.	Develops a more complete understanding of the role of families' cultural, socio-economic and linguistic backgrounds in relation to student learning. Establishes regular communication with families.	Values all students' families and responds to their concerns, develops clear communication, and provides for their participation in the classroom.	Maintains responsive communication with families and provides opportunities for families to actively participate in the classroom and school.

E. Element: Working with colleagues to improve teaching and learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes a positive working relationship with a few colleagues.	Develops collegial relationships that support classroom practice.	Engages with colleagues in dialogue and reflection to support student learning. Contributes to school wide events and learning activities.	Collaborates with colleagues to support learning for all students, contributes to school wide activities, and promotes school goals.	Provides opportunities to collaborate with colleagues to support learning for all students. Provides leadership for and implements school wide decisions, and contributes to the learning of other educators.

F. Element: Balancing professional responsibilities and maintaining motivation

Beginning	Emerging	Applying	Integrating	Innovating
Teacher has a positive attitude in the classroom and develops an understanding of professional responsibilities.	Maintains a positive attitude, demonstrates professional conduct and seeks support to balance professional responsibilities with personal needs.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creativity.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.

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CONTINUUM OF SPECIAL EDUCATION TEACHER ABILITIES

DOMAIN #7 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain A: Processing Student Referrals in Accordance with Legal Requirements

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Participates in SST meetings when invited.	Occasionally attends SST meetings and participates as an observer.	Attends SST meetings and assists team in recommending strategies.	Frequently attends SST meetings and assists team in recommending strategies. Frequently provides information on school/community resources.	Consistently attends SST meetings, assists team in carrying out strategies and following up on student progress.

CONTINUUM OF SPECIAL EDUCATION TEACHER ABILITIES

DOMAIN #7 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain B: Assessing Student Strengths and Needs in Accordance with Legal Requirements

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Completes appropriate standardized assessments.	Completes appropriate standardized assessments and occasionally incorporates informal assessments such as work samples and observations.	Completes appropriate standardized assessments and incorporates informal assessments such as work samples, observations, school records and interviews.	Frequently uses a variety of standardized and informal assessments such as curriculum based assessments.	Consistently uses a variety of standardized and informal assessments.
B-2	Reports standardized test scores with minimal interpretation.	Reports scores and observations with some interpretation.	Reports test scores, observations and describes student strengths and needs.	Integrates tests results with background data and summarizes strengths and needs with simple recommendations.	Analyzes both formal and informal test results in a cohesive manner. Presents comprehensive summary of findings with meaningful recommendations.

CONTINUUM OF SPECIAL EDUCATION TEACHER ABILITIES

DOMAIN #7 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain C: Developing the IEP in Accordance with Legal Requirements

	Beginning	Emerging	Developing	Integrating	Innovating
C-1	Writes a minimum number of goals and objectives in isolation that are somewhat related to assessment findings and lack measurable language.	Writes a minimum number of goals and objectives in isolation that are related to assessment findings but lack measurable language.	Writes clear, measurable goals and objectives related to assessment findings that attempt to address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.	Frequently writes clear, measurable goals and objectives related to assessment findings that address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.	Consistently writes clear, measurable goals and objectives related to assessment findings that address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.

CONTINUUM OF SPECIAL EDUCATION TEACHER ABILITIES

DOMAIN #7 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain D: Implementing the IEP in Accordance with Legal Requirements

	Beginning	Emerging	Developing	Integrating	Innovating
D-1	Is aware of the need to modify instruction to meet student needs but seldom does so. Seldom relates instruction to IEP goals.	Occasionally modifies instruction to meet student needs. Occasionally relates instruction to IEP goals.	Modifies instruction and adapts core curriculum to meet student needs. Relates instruction to IEP goals. Monitors student progress.	Frequently modifies instruction and adapts core curriculum to meet student needs. Designs a variety of instructional activities based on IEP goals. Monitors student progress and revises IEP as needed.	Consistently modifies instruction and adapts core curriculum to meet student needs. Designs a variety of instructional activities based on IEP goals. Monitors student progress and revises IEP as needed.
D-2	Communicates with student, parent, teacher regarding implementation of IEP goals when requested.	Occasionally communicates with student, parent, teacher regarding implementation of IEP goals.	Communicates with student, parent, teacher regarding implementation of IEP goals.	Frequently communicates and assists student, parent, teacher in implementing IEP goals.	Consistently communicates and assists student, parent, teacher in implementing IEP goals.

CONTINUUM OF SPECIAL EDUCATION TEACHER ABILITIES**DOMAIN #8 PROFESSIONAL RESPONSIBILITIES**

Sub-Domain A: Adheres to District, State and Federal Guidelines

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Meets compliance requirements. Frequently uses waivers agreed upon by parent in areas such as timelines and processing of SELPA forms.	Meets compliance requirements. Occasionally uses waivers agreed upon by parent when unable to meet compliance timelines.	Meets compliance requirements. Uses timeline waivers agreed upon by parent only in circumstances relating to parent, student, teacher availability.	Frequently meets compliance requirements. Uses timeline waivers agreed upon by parent in rare circumstances relating to parent, student, teacher availability.	Consistently meets compliance requirements. Uses timeline waivers agreed upon by parent in rare circumstances relating to parent, student, teacher availability.
A-2	Is aware of the need to provide leadership to IEP team for assuring full compliance with legal requirement but works independently of team.	Begins to provide leadership for assuring full compliance with legal requirements.	Provides some leadership for assuring full compliance with legal requirements.	Frequently provides leadership for assuring full compliance with legal requirements. Coordinates scheduling with IEP team members.	Consistently provides leadership for assuring full compliance with legal requirements. Consistently coordinates scheduling with IEP team members.

CONTINUUM OF SPECIAL EDUCATION TEACHER ABILITIES

DOMAIN #8 PROFESSIONAL RESPONSIBILITIES

Sub-Domain B: Staff Development

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Is aware of the need for consultation and in-service relating to Special Education issues, but does not participate in in-service development or presentation. Answers inquiries of faculty when contacted.	Occasionally provides consultation and in-service to general and special education staff on topics relating to Special Education as directed by the administration.	Provides consultation and in-service to general and special education staff on topics relating to Special Education in response to staff needs, as well as administrative requests.	Frequently provides consultation and in-service to general and special education staff on topics relating to Special Education in response to needs determined by administration, staff and RSP.	Consistently provides on-going consultation and in-service to general and special education staff on topics relating to Special Education. Coordinates and/or assists Special Education team in providing in-service.