SPECIAL EDUCATION – SPECIFIC COMPONENTS

Planning and Preparation (Domain 1)

Setting Instructional Outcomes (Component)
*Includes Dues Process Paperwork and Timeliness for Special Education teachers.

Due Process Paperwork

**Distinguished** - Staff presents data in a clear, concise format that is complete, longitudinally sound, readily understood by parents, the student and other professionals and demonstrates best practices in completing due process paperwork.

**Proficient** - Staff presents data in a clear, concise format, that is complete, follows recommended practices, is longitudinally sound and which can be readily understood by parents, the student and other professional staff.

**Basic** - Staff presents data that is mostly complete, follows some recommended practices and is largely understandable to parents, students and other professional staff.

**Unsatisfactory** - Staff presents data that is incomplete, does not follow recommended practices and is difficult for parents, students and other professional staff to understand.

Timeliness

**Distinguished** - Staff presents data in a clear, concise format that is complete, longitudinally sound, readily understood by parents, the student and other professionals and demonstrates best practices in completing due process paperwork.

**Proficient** - Staff presents data in a clear, concise format, that is complete, follows recommended practices, is longitudinally sound and which can be readily understood by parents, the student and other professional staff.

**Basic** - Staff presents data that is mostly complete, follows some recommended practices and is largely understandable to parents, students and other professional staff.

**Unsatisfactory** - Staff presents data that is incomplete, does not follow recommended practices and is difficult for parents, students and other professional staff to understand.

Designing Student Assessments: (Component)
*Includes long term goals & short term objectives, state standards & general education curriculum, & federal, state, & local standards for special education teachers.

Long Term Goals & Short Term Objectives

**Distinguished** - Staff identifies appropriate long term goals and short term objectives related to identified needs. Relevant, effective instructional activities are implemented. Measures of progress are utilized to adjust instruction and goals and objectives.

**Proficient** - Staff identifies appropriate long term goals and short term objectives related to identified needs. Relevant instructional activities are implemented. Measures of progress are concrete.

**Basic** - Staff identifies long term goals and short term objectives that may relate to identified needs. Instructional activities are implemented that may relate to goals and objectives. Measures of progress are not concrete.

**Unsatisfactory** - Staff does not identify appropriate long term goals and short term objectives that relate to identified needs. Instructional activities do not relate to goals and objectives and measures of progress are not taken.

State Standards and General Education Curriculum

**Distinguished** - Staff demonstrates an understanding of state standards and general education curriculum and applies them to students' identified needs. Staff serves as a resource for general education staff.

**Proficient** - Staff demonstrates an understanding of state standards and general education curriculum and applies them to students' identified needs.

**Basic** - Staff demonstrates an awareness of state standards and general education curriculum, but does not consistently apply them to students' identified needs.

**Unsatisfactory** - Staff is not aware of state standards and general education curriculum and their application to students' identified needs.
Federal, State, and Local Standards

**Distinguished** - Staff demonstrates an understanding of state standards and general education curriculum and applies them to students' identified needs. Staff serves as a resource for general education staff.

**Proficient** - Staff demonstrates an understanding of state standards and general education curriculum and applies them to students' identified needs.

**Basic** - Staff attempts to provide service in accordance with federal, state and local standards.

**Unsatisfactory** - Staff does not provide services in accordance with federal, state and local standards.

The Classroom Environment (Domain 2)

There are none in this domain.

Instruction (Domain 3)

Using Assessment in Instruction: (Component)

*Includes identified services for Special Education teachers.*

** Identified Services**

**Distinguished** - Staff provides services that are consistent with identified needs and eligibility criteria. Services are connected to the evaluation.

**Proficient** - Staff provides services which are consistent with identified needs and eligibility criteria.

**Basic** - Staff provides services which are consistent with identified needs. Eligibility criteria is not the consistent basis for services.

**Unsatisfactory** - Staff provides services to students in areas which may not be identified needs and are not consistent with service eligibility criteria.

Professional Responsibilities (Domain 4)

Maintaining Accurate Records: (Component)

*Includes progress monitoring for Special Education teachers.*

** Progress Monitoring**

**Distinguished** - Data related to the achievement of IEP goals and objectives is gathered systematically, analyzed objectively and reported regularly.

**Proficient** - Data related to the achievement of IEP goals and objectives is gathered systematically and reported regularly.

**Basic** - Data related to the achievement of IEP goals and objectives is gathered arbitrarily and reported sporadically.

**Unsatisfactory** - Data related to the achievement of IEP goals and objectives is not gathered or reported.

Communicating with Families: (Component)

*Includes parent involvement for Special Education teachers.*

** Parent Involvement**

**Distinguished** - Staff invites parents, encourages and actively supports parent participation in the planning and implementation of their child's IEP and instructional program.

**Proficient** - Staff invites parents and encourages active participation in the planning and implementation of their child's IEP and instructional program.

**Basic** - Staff invites parents to participate in the planning of their child's IEP and instructional program.

**Unsatisfactory** - Staff does not invite or encourage parent involvement in the planning of their child’s IEP and instructional program.