**CURRICULUM AND PLANNING STANDARD (CP):** The Special Education teacher makes decisions about planning that demonstrate an understanding of grade level content knowledge, specialized instruction that addresses students’ IEP goals/objectives and/or Individual Learning Plans (ILPs), and GPS, State-approved curriculum, or Curriculum Guide for Intellectually Disabled Students, by appropriately planning for what students with disabilities are expected to know, understand, and be able to do.

**STANDARD ELEMENT 1 (CP1):** The Special Education teacher develops an organizing framework for specialized instructional planning through collaboration with the General Education teacher and/or secondary/related services staff.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>NOT EVIDENT:</strong></td>
<td>There is no evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff when developing an organizing framework to plan teaching and learning activities that reflect the accommodations and specialized instruction from students’ IEPs and/or Individual Learning Plans (ILPs).</td>
</tr>
<tr>
<td><strong>EMERGING:</strong></td>
<td>There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff when developing an organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students’ IEPs/ILPs.</td>
</tr>
<tr>
<td><strong>PROFICIENT:</strong></td>
<td>There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff when developing an organizing framework to plan high quality teaching and learning activities that align curriculum, assessment, and instruction.</td>
</tr>
</tbody>
</table>

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**
- Does not use an organizing framework for planning
- Does not collaborate with the general education teacher and/or secondary/related support staff in creating lessons that are connected to one another, to standards, or to assessments
- Does not indicate in lesson plans the required accommodations and specialized instruction from students’ IEPs and ILPs
- Plans lessons for whole group instruction without evidence of direct instruction through flexible grouping (e.g. co-teaching models)
- Over-uses textbook as the major organizing framework
- Does not always provide lesson plans or only plans day-by-day
- Does not use the Curriculum Guide for Intellectually Disabled Students when planning instruction for low incidence students

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**
- Collaborates with the General Education teacher and/or secondary/related support staff in planning units and lessons, usually starting with the GPS/Cobb curriculum and then moving to logically connected activities and assessments
- Plans lessons that usually indicate the required accommodations and specialized instruction from students’ IEPs and ILPs but the strategies may not be consistently evident in the lesson plans
- Plans lessons that usually indicate the use of direct instruction through flexible grouping
- Selects, organizes, and identifies standards in some lessons and unit plans
- Reviews and uses the GPS/Cobb curriculum as instructional guides, but may fall back to textbooks as a way to organize instruction
- Plans lessons to meet the functional level of low incidence students, but does not consistently use the Curriculum Guide for Intellectually Disabled Students

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**
- Collaborates with the General Education teacher and/or secondary/related support staff in using aspects of “backward design” for planning instruction by considering students’ prior knowledge in relation to standards, then creating appropriate assessments and strategies
- Indicates in lesson plans the specific accommodations and specialized instruction for each student based on his/her IEP and ILP on a consistent basis
- Indicates in lesson plans the evidence of direct instruction through flexible grouping used on a consistent basis to specialize instruction
- Aligns standards, instruction, and assessments logically for lessons and units
- Plans form a consistent, coherent instructional framework that provides for student learning
- Plans instruction based on the Curriculum Guide for Intellectually Disabled Students that maximizes achievement and life skills readiness skills of low incidence students
**CURRICULUM AND PLANNING STANDARD (CP):** The Special Education teacher makes decisions about planning that demonstrate an understanding of grade level content knowledge, specialized instruction that addresses students’ IEP goals/objectives and/or Individual Learning Plans (ILPs), and GPS, State-approved curriculum, or Curriculum Guide for Intellectually Disabled Students, by appropriately planning for what students with disabilities are expected to know, understand, and be able to do.

**STANDARD ELEMENT 2 (CP2):** The Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff in planning specialized instruction that reflects knowledge of both content and effective instructional delivery.

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<tr>
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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher collaborates with the general education teacher and/or secondary/related services staff in planning specialized instruction that demonstrates adequate knowledge of the assigned content area(s).</td>
<td>There is evidence that the Special Education teacher collaborates with the general education teacher and/or secondary/related services staff in planning specialized instruction based on knowledge of the assigned content area.</td>
<td>There is evidence that the Special Education teacher collaborates with the general education teacher and/or secondary/related services staff in planning specialized instruction which consistently demonstrates knowledge of major concepts and assumptions in the assigned content area.</td>
</tr>
</tbody>
</table>

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**
- Covers content superficially around topics rather than standards
- Provides no opportunities for students with disabilities to access the GPS curriculum due to lack of instructional planning with the general education teacher and/or related services staff
- Implements student accommodations but does not plan for specialized instruction based on the students’ IEPs/ILPs

**Observations**
- Delivers the same content to all students without demonstrating an understanding of specialized instruction based on research-based strategies
- Asks students for facts with no expectation of achieving deeper understanding
- Overlooks incorrect or confused student responses by moving on to another student

**Lesson Plans/ Curriculum Units**
- Plans for specialized instruction, but strategies are not targeted to the individual learning needs of students based on their IEPs/ILPs
- Collaborates with the general education teacher and/or secondary/related services staff to design plans to help students effectively access the GPS curriculum

**Observations**
- Delivers content in more than one way
- Demonstrates an understanding of specialized instruction techniques but does not always make adjustments based on research-based strategies

**Lesson Plans/ Curriculum Units**
- Designs opportunities for students to learn content in ways that support their learning styles, multiple intelligences, etc. by collaborating with the general education teacher and/or secondary/related services staff
- Creates lesson plans that consistently include specialized instruction and strategies based on students’ IEPs/ILPs

**Observations**
- Uses students’ prior knowledge and/or misconceptions to guide instruction
- Expects and encourages students to learn and reason about problems in the content area
- Arranges opportunities for students to explore content knowledge in complex ways and report discoveries to others
- Demonstrates knowledge of standards and student goals as specialized instruction based on research-based strategies is presented
**CURRICULUM AND PLANNING STANDARD (CP):** The Special Education teacher makes decisions about planning that demonstrate an understanding of grade level content knowledge, specialized instruction that addresses students’ IEP goals/objectives and/or Individual Learning Plans (ILPs), and GPS, State-approved curriculum, or Curriculum Guide for Intellectually Disabled Students, by appropriately planning for what students with disabilities are expected to know, understand, and be able to do.

**STANDARD ELEMENT 3 (CP3):** The Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff in planning and accommodating assessments to measure student progress toward achieving mastery of the GPS and IEP goals and objectives.

**NOT EVIDENT:** There is no evidence that the Special Education teacher collaborates with the general education teacher and/or secondary/related services staff in planning and accommodating assessments that measure progress toward achieving mastery of the GPS and students’ IEP goals and objectives.

**EMERGING:** There is evidence that the Special Education teacher collaborates with the general education teacher and/or secondary/related services staff in planning and accommodating assessments based on desired student outcomes; however, the assessments do not always measure progress toward and mastery of the GPS and students’ IEP goals and objectives.

**PROFICIENT:** There is evidence that the Special Education teacher collaborates with the general education teacher and/or secondary/related services staff in consistently planning and accommodating assessments based on student learning goals that measure progress toward and mastery of the GPS and students’ IEP goals and objectives.

### Examples of Evidence

#### Lesson Plans/ Curriculum Units
- **Not does not collaborate with the General Education teacher and/or secondary/related services staff in planning, developing, or using assessments based on GPS/Cobb curriculum**
- **Does not use common assessments available through curriculum guides**
- **Plans, develops, and/or uses assessments that do not measure the GPS or progress on students’ goals and objectives**
- **Plans and uses only simplistic types of assessments (recall) that do not align with or represent the high quality required by the standards**
- **Plans from and primarily uses the assessments that accompany the textbooks**

#### Lesson Plans/ Curriculum Units
- **Collaborates with the General Education teacher and/or secondary/related services staff in planning standards-based assessments prior to planning lessons**
- **Uses state, district, or school designed assessments when available, but only as required by school**
- **Includes some common assessments, when available, that are designed by colleagues and aligned to the GPS**
- **Plans assessments that are aligned with GPS language, but do not necessarily lead to or measure mastery of the GPS or progress on IEP goals and objectives**
- **Plans formative and summative assessments**

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- **Plans assessments that are aligned with GPS language, but do not necessarily lead to or measure mastery of the GPS or progress on IEP goals and objectives**
- **Plans formative and summative assessments**

**Examples of Evidence**

Adapted from GaDOE CLASS Keys

Created May 2011
### CURRICULUM AND PLANNING STANDARD (CP): The Special Education teacher makes decisions about planning that demonstrate an understanding of grade level content knowledge, specialized instruction that addresses students’ IEP goals/objectives and/or Individual Learning Plans (ILPs), and GPS, State-approved curriculum, or Curriculum Guide for Intellectually Disabled Students, by appropriately planning for what students with disabilities are expected to know, understand, and be able to do.

#### STANDARD ELEMENT 4 (CP4): The Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff in planning for the appropriate delivery of specialized instruction through flexible grouping or in a small group class.

<table>
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<tr>
<th><strong>NOT EVIDENT:</strong></th>
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<th><strong>PROFICIENT:</strong></th>
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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher collaborates with the General Education teacher and/or related services staff in planning for specialized instruction through flexible grouping or in a small group class.</td>
<td>There is evidence that the Special Education teacher collaborates with the General Education teacher and/or related services staff in planning specialized instruction delivered through flexible grouping or a small group class to accommodate some student needs.</td>
<td>There is evidence that the Special Education teacher consistently collaborates with the General Education teacher and/or related services staff in planning specialized instruction delivered through flexible grouping or a small group class.</td>
</tr>
</tbody>
</table>

#### Examples of Evidence

**Lesson Plans/ Curriculum Units**

- Does not plan lessons with the General Education teacher and appears to be an assistant in the co-teaching classroom
- Plans the same instruction and assessment delivered the same way for all students regardless of developmental levels, readiness levels, cognitive abilities, and processing strengths and weaknesses
- Plans for all students to use the same materials without consideration for the specialized instruction in students’ IEPs/ILPs
- Does not plan the incorporation of students’ accommodations and modifications in the lesson plan
- Does not plan lessons with evidence of opportunities for appropriate repetition of core concepts for low incidence students

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**

- Plans lessons with the General Education teacher that do not consistently indicate the delivery of specialized instruction through flexible grouping in the co-teaching classroom
- Adjusts planning as needed for some students, and instruction is sometimes specialized for students based on their developmental levels, readiness levels, cognitive abilities, and processing strengths and weaknesses
- Plans lessons with some evidence of accommodations or modifications for individual needs based on the students’ IEPs/ILPs
- Plans lessons with evidence of opportunities for appropriate repetition of core concepts for low incidence students

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**

- Plans lessons in advance with the General Education teacher that consistently indicate the delivery of specialized instruction through flexible grouping in the co-teaching classroom
- Plans lessons, units, and assessments designed with accommodations and modifications based on students’ IEPs/ILPs so that students with disabilities can succeed
- Creates lessons that indicate instruction is consistently specialized for students based on their developmental levels, readiness levels, cognitive abilities, and processing strengths and weaknesses
- Plans lessons with evidence of opportunities for appropriate repetition of meaningful core concepts for low incidence students

Adapted from GaDOE CLASS Keys

Created May 2011
### STANDARDS-BASED INSTRUCTION STANDARD (SBI):
The Special Education teacher consistently uses research-based practices in a productive, collaborative, and inviting learning environment challenging all students with disabilities to achieve high levels of learning as defined by GPS or State-approved curriculum.

### STANDARD ELEMENT 1 (SBI1):
The Special Education teacher effectively communicates learning expectations using both the language of the standards and researched-based strategies that engage students in learning.

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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.</td>
<td>There is evidence that the Special Education teacher attempts to communicate learning expectations to students; however, the teacher does not always explicitly state the standard being addressed during lessons and experiments with research-based instruction.</td>
<td>There is consistent evidence that the Special Education teacher communicates GPS-aligned learning expectations to students by using the language of the standards and consistently delivers specialized instruction that reflects many aspects of research-based practices, and as a result, students are engaged in learning.</td>
</tr>
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</table>

#### Examples of Evidence

<table>
<thead>
<tr>
<th>Observations</th>
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<tbody>
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<td><strong>NOT EVIDENT:</strong></td>
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<td><strong>PROFI CIENT:</strong></td>
</tr>
<tr>
<td>Does not explain the purpose of the lessons or articulate expectations for student work</td>
<td>Uses the language of the standards during instruction as well as when providing feedback or commentary to students</td>
<td>Uses exemplary work, benchmarks, or examples of student work to illustrate various levels of achievement frequently during instruction</td>
</tr>
<tr>
<td>Does not use student data, rubrics or other strategies to communicate levels of performance including mastery of GPS and IEP goals/objectives</td>
<td>Uses strategies consistently, such as paraphrasing, repetition, visual cues, essential questions, etc., to interpret standards</td>
<td>Uses strategies, such as paraphrasing, repetition, visual cues, essential questions, etc., to interpret standards to students</td>
</tr>
<tr>
<td>Displays only commercial or teacher-generated materials in the classroom that are not explicitly connected to the standards(s) or student work</td>
<td>Uses student data in order to individualize and deliver specialized instruction and measure progress on IEP goals and objectives</td>
<td>Uses student data in order to individualize and deliver specialized instruction and measure progress on IEP goals and objectives</td>
</tr>
<tr>
<td>Focuses lesson on coverage of material rather than on understanding by providing scaffolding, coaching and modeling</td>
<td>Provides appropriate scaffolding, coaching, and modeling to support students as they learn new skills or concepts, removing supports when students are ready to move forward</td>
<td>Provides appropriate scaffolding, coaching, and modeling to support students as they learn new skills or concepts, removing supports when students are ready to move forward</td>
</tr>
<tr>
<td>Does not include motivating strategies that engage students in learning</td>
<td>Demonstrates a proficient knowledge of exceptionalities and learning styles of students with disabilities and specializes instruction resulting in increased student achievement</td>
<td>Demonstrates a proficient knowledge of exceptionalities and learning styles of students with disabilities and specializes instruction resulting in increased student achievement</td>
</tr>
<tr>
<td>Does not provide opportunities for choice or student decision-making, but instead regulates all aspects of assignments</td>
<td>Plans for students to learn with understanding, beyond acquisition of facts and skills by providing scaffolding, coaching and modeling</td>
<td>Plans for students to learn with understanding, beyond acquisition of facts and skills by providing scaffolding, coaching and modeling</td>
</tr>
<tr>
<td>Does not understand the various exceptionalities and learning styles of students with disabilities and is not sure how to specialize instruction to meet individual student needs</td>
<td>Demonstrates a working knowledge of the characteristics of exceptionalities of students with disabilities and learning styles but does not consistently specialize instruction for students with disabilities</td>
<td>Demonstrates a working knowledge of the characteristics of exceptionalities of students with disabilities and learning styles but does not consistently specialize instruction for students with disabilities</td>
</tr>
</tbody>
</table>

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Adapted from GaDOE CLASS Keys

Created May 2011
### STANDARDS-BASED INSTRUCTION STANDARD (SBI): The Special Education teacher consistently uses research-based practices in a productive, collaborative, and inviting learning environment challenging all students with disabilities to achieve high levels of learning as defined by GPS or State-approved curriculum.

### STANDARD ELEMENT 2 (SBI2): The Special Education teacher consistently demonstrates high expectations for all students with disabilities, including the expectation that students will take responsibility for their own learning and behavior.

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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher demonstrates high expectations for all learners or allows the students to be responsible for their own learning or behavior.</td>
<td>There is some evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.</td>
<td>There is evidence that the Special Education teacher consistently demonstrates high expectations for student and establishes a learning environment that encourages, guides, and supports students’ self-monitoring and self-improvement of achievement and behavior.</td>
</tr>
</tbody>
</table>

### Examples of Evidence

#### Observations

- **Not Reflect High Expectations for Learners**
  - Does not reflect high expectations for learners
  - Creates low-level activities (e.g., worksheets, factual recall type assessments, etc.) that promote only acquisition of facts and skills
  - Uses instructional strategies that only require students to recall facts without application of skills
  - Engages students in learning activities that are textbook- and worksheet-driven with no relation to individual learners’ needs
  - Does not encourage students to “set the bar high” or demonstrate what successful work looks like
  - Does not plan activities that will lead students to self-monitor behavior or progress (e.g., self checks, reflections, rubrics)
  - Does not encourage or reinforce students to be self-governing or self-improving
  - Does not implement positive behavioral supports and/or strategies to modify student behavior and promote self-regulation and engagement to task

- **EMERGING**
  - Expects most students to achieve at the same level; the expected level is not always high enough to ensure application of the strategies within the curriculum
  - Focuses goal setting activities on whole class data rather than addressing individual needs
  - Focuses questioning techniques and instructional strategies at the knowledge/recall and comprehension levels
  - Uses scoring rubrics that demonstrate expectations for learners; however, the top level is not always consistent with mastery of the GPS
  - Expects students to self-monitor behaviors, but is not always able to show them how to do so
  - Incorporates some opportunities for students to learn how to self-monitor behavior and progress
  - Indicates some evidence of implementation of positive behavioral supports and/or strategies to modify student behavior and promote self-regulation and engagement to task

- **PROFICIENT**
  - Includes activities designed to help students learn strategies with intent of generalization
  - Plans for the use of self-assessment instruments to determine strengths and weaknesses for goal-setting activities
  - Demonstrates high expectations for students in the classroom, regardless of ability level
  - Uses scoring rubrics that reflect high expectations for most activities
  - Involves students in record-keeping for self-assessment and self-monitoring
  - Teaches students how to accept responsibility for their own learning
  - Provides many opportunities for students to practice self-monitoring of learning and behavior
  - Implements positive behavioral supports and/or strategies consistently so that positive student behavior, self-regulation and engagement to task is increased

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Adapted from GaDOE CLASS Keys

Created May 2011
**STANDARDS-BASED INSTRUCTION STANDARD (SBI):** The Special Education teacher consistently uses research-based practices in a productive, collaborative, and inviting learning environment challenging all students with disabilities to achieve high levels of learning as defined by GPS or State-approved curriculum.

**STANDARD ELEMENT 3 (SBI3):** The Special Education teacher uses accessible instructive or assistive technology effectively to enhance the learning of students with disabilities.

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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher is using accessible instructive and assistive technology as documented in the students’ IEPs to enhance student learning.</td>
<td>There is evidence that the Special Education teacher uses accessible instructive and assistive technology; however, technology is used primarily with whole class, select students, or as a tool for tutorials and drill.</td>
<td>There is consistent evidence that the Special Education teacher routinely uses accessible instructive and assistive technology required in the students’ IEPs to enhance individual student learning and support their achievement.</td>
</tr>
</tbody>
</table>

**Examples of Evidence**

**Observations**

- Does not reference the use of technology to support instruction in lesson plans
- Does not utilize school productivity tools (e.g., grading software programs, data analysis programs, etc.)
- Does not utilize assistive technology required in IEPs (e.g., pencil grip, Boardmaker, specialized software, low or high tech voice output devices, etc.)
- Selects and uses technology and instructional media that is not related to the GPS or specialized instruction
- Does not use accessible instructive and assistive technology tools and resources to support instruction (presentation systems, instructional media, tools that require student participation, and assessment tools, etc.)
- Fails to use instructive and assistive technology tools and resources to teach the GPS and deliver specialized instruction

**Examples of Evidence**

**Observations**

- Uses instructive and assistive technology for presentation of individualized instruction
- Utilizes the school and district provided technology resources only for managing information, creating materials, etc. (e.g., record-keeping tools such as grading programs, productivity tools, etc.)
- Utilizes assistive technology required in IEPs (e.g., pencil grip, Boardmaker, specialized software, low or high tech voice output devices, etc.)
- Incorporates instructional media, and instructive and assistive technology into some lessons; however, does not always choose materials connected to the needs of individual learners
- Uses general technology tools and resources for whole group instruction (video projector connected to teacher’s workstation)
- Uses instructive and assistive technology as practice (tutorial and drill) with some students or as a tool for play, reward, remediation, or enrichment

**Examples of Evidence**

**Observations**

- Uses instructive and assistive technology tools and resources to support instruction with strategies selected to meet individual student differences
- Integrates assistive technology tools and resources that align with students’ IEPs and consults with assistive technology support staff as needed
- Integrates the use of assistive technology required in IEPs (e.g., pencil grip, Boardmaker, specialized software, low or high tech voice output devices, etc.) into daily instruction
- Builds a repertoire of appropriate instructive or assistive technology tools and resources found on the Internet or through county resources (e.g., assistive technology support or specialized instructional programs) and incorporates these in instruction
- Uses instructive or assistive technology tools to support instruction that actively engage learners (e.g., student response systems, interactive whiteboards, etc.)
- Assures that students have physical access, support, and time to use classroom and school resources, including instructive or assistive technology
### STANDARDS-BASED INSTRUCTION STANDARD (SBI):

The Special Education teacher consistently uses research-based practices in a productive, collaborative, and inviting learning environment challenging all students with disabilities to achieve high levels of learning as defined by GPS or State-approved curriculum.

### STANDARD ELEMENT 4 (SBI4): The Special Education teacher specializes instruction to meet the cognitive and developmental levels, processing strengths and weaknesses, learning styles, and interests of students with disabilities.

#### NOT EVIDENT:
There is no evidence of specialized instruction. The Special Education teacher uses a single plan for all students with disabilities with content presented in the same way to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.

#### EMERGING:
There is evidence that the Special Education teacher specializes instruction to accommodate students’ cognitive and developmental levels, processing strengths and weaknesses, and learning styles; however, some instruction tends to be teacher-centered and whole group in approach.

#### PROFICIENT:
There is evidence that the Special Education teacher consistently uses specialized instruction designed to accommodate students’ cognitive and developmental levels, processing strengths and weaknesses, learning styles and interests.

### Examples of Evidence

<table>
<thead>
<tr>
<th><strong>Observations</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>★ Has not developed a consistent method of using formal and informal data to specialize instruction</td>
<td>★ Has developed a method of observing all students in order to specialize instruction, but has not developed a systematic way of gathering formal and informal data</td>
<td>★ Observes students in routine, habitual ways and has a systemic way of collecting data both formally and informally in order to reflect on and specialize instruction</td>
</tr>
<tr>
<td>★ Follows plans as prepared without consideration for student needs or frustration</td>
<td>★ Relies on a few instructional strategies, more for their own comfort level than for student needs</td>
<td>★ Uses a variety of resources to support equitable engagement of students with disabilities</td>
</tr>
<tr>
<td>★ Expects all students with disabilities to use the same materials without consideration for reading levels, processing strengths, interests, cognitive and developmental levels or learning styles</td>
<td>★ Uses some materials to support students taking into consideration developmental levels, processing strengths and weaknesses, and learning styles</td>
<td>★ Uses multi-modal (visual, hand-on, auditory, kinesthetic) activities that addresses developmental levels, processing strengths and weaknesses and learning styles</td>
</tr>
<tr>
<td>★ Does not incorporate resources to specialize instruction</td>
<td>★ Delivers some instruction through small group or flexible grouping but students are not always placed based on a data collection system or the students’ IEPs/ILPs</td>
<td>★ Utilizes supplemental aides and services that give students access to the curriculum</td>
</tr>
<tr>
<td>★ Does not deliver small group instruction or flexible grouping as needed and the majority of instruction tends to be teacher-centered and whole group in approach</td>
<td>★ Delivers instruction through small group or flexible grouping that meets the individual needs of students based upon on-going data collection and the IEPs/ILPs</td>
<td>★ Delivers instruction through small group or flexible grouping that meets the individual needs of students based upon on-going data collection and the IEPs/ILPs</td>
</tr>
<tr>
<td>★ Does not utilize supplemental aides and services to give students access to the curriculum based on students’ IEPs/ILPs</td>
<td>★ Utilizes supplemental aides and services to give student access to the curriculum</td>
<td>★ Incorporates daily living activities on a regular schedule based on the students’ levels of independence in low incidence and SNP classes</td>
</tr>
<tr>
<td>★ Does not incorporate daily living skills to improve the functional levels of students in the low incidence and SNP classes</td>
<td>★ Incorporates daily living activities occasionally based on the individual needs of students in low incidence and SNP classes</td>
<td>★ Adjusts the ILP using new information from an IEP or assessment</td>
</tr>
<tr>
<td>★ Does not adjust the ILP using new information from an IEP or assessment</td>
<td>★ Adjusts the ILP using new information from an IEP or assessment</td>
<td>★ Adjusts the ILP as new information is gained from an IEP or informal or formal assessments</td>
</tr>
</tbody>
</table>
### STANDARDS-BASED INSTRUCTION STANDARD (SBI): The Special Education teacher consistently uses research-based practices in a productive, collaborative, and inviting learning environment challenging all students with disabilities to achieve high levels of learning as defined by GPS or State-approved curriculum.

### STANDARD ELEMENT 5 (SBI5): The Special Education teacher delivers instruction to students with disabilities which fosters the development of higher-order thinking/ reasoning skills.

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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher emphasizes and/or encourages students to use higher-order thinking skills and processes.</td>
<td>There is evidence that the Special Education teacher encourages students to use higher-order thinking skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently uses these techniques</td>
<td>There is evidence that the Special Education teacher emphasizes and consistently encourages students to use higher-order thinking skills and processes by routinely delivering instruction using techniques that move students toward a higher level of thinking.</td>
</tr>
</tbody>
</table>

#### Examples of Evidence

**Observations**

- Cannot explain complex concepts and assumptions in the content area(s) to students
- Becomes confused or defensive when students ask questions or seem frustrated
- Asks only low-level factual questions
- Responds to oral student responses with a correct answer rather than challenging the student or others to find answers
- Does not use techniques to bridge the gap between what students know and should be able to do
- There are no prompting methods utilized to facilitate movement toward independence or higher order thinking in the low incidence and SNP classes (i.e. students only participate in hand over hand without the trials allowing students to become independent)

**Examples of Evidence**

- Uses some higher-order thinking strategies (comprehension, application, analysis), but usually as short-term lessons or projects without extending the skills to other work
- Invites students to share their own knowledge and interpretations, but does not always provide appropriate responses (“That’s correct.” “Tell us more.”)
- Experiments with strategies, processes, and “habits of mind” that will encourage higher order thinking
- Uses some basic techniques which sometimes assist students in moving from concrete to abstract thinking
- Uses a prompting method like “tell, show, and do” occasionally to facilitate movement toward independence or higher order of thinking in the low incidence and SNP classes

**Examples of Evidence**

- Helps students learn by creating performance tasks designed for understanding rather than just promoting acquisition of disconnected sets of facts and skills
- Teaches memory skills to develop coherent structures of information (e.g., mnemonic devices, mental maps, etc.)
- Facilitates learning by regulating the difficulty of tasks by starting with guided practice and leading towards independence
- Facilitates movement towards independence or higher order thinking skills by organizing activities creating a 3 step-prompting such as “tell, show, and do” in the low incidence and SNP classes

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Adapted from GaDOE CLASS Keys

Created May 2011
**STANDARDS-BASED INSTRUCTION STANDARD (SBI):** The Special Education teacher consistently uses research-based practices in a productive, collaborative, and inviting learning environment challenging all students with disabilities to achieve high levels of learning as defined by GPS or State-approved curriculum.

**STANDARD ELEMENT 6 (SBI6):** The Special Education teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment that maximizes instructional time in the small group classroom or in an inclusive general education environment.

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<tr>
<th>NOT EVIDENT:</th>
<th>EMERGING:</th>
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<tbody>
<tr>
<td>There is no evidence that the Special Education teacher establishes classroom rules and procedures to support a positive, productive learning environment that maximizes instructional time in the small group classroom or in an inclusive general education class. Time is frequently interrupted as a result of classroom management issues that detract from time spent on learning.</td>
<td>There is evidence that the Special Education teacher establishes classroom rules and procedures to maximize instructional time in the small group classroom or in an inclusive general education class; however, instruction is sometimes interrupted as a result of classroom management issues.</td>
<td>There is evidence that the Special Education teacher establishes and communicates classroom rules and procedures focused on a positive, productive learning environment in the small group classroom or in an inclusive general education class while maximizing instructional time by consistently following a classroom management plan.</td>
</tr>
</tbody>
</table>

### Examples of Evidence

#### Observations

- ★ The special education teacher does not collaborate with the general education teacher to establish classroom rules and routines
- ★ Does not consistently demonstrate or model respect and acceptance in interactions with students (e.g., use of sarcasm, limited interactions with individual students)
- ★ Does not respond to inappropriate student behavior
- ★ Does not have classroom/school rules/procedures posted in the classroom or a classroom management system in place
- ★ Does not begin and end class on time
- ★ Does not have appropriate materials ready for instruction
- ★ Does not clearly describe what students are to do, how they are to move, behave, or interact so that time is lost in repetition or disciplinary actions
- ★ Assigns students to small groups or independent work without guidance or clear expectations
- ★ Reacts to individual student issues in a nonproductive way because a classroom behavior management plan is not in place

- ★ The special education teacher and general education teacher collaborate in establishing the classroom rules and routines; however, a plan for individual student issues is not discussed
- ★ Greets and talks individually with many students
- ★ Responds fairly, but not always consistently, to inappropriate student behavior because the classroom management system is not consistently implemented
- ★ Posts rules, written or symbolic, and procedures in the classroom, but does not refer to them at appropriate times
- ★ Begins and ends class on time
- ★ Has appropriate materials ready for instruction for most lessons
- ★ Establishes a classroom behavior management plan but does not follow it consistently when disruptive behaviors occur
- ★ Identifies students who need a Functional Behavior Assessment and Behavior Intervention Plan and implements the process

- ★ The special education teacher and general education teacher collaborate on a plan for establishing rules, routines, and roles in addressing individual student issues
- ★ Models respect and acceptance through interactions and classroom management
- ★ Reinforces positive interactions by consistent monitoring and correction of behaviors when needed
- ★ Posts written or symbolic rules/procedures prominently and refers to them at appropriate times
- ★ Provides bell-to-bell instruction that is rarely interrupted by management issues
- ★ Has appropriate materials/resources consistently ready for instruction
- ★ Monitors activities to make sure students are using resources and time efficiently and effectively
- ★ Plans for and clearly articulates what students are to do if they complete work earlier than others
- ★ Follows the classroom behavior management plan consistently and disruptive students have a Behavior Intervention Plan (BIP) that is implemented and updated periodically
ASSESSMENT OF STUDENT LEARNING STANDARD (AL): The Special Education teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in specialized instruction that fosters continuous improvement for students with disabilities.

STANDARD ELEMENT 1 (AL1): The Special Education teacher uses formative assessment strategies to monitor student performance and progress on IEP goals and objectives and to adjust instruction in order to maximize student achievement on the GPS, State-approved curriculum or Curriculum Guide for Intellectually Disabled Students.

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<tr>
<td>There is no evidence that the Special Education teacher uses formative assessment strategies either to monitor student achievement and progress on IEP goals and objectives or use IEPs/ILPs to adjust instruction to meet student needs.</td>
<td>There is evidence that the Special Education teacher uses some formative assessment to guide adjustments of instruction; however, formative assessment is only occasionally used at the individual level and data is taken inconsistently on IEP goals and objectives.</td>
<td>There is evidence that the Special Education teacher consistently uses formative assessment to take data on IEP goals/objectives, monitor student progress over all units and to adjust instruction to meet students’ individual learning needs according to their IEPs/ILPs.</td>
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</tbody>
</table>

### Examples of Evidence

#### Lesson Plans/ Curriculum Units
- Does not use formative assessments to guide instruction
- Makes a single plan for all learners

#### Observations
- Does not know how to use data and IEPs/ILPs to adjust instruction to meet the needs of students who are having difficulty understanding the lesson

#### Lesson Plans/ Curriculum Units
- Plans for some formative assessment and is learning to use data and the IEPs/ILPs to adjust instruction to meet individual student needs
- Re-teaches rarely and then primarily to the whole class in areas identified as weaknesses
- Assesses student learning typically at the end of a unit (summative evaluation) to determine student achievement rather than to identify students in need of support

#### Observations
- Adjusts instruction at the whole class level but is not consistent in using the IEPs/ILPs to address individual needs
- Demonstrates limited skill in making adjustments based on formative assessment data and the students’ IEPs/ILPs
- Notices consciously how students respond to teaching strategies, but is not comfortable adjusting instruction in the middle of a lesson

#### Lesson Plans/ Curriculum Units
- Uses formative assessments to design specialized instruction according to each student’s IEPs/ILPs
- Adjusts plans as he/she develops knowledge of specific students
- Experiments with a variety of formative assessment measures including student notes and reflections, assignments, quizzes, demonstrations, concept maps, checklists, work samples, artifacts, etc.

#### Observations
- Delivers specialized instruction to address the deficit areas of students who are having difficulty understanding the lesson
- Encourages student questions and discussion in the classroom and uses student input for spontaneous planning and adjustments
- Provides alternative explanations and seeks effective approaches when students’ questions or responses reveal lack of understanding

Adapted from GaDOE CLASS Keys

Created May 2011
**ASSESSMENT OF STUDENT LEARNING STANDARD (AL):** The Special Education teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in specialized instruction that fosters continuous improvement for students with disabilities.

**STANDARD ELEMENT 2 (AL2):** The Special Education teacher uses diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weakness and to specialize instruction in order to maximize achievement of students with disabilities on GPS, state-approved curriculum or Curriculum Guide for Intellectually Disabled Students.

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<tr>
<td>There is no evidence the Special Education teacher uses diagnostic assessment data to determine student or class strengths and weaknesses or to plan for specialized instruction. The teacher does not identify student or class strengths or weaknesses.</td>
<td>There is evidence that the Special Education teacher uses some diagnostic strategies to identify student strengths, weaknesses, and prior knowledge to specialize instruction; however, diagnostic assessment is not an integral part of unit planning.</td>
<td>There is evidence that the Special Education teacher uses a variety of diagnostic assessment strategies to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. Diagnostic assessment is a regular part of unit planning.</td>
</tr>
</tbody>
</table>

**Examples of Evidence**

**Lesson Plans/ Curriculum Units**
- Does not include diagnostic assessments in plans
- Is not guided by diagnostic data when planning for specialized instruction
- Does not consider students’ prior knowledge to determine starting points for instruction

**Observations**
- Does not use informal or formal diagnostic assessments at the beginning or end of a lesson or unit
- Does not probe for prior knowledge during a lesson
- Does not match the instruction to the prior knowledge of the learners
- Does not use student portfolio assessments to plan IEP goals and objectives, instruction, and assessment for low incidence and SNP students

**Lesson Plans/ Curriculum Units**
- Includes diagnostic assessments at the beginning of some instructional units
- Plans for limited specialized instruction based on the diagnostic data

**Observations**
- Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit
- Asks questions to determine prior knowledge during a lesson
- Creates a portfolio assessment for each student but inconsistently uses the folders to plan IEP goals and objectives, instruction, and assessment for low incidence and SNP students

**Lesson Plans/ Curriculum Units**
- Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and consistently plans for specialized instruction for individual students
- Identifies students’ prior knowledge in the content area(s) and plans to link it to new learning

**Observations**
- Specializes the lesson to address the needs of students who start the lesson at a lower level of understanding by using a variety of strategies
- Uses a variety of diagnostic strategies (e.g., initial writing prompts, informal reading assessments, pre-tests, etc.
- Uses portfolio assessment to plan IEP goals and objectives, instruction, and assessment for low incidence and SNP students

Adapted from GaDOE CLASS Keys

Created May 2011
### ASSESSMENT OF STUDENT LEARNING STANDARD (AL):
The Special Education teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in specialized instruction that fosters continuous improvement for students with disabilities.

### AL ELEMENT 3 (AL3):
The Special Education teacher uses a variety of summative strategies to evaluate student status and to specialize instruction in order to maximize student achievement on the GPS, State-approved curriculum, or Curriculum Guide for Intellectually Disabled Students and to measure the mastery of IEP goals and objectives for students with disabilities.

### Examples of Evidence

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Lesson Plans/ Curriculum Units</strong></td>
</tr>
<tr>
<td>* Does not use common assessments established by the school as measures of the GPS</td>
</tr>
<tr>
<td>* Does not design and/or use summative assessments that are aligned with the GPS</td>
</tr>
<tr>
<td>* Does not plan for review of material prior to summative assessments, or includes only brief lower-order review</td>
</tr>
<tr>
<td>* Does not include time for review of summative assessment results with students</td>
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<tr>
<th><strong>Observations</strong></th>
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<tbody>
<tr>
<td>* Does not explain to students how summative assessments match with lesson content</td>
</tr>
<tr>
<td>* Does not link prior formative assessment to summative assessments</td>
</tr>
<tr>
<td>* Does not take data on IEP goals and objectives</td>
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<tr>
<td>* Does not send Progress Reports on IEP goals and objectives to parents</td>
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### Examples of Evidence

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<tbody>
<tr>
<td><strong>Lesson Plans/ Curriculum Units</strong></td>
</tr>
<tr>
<td>* Uses summative assessments solely for the purpose of assigning grades</td>
</tr>
<tr>
<td>* Aligns summative assessment with the GPS at the standard level, but not necessarily at the element level</td>
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<tr>
<td>* Concentrates on lower levels of thinking (recall-based) in summative assessment strategies</td>
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<tbody>
<tr>
<td>* Matches summative assessment(s) with lesson content</td>
</tr>
<tr>
<td>* Informs students about the content and skills that are assessed by summative assessments and how data is linked to progress on goals and objectives</td>
</tr>
<tr>
<td>* Gives students some feedback about the results from a summative assessment</td>
</tr>
<tr>
<td>* Sends Progress Reports to parents on a regular basis but data on goals/objectives may be inadequate</td>
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### Examples of Evidence

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<tr>
<td><strong>Lesson Plans/ Curriculum Units</strong></td>
</tr>
<tr>
<td>* Develops units of instruction that reveal clear connections between formative and summative assessments</td>
</tr>
<tr>
<td>* Uses summative assessments that align closely with the GPS at all levels</td>
</tr>
<tr>
<td>* Uses common assessments created by collaborating with other teachers</td>
</tr>
<tr>
<td>* Uses a variety of summative assessments that are valid and reliable measures of student achievement</td>
</tr>
<tr>
<td>* Uses summative assessment results to plan next units and redeliver instruction</td>
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<tbody>
<tr>
<td>* Provides students with choices of ways to demonstrate learning</td>
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<tr>
<td>* Reviews summative assessment results with students</td>
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<tr>
<td>* Sends Progress Reports based on multiple sources of information to parents on the same schedule as report cards</td>
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Adapted from GaDOE CLASS Keys 13 Created May 2011
## ASSESSMENT OF STUDENT LEARNING STANDARD (AL):  
The Special Education teacher uses a balanced variety of assessment techniques that are systematically implemented, resulting in specialized instruction that fosters continuous improvement for students with disabilities.

| STANDARD ELEMENT 4 (AL4):  
The Special Education teacher provides effective and timely commentary/feedback regarding the writing and oral performances of students with disabilities. |
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<tr>
<td><strong>NOT EVIDENT:</strong> There is no evidence that the Special Education teacher provides adequate feedback/commentary on student work, including grades, on student work, or the feedback/commentary and/or grades that are given do not align with the GPS</td>
</tr>
<tr>
<td><strong>EMERGING:</strong> There is evidence that the Special Education teacher provides feedback/commentary, including grades, on student performances; however, feedback/commentary or grades may not be consistently equitable or may not be aligned with the GPS</td>
</tr>
<tr>
<td><strong>PROFICIENT:</strong> There is evidence that the Special Education teacher provides GPS-based feedback/commentary on student performances, including, but not limited to, fair and equitable grades.</td>
</tr>
</tbody>
</table>

### Examples of Evidence

#### Lesson Plans/ Curriculum Units
- Uses assessments solely to assign grades and not to provide feedback/commentary or inform future instruction
- Does not identify or display exemplary work samples to demonstrate levels of performance toward mastery of the GPS
- Does not provide opportunities for students to produce written expression using alternative methods based on individual needs and abilities
- Does not use rubrics to communicate levels of expected performance.
- Bases grading on things other than learning (e.g., behavior, motivation, etc.)

#### Observations
- Limits feedback to evaluative judgments
- Does not provide oral or written feedback/commentary on student work beyond a grade
- Does not make connections between the GPS and the assessments administered
- Assigns grades but does not discuss grades and what they mean with individual students

#### Examples of Evidence

#### Lesson Plans/ Curriculum Units
- Prepares students summative assessments based on the GPS through review and practice
- Creates opportunities for students to be assessed on their current knowledge and skills relative to the GPS
- Provides opportunities for students to produce written expression using alternative methods based on individual needs and abilities
- Responds to student work, although not in depth and not always in a timely manner to affect instruction
- Uses rubrics to communicate possible levels of performance, but highest levels of rubrics do not consistently reflect mastery of the GPS

#### Observations
- Give corrective feedback/commentary but doesn't always connect it to the standards or to student grades
- Informs students about the importance of content and skills that are to be assessed

#### Examples of Evidence

#### Lesson Plans/ Curriculum Units
- Plans time and guidance for students to reflect on and assess progress
- Identifies a repertoire of benchmarks of student work that show various levels of achieving standards
- Responds to student work in relation to the GPS, providing time to remediate for success before final grading
- Provides opportunities for students to produce meaningful written expression using alternative methods based on individual needs and abilities

#### Observations
- Explains and demonstrates the purposes and procedures of assessment to students, using benchmarks and standards
- Provides specific oral or written commentary on student work and connects the comments to the elements within the standards and to student grades
- Provides timely feedback/guidance on students' performance for low incidence and SNP students

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Adapted from GaDOE CLASS Keys  
Created May 2011
**DUE PROCESS COMPLIANCE STANDARD (DPC):** The Special Education teacher completes all required and assigned duties related to the special education process. (See DPC Teacher and Evaluator Summary Forms.)

**STANDARD ELEMENT 1 (DPC1):** The Special Education teacher develops, implements, and monitors progress on the Individual Educational Programs (IEPs) of all students on his/her caseload. (See Descriptors below.)

| 1. | Sent Notice of Meeting form to all parents/guardian/adult student prior to IEP date. |
| 2. | Sent updated draft IEP to all parents/guardians/adult student prior to IEP meeting. |
| 3. | Ensured each required participant attends IEP meeting and signs in or obtains Excusal Form. |
| 4. | Established a link between standardized testing (including subtest scores), current functioning, goals/objectives, supportive aids and services and placement for each student. |
| 5. | Maintains current functioning information for each student that is comprehensive and includes most recent standardized test results, discussion of subtest scores, statement regarding strengths and weaknesses, statement of how the disability affects performance based on eligibility and statement of performance in the deficit areas. |
| 6. | Writes IEPs that address all parent/guardian/adult student concerns. |
| 7. | Writes IEP meeting minutes that clearly reflect discussion and include rationale for decisions (e.g., current functioning, eligibility/re-eligibility, Extended School Year, Transition services, supportive aids and services, testing participation, placement, etc.). |
| 8. | Develops a Transition Plan for each student based on student’s needs and strengths and interests and involves the student in creating specific and measurable goals (grades 8-12). |
| 9. | Aligns goals/objectives to Georgia Performance Standards (GPS) in student deficit areas; goals are measurable, linked directly to Current Functioning, and indicate baseline performance, mastery level and method of evaluation. |
| 10. | Writes required accommodations and/or modifications that are specific. |
| 11. | Provides testing accommodations and/or modifications that are consistent with required classroom accommodations and/or modifications. |

**STANDARD ELEMENT 2 (DPC2):** The Special Education teacher adheres to federal, state, and local due process procedures as related to the completion of Special Education documents. (See Descriptors below.)

| 1. | Adheres to procedural timelines regarding student eligibilities, re-evaluations, and students coming from out of the system. |
| 2. | Completes designated follow-up procedures for students referred for special education eligibility/re-eligibility (e.g., administers assessments, collects data, completes student observations, gathers work samples, writes eligibilities, as needed, etc.). |
| 3. | Collaborates and communicates with parents/guardians on all aspects of their child. |
| 4. | Completes and submits to Special Education Supervisor the required paperwork within the required timeline (i.e., Beginning and End of Year packets, Extended School Year packets, allotment information, caseload information, etc.). |
| 5. | Participates in state and federal funding counts (FTE) as directed within the required timeline. |
| 6. | Communicates regularly with colleagues to support student achievement and performance. |
| 7. | Creates, implements, and regularly updates effective Functional Behavior Assessments and Behavior Intervention Plans for students with behavioral issues. |
| 8. | Creates, implements, and regularly updates Individual Learning Plans (ILPs) for all students on his/her caseload at least annually. |
| 9. | Collaborates with support personnel as needed to increase student achievement (e.g., OT, PT, speech, Behavior Autism Support Teachers, Autism Trainers, paraprofessionals, etc.). |
| 10. | Sends progress reports with updated data to parents on the same reporting schedule as general education teachers. |
| 11. | Develops and reviews IEPs for each student on his/her caseload at least annually by IEP due date. |