

Possible **examples** of how the Framework For Teaching could apply to
Learning Support Teachers

	Failing	Needs Improvement	Proficient	Distinguished
1a Knowledge of Content and Pedagogy General Examples	LS teacher makes content errors. LS teacher does not consider district curriculum when planning lessons. LS Teacher does not see conceptual and prerequisite relationships with other content areas and knowledge of prerequisite relationships is inaccurate or incomplete. LS teacher's plans use inappropriate best practice instructional strategies.	LS teacher may make content errors. LS teacher inconsistently considers district curriculum when planning lessons. LS Teacher inconsistently sees conceptual and prerequisite relationships with other content areas and knowledge of prerequisite relationships is inaccurate or incomplete. LS teacher's plans inconsistently use best practice instructional strategies.	LS teacher does not make content errors. LS teacher consistently considers district curriculum when planning lessons. LS Teacher consistently sees conceptual and prerequisite relationships with other content areas and knowledge of prerequisite relationships is accurate and complete. LS teacher's plans consistently use best practice instructional strategies.	LS Teacher demonstrates extensive knowledge of conceptual and prerequisite relationships with other content areas. Lessons are planned with correlation between the district curriculum, state content standards and individual student learning profiles. Knowledge of prerequisite relationships provides a link to necessary cognitive structures needed by students to ensure understanding. LS teacher's plans use best practice instructional strategies which proactively anticipate student misconceptions.
1a Specific Examples	<p>The LS teacher uses limited data to build Present Levels of Educational and Functional Performance (PLEFP). Goals or Short Term Objectives (STO) for student learning are not included and/or written based on the content state standards and/or information contained in the Present Levels. They are also written in a manner that does not meet special education cyclical monitoring requirements. LS teacher has limited knowledge of how to differentiate instruction that does not meet specific student needs.</p> <p>For instance, the teacher utilizes a teacher edition of a textbook for all math instruction.</p>	<p>The LS teacher inconsistently uses multiple assessment data to build the Present Levels of Educational and Functional Performance (PLEFP). Goals or Short Term Objectives (STO) for student learning are inconsistently written based on the content state standards and/or information contained in the Present Levels based on generalized student need. They may also be inconsistently written in a manner that does not meet special education cyclical monitoring requirements. LS teacher demonstrates inconsistent knowledge of how to differentiate instruction to meet specific student needs.</p> <p>For instance, the teacher utilizes a teacher edition of a textbook and alternative math programs for math instruction.</p>	<p>The LS teacher consistently uses multiple assessment data to build the Present Levels of Educational and Functional Performance (PLEFP). Goals or Short Term Objectives (STO) for student learning are consistently written based on the content state standards and/or information contained in the Present Levels based on individualized student need. They are also consistently written in a manner that meets special education cyclical monitoring requirements. LS teacher demonstrates consistent knowledge of how to differentiate instruction to meet specific student needs.</p> <p>For instance, the teacher utilizes curricular and alternative math programs and supplemental materials to support math instruction such as: math manipulatives, interactive Smart board lessons and interactive websites.</p>	<p>The LS teacher consistently uses multiple assessment data to build the Present Levels of Educational and Functional Performance (PLEFP). Goals or Short Term Objectives (STO) for student learning are consistently written based on the content state standards and/or information contained in the Present Levels based on individualized student need. They are also consistently written in a manner that exceeds special education cyclical monitoring requirements. LS teacher demonstrates masterful knowledge of how to differentiate instruction to meet specific student needs.</p> <p>For instance, the teacher utilizes infinite resources beyond the teacher edition of a textbook or other curricular program to support math instruction. Teacher coordinates cross-curricular instruction and creates real-world math experiences in coordination with a general education teacher. Teacher utilizes math manipulatives, interactive Smart board lessons and math websites to support student learning.</p>

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1b Demonstrating Knowledge of Students General Examples	LS teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs. LS teacher does not seek understanding of individual student learning profiles, strengths and needs.	LS teacher demonstrates some understanding of how students learn, and some knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs. LS teacher seeks partial understanding of individual student learning profiles, strengths and needs.	LS teacher demonstrates thorough understanding of how students learn, and demonstrates thorough knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs. LS teacher seeks understanding of individual student learning profiles, strengths and needs.	LS teacher demonstrates a consistent understanding of how students learn, and demonstrates a consistent knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs. LS teacher seeks understanding of individual student learning profiles, strengths and needs from multiple sources.
1b Specific Examples	<p>The LS teacher demonstrates little to no ability to differentiate instruction in multiple ways such as utilizing multisensory approaches with visual, auditory, tactile and kinesthetic components to meet little to no individual student needs. The LS teacher demonstrates little to no ability to recognize the learning differences that exist in the cognitive and affective domains for a student with a learning disability linked to the Present Levels of Educational and Functional Performance (PLEFP) and Specially Designed Instruction (SDI) component of student IEPs. The teacher also demonstrates little to no ability to link this information to multiple formative, diagnostic and summative assessment tools.</p> <p>For instance, teacher teaches addition only using flash cards to teach math facts. .</p>	<p>The LS teacher demonstrates inconsistent ability to differentiate instruction in multiple ways such as utilizing multisensory approaches with visual, auditory, tactile and kinesthetic components to inconsistently meet individual student needs. The LS teacher inconsistently recognizes the learning differences that exist in the cognitive and affective domains for a student with a learning disability linked to the Present Levels of Educational and Functional Performance (PLEFP) and Specially Designed Instruction (SDI) component of student IEPs. The teacher also inconsistently links this information to multiple formative, diagnostic and summative assessment tools.</p> <p>For instance, teacher flash cards most of the time when teaching addition and occasionally leads class in choral recitation of facts.</p>	<p>The LS teacher demonstrates consistent ability to differentiate instruction in multiple ways such as utilizing multisensory approaches with visual, auditory, tactile and kinesthetic components to consistently meet individual student needs. The LS teacher recognizes the learning differences that exist in the cognitive and affective domains for a student with a learning disability linked to the Present Levels of Educational and Functional Performance (PLEFP) and Specially Designed Instruction (SDI) component of student IEPs. The teacher also consistently links this information to multiple formative, diagnostic and summative assessment tools.</p> <p>For instance, teacher teaches math facts using flash cards, interactive Smart board practice, and computer drill and practice.</p>	<p>The LS teacher demonstrates extensive ability to differentiate instruction in multiple ways such as utilizing multisensory approaches with visual, auditory, tactile and kinesthetic components to extensively meet individual student needs. The LS teacher extensively recognizes the learning differences that exist in the cognitive and affective domains for a student with a learning disability linked to the Present Levels of Educational and Functional Performance (PLEFP) and Specially Designed Instruction (SDI) component of student IEPs. The teacher also masterfully links this information to multiple formative, diagnostic and summative assessment tools.</p> <p>For instance, teacher teachers math facts based on individual student needs, using a variety of resources such as: flash cards, paper and pencil drill and practice, computer drill and practice, interactive Smart board practice, and math manipulatives.</p>

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1c Setting Instructional Outcomes General Examples	The LS teacher rarely or never integrates outcomes to state content standards and/or student IEP goals/objectives. Outcomes are not clear and/or are stated as activities. Based on student needs, outcomes are not suitable for some or all of the students with learning disabilities.	The LS teacher inconsistently integrates outcomes to state content standards and/or student IEP goals/objectives. Outcomes are inconsistently clear and/or are stated as activities. Based on student needs, outcomes are not consistently suitable for some or all of the students with learning disabilities.	The LS teacher consistently integrates outcomes to state content standards and/or student IEP goals/objectives. Outcomes are consistently clear and are based on what students will learn. Based on student needs, outcomes are consistently suitable for all of the students with learning disabilities.	The LS teacher extensively integrates outcomes to state content standards and/or student IEP goals/objectives. Outcomes are extensively clear and are based on what students will learn. Based on student needs, outcomes are masterfully suitable for all of the students with learning disabilities.
1c Specific Examples	<p>The LS teacher demonstrates little to no knowledge of how to develop instructional outcomes for students with learning disabilities. Outcomes are stated based on textbook or curricular program page number or activity. Outcomes are not differentiated based on the instructional level of the students with learning disabilities and are not written at the student zone of proximal development without appropriate sequencing of outcomes, insufficient scaffolding and modeling of expectations.</p> <p>For instance, teacher bases their reading lesson exclusively on district supplied textbook and teacher's manual.</p>	<p>The LS teacher demonstrates inconsistent knowledge of how to develop instructional outcomes for students with learning disabilities. Outcomes are sometimes stated based on textbook or curricular program page number or activity. Outcomes are inconsistently differentiated based on the instructional level of the students with learning disabilities and are inconsistently written at the student zone of proximal development without consistently appropriate sequencing of outcomes, insufficient scaffolding and modeling of expectations.</p> <p>For instance, teacher assigns the same reading goal for all students and list of steps for all students to follow.</p>	<p>The LS teacher demonstrates consistent knowledge of how to develop instructional outcomes for students with learning disabilities. Outcomes are linked to state content standards and student IEP goals/objectives. Outcomes are consistently differentiated based on the instructional level of the students with learning disabilities and are consistently written at the student zone of proximal development with consistently appropriate sequencing of outcomes, sufficient scaffolding and modeling of expectations.</p> <p>For instance, teacher leads students through the process of developing steps they will take to achieve IEP reading goals and objectives.</p>	<p>The LS teacher demonstrates extensive knowledge of how to develop instructional outcomes for students with learning disabilities. Outcomes are thoroughly linked to state content standards and student IEP goals/objectives. Outcomes are extensively differentiated based on the instructional level of the students with learning disabilities and are masterfully written at the student zone of proximal development with extensively appropriate sequencing of outcomes, masterful scaffolding and modeling of expectations.</p> <p>For instance, under teacher guidance, students assess their performance and then identify additional reading goals and develop steps they will take to achieve them.</p>
1d Demonstrating Knowledge of Resources General Examples	The LS teacher rarely or never uses supplemental materials and resources including technology to actively engage students and meet their individual needs. The LS teacher only participates in mandatory professional development. The LS teacher does not match resources to the needs of specific students with learning disabilities.	The LS teacher inconsistently uses supplemental materials and resources including technology to actively engage students and meet their individual needs. The LS teacher participates in minimal professional development beyond what is mandated. The LS teacher inconsistently matches resources to the needs of specific students with learning disabilities.	The LS teacher consistently uses supplemental materials and resources including technology to actively engage students and meet their individual needs. The LS teacher often participates in professional development beyond what is mandated. The LS teacher consistently matches resources to the needs of specific students with learning disabilities.	The LS teacher masterfully uses supplemental materials and resources including technology to actively engage students and meet their individual needs. The LS teacher consistently participates in professional development beyond what is mandated. The LS teacher masterfully matches resources to the needs of specific students with learning disabilities.

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1d Specific Examples	<p>LS teacher only utilizes traditional textbook and curricular materials such as worksheets and/or lecture based instruction.</p> <p>The LS teacher inconsistently participates in Act 48/80 and/or in-service days without participation in any online training and/or other graduate programs.</p>	<p>LS teacher consistently utilizes traditional textbook and curricular materials such as worksheets and/or lecture based instruction with little use of supplemental materials and resources including technology such as Smart boards, interactive websites, alternative curricular materials, etc.</p> <p>The LS teacher consistently participates in Act 48/80 and/or in-service days without participation in any on-line training and/or other graduate programs.</p>	<p>LS teacher consistently utilizes traditional textbook and curricular materials such as worksheets and/or lecture based instruction with consistent use of supplemental materials and resources including technology such as Smart boards, interactive websites, alternative curricular materials, etc.</p> <p>The LS teacher consistently participates in Act 48/80 and/or in-service days with participation in any on-line training and/or other graduate programs. The LS teacher utilizes professional resources and memberships in professional organizations such as Council for Exceptional Children (CEC) such as but not limited to special education journals, websites and conferences.</p>	<p>LS teacher thoroughly utilizes a wide-range of supplemental materials and resources including technology such as Smart boards, interactive websites, alternative curricular materials, etc. The LS teacher extensively participates in Act 48/80 and/or in-service days with participation in any on-line training and/or other graduate programs.</p> <p>The LS teacher extensively utilizes professional resources and memberships in professional organizations such as Council for Exceptional Children (CEC) such as but not limited to special education journals, websites and conferences.</p>
1e Designing Coherent Instruction General Examples	<p>The LS teacher organizes learning activities that are always or usually whole group based with little or no consideration for prerequisite skills and sequential building on that foundation. These LS teachers do not adequately engage students through hands-on and/or project based activities with limited or no link to the students' IEP based SDI and respective state content standards.</p>	<p>The LS teacher organizes learning activities that are sometimes whole group based with some cooperative learning with some consideration for prerequisite skills and sequential building on that foundation. These LS teachers inconsistently engage students through hands-on and/or project based activities with some link to the students' IEP based SDI and respective state content standards.</p>	<p>The LS teacher organizes learning activities that are consistently varied with whole group based, cooperative and other learning arrangements with routine consideration for prerequisite skills and sequential building on that foundation. These LS teachers consistently engage students through hands-on and/or project based activities with consistent link to the students' IEP based SDI and respective state content standards.</p>	<p>The LS teacher organizes learning activities that are always varied with whole group based, cooperative and other learning arrangements with ongoing consideration for prerequisite skills and sequential building on that foundation. These LS teachers always engage students through hands-on and/or project based activities with consistent link to the students' IEP based SDI and respective state content standards.</p>

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1e Specific Examples	<p>The LS teacher primarily presents the same whole group lesson to all students. This lesson is often lecture-based led by the teacher. Students participate passively with little or no engagement with activities that have limited educational value. Students do not participate utilizing multiple modalities and/or higher level thinking. Differentiation is absent from lesson plans or does not reflect students' IEP based SDI, goals/objectives and state content standards.</p> <p>For instance, teacher presents a cause and effect lesson where students read the same passage and complete a worksheet.</p>	<p>The LS teacher presents whole group lessons with some cooperative learning. These lessons may not be adequately fluid and/or organized based on the students' skill levels. Students participate with some engagement with activities that have some educational value. Students inconsistently participate utilizing multiple modalities and/or higher level thinking. Differentiation is inconsistently present in lesson plans or does not consistently reflect students' IEP based SDI, goals/objectives and state content standards.</p> <p>For instance, teacher presents a cause and effect lesson where students read the same passage and randomly select students to play a game to match cause and effect relationships.</p>	<p>The LS teacher presents lessons with varied learning arrangements. These lessons are adequately fluid and organized based on the students' skill levels. Students participate and are engaged in activities that have educational value. Students consistently participate utilizing multiple modalities and higher level thinking. Differentiation is consistently present in lesson plans and does consistently reflect students' IEP based SDI, goals/objectives and state content standards.</p> <p>For instance, teacher presents a differentiated cause and effect lesson based upon present educational levels, IEP goals, objectives and content standards. Students provide examples of cause and effect relationships and using technology such as internet resources, Smart board applications, and PowerPoint presentations.</p>	<p>The LS teacher always presents lessons with varied learning arrangements. These lessons are masterfully fluid and organized based on the students' skill levels. Students fully participate and are extensively engaged in activities that have educational value. Students always participate utilizing multiple modalities and higher level thinking. Differentiation is masterfully present in lesson plans and always reflects individual student IEP based SDI, goals/objectives and state content standards.</p> <p>For instance, teacher presents a differentiated cause and effect lesson based upon present educational levels, IEP goals, objectives and content standards. Students provide examples of cause and effect relationships and using technology such as internet resources, Smart board applications, and PowerPoint presentations. Students formulate questions to enrich and extend their learning. Students complete a survey to provide suggestions for improvement of the lesson.</p>
1f Designing Student Assessments General Examples	<p>Assessment procedures are not congruent with instructional outcomes. The proposed approach contains no or little reference to students' IEP goals/objectives and/or state content standards. The LS teacher has no plan to utilize formative assessment in the lesson. The assessment results are not used in designing future instruction.</p>	<p>Assessment procedures are inconsistently linked with instructional outcomes. The proposed approach contains inconsistent reference to students' IEP goals/objectives and/or state content standards. The LS teacher has a limited, whole group plan to utilize formative assessment in the lesson. The assessment results are inconsistently used in designing future instruction.</p>	<p>Assessment procedures are consistently linked with instructional outcomes. The proposed approach contains consistent reference to students' IEP goals/objectives and state content standards. The LS teacher has a whole group plan with necessary individualized student modifications to utilize formative assessment in the lesson. The assessment results are consistently used in designing future instruction.</p>	<p>Assessment procedures are masterfully linked with instructional outcomes. The proposed approach always references students' IEP goals/objectives and state content standards with authentic, real-world application and are rubric-based. The LS teacher masterfully plans individualized student modifications to utilize formative assessment throughout the lesson. The assessment results are always used in designing future instruction.</p>

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1f Specific Examples	<p>The LS teacher rarely or never collects assessment data linked to the IEPs of the teacher's students. Assessment occurs only at the end of chapters, units and/or marking periods utilizing textbook based quizzes and tests with no modifications based on needs as referenced in student IEPs. Instruction is never or rarely adjusted as supported by the assessment.</p> <p>For instance, teacher uses random narrative writing prompt without feedback to students.</p>	<p>The LS teacher inconsistently collects assessment data linked to the IEPs of the teacher's students. Assessment often occurs at the end of chapters, units and/or marking periods utilizing textbook based quizzes and tests with limited modifications based on needs as referenced in student IEPs. Instruction is inconsistently adjusted as supported by the assessment.</p> <p>For instance, teacher assesses student performance of a narrative writing piece using a rubric that was presented to the students prior to the task.</p>	<p>The LS teacher consistently collects assessment data linked to the IEPs of the teacher's students. Assessment occurs during instruction and at the end of chapters, units and/or marking periods utilizing a variety of quizzes and tests with consistent modifications based on needs as referenced in student IEPs. Instruction is consistently adjusted as supported by the assessment.</p> <p>For instance, teacher assesses student performance, during instruction of a narrative writing unit, through teacher observation, evaluation of student ability to complete an organizer to brainstorm ideas, details and examples, and to follow a student writing process checklist. Students are provided with examples of exemplary work and rubric with clearly written assessment criteria.</p>	<p>The LS teacher always collects assessment data linked to the IEPs of the teacher's students. Assessment occurs throughout the instructional process, utilizing a variety of quizzes/tests in addition to authentic, real-world applications and are rubric-based with masterful modifications based on needs as referenced in student IEPs. Instruction is always adjusted as supported by the assessment.</p> <p>For instance, teacher and students assesses student performance, during instruction of a narrative writing unit, through teacher and peer observation, evaluation of student ability to complete an organizer to brainstorm ideas, details and examples. Students monitor their progress by following a writing process checklist. Students demonstrate their writing and speaking skills with parents and peers at an author's tea by reading their narrative, wearing a T-Shirt they created to represent the main idea of their narrative. Student completes a survey to provide suggestions and feedback to the teacher for lesson improvement.</p>
2a. Environment of Respect and Rapport General Examples	<p>The LS teacher does not understand the needs of students with learning disabilities. The LS teacher often demonstrates disrespect toward the students and/or the students often do not demonstrate respect of the teacher and/or other students. The LS teacher is not aware of and/or does not acknowledge individual student differences, interests and/or personalities.</p>	<p>The LS teacher inconsistently understands the needs of students with learning disabilities. The LS teacher sometimes demonstrates disrespect toward the students and/or the students sometimes do not demonstrate respect of the teacher and/or other students. The LS teacher is inconsistently aware of and/or inconsistently acknowledges individual student differences, interests and/or personalities.</p>	<p>The LS teacher consistently understands the needs of students with learning disabilities. The LS teacher demonstrates respect toward the students and the students consistently demonstrate respect of the teacher and other students. The LS teacher is consistently aware of and consistently acknowledges individual student differences, interests and personalities.</p>	<p>The LS teacher masterfully understands the needs of students with learning disabilities. The LS teacher always demonstrates respect toward the students and the students demonstrate respect of the teacher and other students. The LS teacher is always aware of and always acknowledges individual student differences, interests and personalities.</p>

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2a Specific Examples	<p>The LS teacher always or usually does not address disrespectful student behaviors. For example, the LS teacher makes inappropriate comments. The classroom environment is a negative atmosphere.</p> <p>For instance the teacher tells students to “shut up” and do their work. Students routinely use foul language in the classroom, which the teacher ignores.</p>	<p>The LS teacher inconsistently addresses disrespectful student behaviors. The LS teacher sometimes makes inappropriate comments. The classroom environment is a neutral atmosphere.</p> <p>For instance the teacher sometimes tells certain students to “shut up” and do their work, while showing higher expectations of others. Students use foul language in the classroom. Teacher urges students, but does not follow through with insistence to use appropriate language in the school setting.</p>	<p>The LS teacher consistently addresses disrespectful student behaviors. The LS teacher makes appropriate comments. The classroom environment is a positive atmosphere with caring and respect demonstrated.</p> <p>For instance, teacher has designed and implemented a positive behavior program. Teacher models positive behavior and treats all students with respect. Teacher immediately responds when two students are disrespectful. Teacher provides an opportunity for students to show each other respect such as helping each other through a difficult task.</p>	<p>The LS teacher proactively addresses student behaviors. The LS teacher makes appropriate and proactive comments. The classroom environment is a positive atmosphere with caring and respect demonstrated. Students are comfortable taking risks.</p> <p>For instance, teacher has designed and implemented a positive behavior program. Teacher models positive behavior and treats all students with respect. Students exhibit respect for each other and without prompting and assist each other through emotional situations and difficult tasks. Students congratulate their peers with claps and cheers for a job well done.</p>
2b Establishing a Culture for Learning General Examples	<p>The classroom culture is characterized by little or no teacher and/or student commitment to learning. LS teacher and/or students show little or no investment to teaching and/or learning. Hard work is not expected or valued. Medium or low expectations are the norm.</p>	<p>The classroom culture is characterized by inconsistent teacher and/or student commitment to learning. LS teacher and/or students inconsistently show investment to teaching and/or learning. Hard work is inconsistently expected or valued. Medium or low expectations are the norm and high expectations may be demonstrated for some students.</p>	<p>The classroom culture is characterized by consistent teacher and student commitment to learning. LS teacher and students consistently show investment to teaching and learning. Hard work and high expectations are consistently expected and valued for all students.</p>	<p>The classroom culture is characterized by masterful teacher and student commitment to learning. LS teacher and students always show investment to teaching and learning. Hard work and high expectations are always expected and valued for all students.</p>
2b Specific Examples	<p>The LS teacher does not communicate the meaning and/or value of learning. Most or all of the teaching and learning is based on textbook and other curricular materials with little or no authentic, real-world work. The LS teacher teaches and the students work below their zone of proximal development.</p>	<p>The LS teacher inconsistently communicates the meaning and/or value of learning. Some of the teaching and learning is based on textbook and other curricular materials with some authentic, real-world work. The LS teacher sometimes teaches and the students sometimes work below their zone of proximal development.</p>	<p>The LS teacher consistently communicates the meaning and value of learning. Teaching and learning is based on a variety of materials with authentic, real-world work. The LS teacher teaches and the students work at their zone of proximal development.</p>	<p>The LS teacher masterfully communicates the meaning and value of learning. Teaching and learning is based on a variety of materials with authentic, real-world work and connects across disciplines. The students self-monitor and reflect on their work and attribute their success to their effort.</p>
2c Managing Classroom Procedures General Examples	<p>Much instructional time is lost because of inefficient classroom routines and procedures. Students are often not engaged and/or are disruptive to the class. Procedures and routines for distributing and collecting materials, transitions and other activities are usually or always confusing and/or chaotic.</p>	<p>Some instructional time is lost because of inefficient classroom routines and procedures. Students are sometimes not engaged and/or are disruptive to the class. Procedures and routines for distributing and collecting materials, transitions and other activities are sometimes confusing and/or chaotic.</p>	<p>Minimal instructional time is lost because of efficient classroom routines and procedures. Students are productively engaged. Procedures and routines for distributing and collecting materials, transitions and other activities function smoothly.</p>	<p>No instructional time is lost because of efficient classroom routines and procedures. Students are productively engaged and initiate their learning. Students understand and initiate effective procedures and routines for distributing and collecting materials, making transitions and participating in other activities.</p>

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2c Specific Examples	Student time on-task is always or usually impacted because of inconsistent and/or unclear classroom routines and procedures. The class begins and/or ends with confusing and/or chaotic routines, procedures and transitions.	Student time on-task is sometimes impacted because of inconsistent and/or unclear classroom routines and procedures. The class sometimes begins and/or ends with confusing and/or chaotic routines, procedures and transitions.	Student time on-task is impacted because of consistent and clear classroom routines and procedures. With minimal teacher prompting, the class functions with clear and consistent routines, procedures and transitions.	Student time on-task is maximized with proactive and student initiated clear classroom routines and procedures. The class functions with clear and consistent routines, procedures and transitions with students self-monitoring their productivity.
2d Managing Student Behavior General Examples	The LS teacher is always or is usually not aware and/or demonstrates little or no response toward student misbehavior. The LS teacher always or usually responds with inappropriate comments and/or actions.	The LS teacher often is not aware and/or demonstrates little or no response toward student misbehavior. The LS teacher sometimes responds with inappropriate comments and/or actions.	The LS teacher is aware and demonstrates an appropriate response toward student misbehavior. The LS teacher responds with appropriate comments and actions.	The LS teacher proactively acts to prevent most student misbehavior. The LS teacher masterfully responds with appropriate comments and actions.
2d Specific Examples	Students are always verbally and/or physically behaving inappropriately with little or no response from the teacher. For instance, The LS teacher tells the students to “shut up” and/or other disrespectful comments.	Students are often verbally and/or physically behaving inappropriately with little or no response from the teacher. There are classroom rules; however they are not consistently followed. The LS teacher’s comments and actions to student behavior are not consistent.	Students are usually behaving appropriately. There are classroom rules and they are consistently followed. The LS teacher’s comments and actions to student behavior are consistent.	The LS teacher has developed and implemented positive behavioral systems for the entire class and specific students as necessary and appropriate. Classroom rules are always followed. The LS teacher’s comments and actions to student behavior are masterful.
2e Organizing Physical Space General Examples	The classroom environment including resources and students are usually or always not conducive to multiple activities occurring simultaneously or sequentially. The environmental needs of students with learning disabilities are usually or always not known and/or considered with reference to the students’ IEPs including preferential seating and proximity control.	The classroom environment including resources and students are sometimes not conducive to multiple activities occurring simultaneously or sequentially. The environmental needs of students with learning disabilities are sometimes not known and/or considered with reference to the students’ IEPs including preferential seating and proximity control.	The classroom environment including resources and students are consistently conducive to multiple activities occurring simultaneously or sequentially. The environmental needs of students with learning disabilities are consistently known and/or considered with reference to the students’ IEPs including preferential seating and proximity control.	The classroom environment including resources and students are always conducive to multiple activities occurring simultaneously or sequentially. The environmental needs of students with learning disabilities are always known and considered with reference to the students’ IEPs including preferential seating and proximity control.
2e Specific Examples	Physical barriers negatively interfere with student learning such as portable chalkboards, dividers, etc. Available technology is usually not being utilized to enhance learning. The LS teacher is usually seated and/or standing in a static position which negatively impacts teaching and learning. Students are not seated or grouped in a manner that enhances learning.	Physical barriers may negatively interfere with student learning such as portable chalkboards, dividers, etc. Available technology is sometimes not being utilized to enhance learning. The LS teacher is sometimes seated and/or standing in a static position which negatively impacts teaching and learning. Students are inconsistently seated or grouped in a manner that enhances learning.	Physical barriers do not interfere with student learning such as portable chalkboards, dividers, etc. Available technology is consistently utilized to enhance learning. The LS teacher’s position and movement is conducive to teaching and learning. Students are consistently seated or grouped in a manner that enhances learning.	Physical barriers do not interfere with student learning such as portable chalkboards, dividers, etc. Available technology is appropriately utilized to enhance learning. The LS teacher’s position and movement is always conducive to teaching and learning. Students are proactively seated or grouped in a manner that enhances learning.

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3a Communicating with Students General Examples	The LS teacher usually or always does not communicate what the students will be learning. The LS teacher usually or always makes serious content errors. The LS teacher's instruction usually or always includes communication errors of vocabulary and/or usage. The communication needs of students with learning disabilities are usually or always not known and/or considered with reference to the students' IEPs.	The LS teacher inconsistently communicates what the students will be learning. The LS teacher sometimes makes serious content errors. The LS teacher's instruction sometimes includes communication errors of vocabulary and/or usage. The communication needs of students with learning disabilities are sometimes not known and/or considered with reference to the students' IEPs.	The LS teacher consistently communicates what the students will be learning. The LS teacher does not make serious content errors. The LS teacher's instruction includes appropriate communication of vocabulary and usage. The communication needs of students with learning disabilities are consistently known and/or considered with reference to the students' IEPs.	The LS teacher always communicates what the students will be learning. The LS teacher does not make content errors. The LS teacher's instruction includes masterful communication of vocabulary and usage. The communication needs of students with learning disabilities are always known and considered with reference to the students' IEPs.
3a Specific Examples	The LS teacher usually or always does not communicate the lesson objective. The LS teacher usually or always instructs with incorrect content such as vocabulary words being incorrectly used. The LS teacher usually or always demonstrates inappropriate grammar. The LS teacher usually or always communicates in a manner which is not understood by the students based on their communication needs.	The LS teacher does not consistently communicate the lesson objective. The LS teacher sometimes instructs with incorrect content such as vocabulary words being incorrectly used. The LS teacher sometimes demonstrates inappropriate grammar. The LS teacher inconsistently communicates in a manner which is understood by the students based on their communication needs.	The LS teacher consistently communicates the lesson objective. The LS teacher instructs with correct content such as vocabulary words being correctly used. The LS teacher consistently demonstrates appropriate grammar. The LS teacher consistently communicates in a manner which is understood by the students based on their communication needs.	The LS teacher masterfully communicates the lesson objective. The students are able to explain what they are learning. The LS teacher instructs with correct content such as vocabulary words being correctly used and proactively addresses student misconceptions. The LS teacher consistently demonstrates appropriate grammar. The LS teacher masterfully communicates in a manner which is understood by the students based on their communication needs.
3b Questioning and Discussion Techniques General Examples	The LS teachers' questions are usually or always low level with little or no critical thinking required. One or a few students are usually or always selected to answer questions and participate in discussions. The questioning and participation needs of students with learning disabilities are usually or always not known and/or considered with reference to the students' IEPs.	The LS teachers' questions are consistently low level with little or no critical thinking required. One or a few students are consistently selected to answer questions and participate in discussions. The questioning and participation needs of students with learning disabilities are sometimes not known and/or considered with reference to the students' IEPs.	The LS teachers' questions consistently require critical thinking. Many students are consistently selected to answer questions and participate in discussions. The questioning and participation needs of students with learning disabilities are consistently known and/or considered with reference to the students' IEPs.	The LS teachers' questions require critical thinking as appropriate. All students are consistently selected to answer questions and participate in discussions. The questioning and participation needs of students with learning disabilities are always known and considered with reference to the students' IEPs.
3b Specific Examples	The LS teachers' questions are usually or always of low cognitive challenge and require single correct responses. The LS teacher only calls on students who have their hands raised and want to participate. Scaffolding, think-pair-share, appropriate wait time and other best practices are usually or not always utilized.	The LS teachers' questions are consistently of low cognitive challenge and require single correct responses. The LS teacher consistently calls on students who have their hands raised and want to participate. Scaffolding, think-pair-share, appropriate wait time and other best practices are inconsistently utilized.	The LS teachers' questions consistently require higher cognitive challenge and require open-ended and/or multiple responses. The LS teacher consistently calls on many students. The LS teacher is able to engage students who are reluctant to participate. Scaffolding, think-pair-share, appropriate wait time and other best practices are consistently utilized.	The LS teachers' questions require higher cognitive challenge, open-ended and multiple responses as appropriate. The students with learning disabilities are able to ask higher level questions and engage their peers in discussions. The LS teacher calls on all students. The LS teacher is able to engage all students to consistently participate. Scaffolding, think-pair-share, appropriate wait time and other best practices are masterfully utilized.

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3c Engaging Students in Learning General Examples	Few or none of the students with learning disabilities are intellectually engaged in the lesson. Learning tasks usually or always require students to perform rote tasks with instructional materials that are unsuitable to the lesson and/or students with learning disabilities. The LS teacher organizes learning activities that are always or usually whole group based with little or no variety to facilitate student engagement. Lesson pacing is usually or always not aligned with reference to the students' IEP based needs.	Some of the students with learning disabilities are intellectually engaged in the lesson. Learning tasks sometimes require students to perform rote tasks with instructional materials that are unsuitable to the lesson and/or students with learning disabilities. The LS teacher organizes learning activities that are consistently whole group based with little or no variety to facilitate student engagement. Lesson pacing is inconsistently aligned with reference to the students' IEP based needs.	Most of the students with learning disabilities are intellectually engaged in the lesson. Learning tasks consistently require students to perform meaningful tasks with instructional materials that are suitable to the lesson and/or students with learning disabilities. The LS teacher organizes learning activities that are consistently varied to facilitate student engagement. Lesson pacing is consistently aligned with reference to the students' IEP based needs.	All of the students with learning disabilities are consistently, intellectually engaged in the lesson. Learning tasks always require students to perform meaningful tasks with instructional materials that are suitable to the lesson and students with learning disabilities. The LS teacher organizes learning activities that are always varied including whole group based, cooperative and other learning arrangements to facilitate student engagement. Lesson pacing is fully aligned with reference to the students' IEP based needs.
3c Specific Examples	Many or all students are off-task. The LS teacher usually or always utilizes one type of instructional material such as worksheets and/or textbooks. The teacher rarely or never utilizes cooperative learning. Lesson pacing is usually or always too fast and/or slow with students appearing to be bored, confused and/or overwhelmed.	Some students are off-task. The LS teacher consistently utilizes one type of instructional material such as worksheets and/or textbooks. The teacher inconsistently utilizes cooperative learning. Lesson pacing is sometimes too fast and/or slow with students appearing to be bored, confused and/or overwhelmed.	Most students are intellectually engaged. The LS teacher consistently utilizes a variety of instructional material beyond worksheets and/or textbooks. The teacher consistently utilizes cooperative learning. Lesson pacing is consistently appropriate with students appearing to be interested and able to demonstrate understanding.	All of the students are consistently, intellectually engaged. The LS teacher masterfully utilizes a variety of instructional material beyond worksheets and/or textbooks. The teacher masterfully utilizes cooperative learning. Lesson pacing is always appropriate with students appearing to be interested and able to demonstrate understanding.
3d Using Assessment in Instruction General Examples	The LS teacher usually or always does not provide a model of what high quality work looks like. The LS teacher usually or always does not utilize formative assessment to determine whether students with learning disabilities understand the lesson. LS teacher provides little or no feedback and/or it is usually or always global. The LS teacher rarely or never asks students with learning disabilities to evaluate and/or reflect on their work or that of their peers. Assessments, including progress monitoring, are usually or always not aligned with IEP present levels, goals and/or objectives.	The LS teacher sometimes does not provide a model of what high quality work looks like. The LS teacher sometimes does not utilize formative assessment to determine whether students with learning disabilities understand the lesson. LS teacher inconsistently provides feedback and/or it is consistently global. The LS teacher inconsistently asks students with learning disabilities to evaluate and/or reflect on their work or that of their peers. Assessments, including progress monitoring, are sometimes not aligned with IEP present levels, goals and/or objectives.	The LS teacher consistently does provide a model of what high quality work looks like. The LS teacher consistently utilizes formative assessment to determine whether students with learning disabilities understand the lesson. LS teacher consistently provides feedback globally and to specific students. The LS teacher consistently asks students with learning disabilities to evaluate and/or reflect on their work or that of their peers. Assessments, including progress monitoring, are consistently aligned with IEP present levels, goals and/or objectives.	The LS teacher masterfully provides a model of what high quality work looks like. The LS teacher masterfully utilizes formative assessment to determine whether students with learning disabilities understand the lesson. LS teacher always provides feedback globally and to specific students. The LS teacher always asks students with learning disabilities to evaluate and/or reflect on their work or that of their peers as appropriate. Assessments, including progress monitoring, are always aligned with IEP present levels, goals and/or objectives.

	Failing	Needs Improvement	Proficient	Distinguished
3d Specific Examples	The LS teacher usually or always assigns an academic task without providing any model of what is expected. The LS teacher usually or never utilizes guided practice, independent practice, choral responses and other formative assessment best practices. The LS teacher usually or always gives no feedback to specific student assignments and/or assessments. The LS teacher utilizes chapter or unit assessments that usually or always do not align with IEP present levels, goals and/or objectives. Progress monitoring is rarely or never completed or as piece separate from other assessments.	The LS teacher sometimes assigns an academic task without providing any model of what is expected. The LS teacher inconsistently utilizes guided practice, independent practice, choral responses and other formative assessment best practices. The LS teacher inconsistently gives feedback to specific student assignments and/or assessments. For example, the LS teacher states in general that the student work is poor, good or excellent. The LS teacher utilizes chapter or unit assessments that inconsistently align with IEP present levels, goals and/or objectives. Progress monitoring is completed inconsistently or as piece separate from other assessments.	The LS teacher consistently assigns an academic task with a model of what is expected being provided. The LS teacher consistently utilizes guided practice, independent practice, choral responses and other formative assessment best practices. The LS teacher consistently gives feedback to specific student assignments and/or assessments. For example, the LS teacher states that he or she likes how the student is writing with capital letters at the beginning of sentences and punctuation at the end of the sentences. The LS teacher utilizes a variety of assessments that consistently align with IEP present levels, goals and/or objectives. Progress monitoring is completed consistently as a component of the assessment process.	The LS teacher always assigns an academic task with a model of what is expected being provided. The LS teacher always utilizes guided practice, independent practice, choral responses and other formative assessment best practices. The LS teacher masterfully gives feedback to specific student assignments and/or assessments. The LS teacher utilizes a variety of assessments that always align with IEP present levels, goals and/or objectives. Progress monitoring is always a component of the assessment process.
3e Demonstrating Flexibility and Responsiveness General Examples	The LS teacher usually or always does not know and/or consider individual needs, interests and preferences of students with learning disabilities as referenced in their IEP's. The LS teacher rarely or never takes responsibility for the learning and success of all students. The LS teacher rarely or never monitors student progress.	The LS teacher sometimes does not know and/or consider individual needs, interests and preferences of students with learning disabilities as referenced in their IEP's. The LS teacher is inconsistently responsible for the learning and success of all students. The LS teacher inconsistently monitors student progress.	The LS teacher consistently knows and considers individual needs, interests and preferences of students with learning disabilities as referenced in their IEP's. The LS teacher is consistently responsible for the learning and success of all students. The LS teacher consistently monitors student progress. If progress is not occurring or insufficient, the LS teacher reviews and adjusts the academic program and/or revises the IEP as necessary and appropriate.	The LS teacher masterfully knows and considers individual needs, interests and preferences of students with learning disabilities as referenced in their IEP's. The LS teacher is always responsible for the learning and success of all students. The LS teacher always monitors student progress. If progress is not occurring or insufficient, the LS teacher reviews and adjusts the academic program and/or revises the IEP as necessary and appropriate.
3e Specific Examples	The LS teacher usually or always does not know and/or consider student modality strengths, seating preferences and/or does not give the students choices in their learning. The LS teacher usually or always blames students for their lack of understanding and failure. The LS teacher completes progress monitoring only once a grading period.	The LS teacher sometimes does not know and/or consider student modality strengths, seating preferences and/or does not give the students choices in their learning. The LS teacher sometimes blames students for their lack of understanding and failure. The LS teacher completes progress monitoring on a monthly basis.	The LS teacher consistently knows and considers student modality strengths, seating preferences and/or gives the students choices in their learning. The LS teacher never blames students for their lack of understanding and failure. The LS teacher completes progress monitoring on a varied schedule as necessary and appropriate including daily, weekly, biweekly, etc.	The LS teacher always knows and considers student modality strengths, seating preferences and gives students choices in their learning. The LS teacher never blames students for their lack of understanding and failure. The LS teacher completes progress monitoring on a varied schedule as necessary and appropriate including daily, weekly, biweekly, etc.
4a Reflecting on Teaching General Examples	The LS teacher usually or always does not know whether the lesson was effective or achieved its objectives. The LS teacher is not reflective and is not able to offer ways in which the lesson could be improved.	The LS teacher sometimes does not know whether the lesson was effective or achieved its objectives. The LS teacher is inconsistently reflective and is inconsistently able to offer ways in which the lesson could be improved.	The LS teacher consistently knows whether the lesson was effective and achieved its objectives. The LS teacher is consistently reflective and able to offer ways in which the lesson could be improved.	The LS teacher always knows whether the lesson was effective and achieved its objectives. The LS teacher is always reflective and able to offer multiple ways in which the lesson could be improved.
4a Specific Examples	The LS teacher usually or always does not utilize assessment data to evaluate the lesson and adjust, improve and/or plan future lessons. The LS teacher is not able to make a suggestion to improve an unsuccessful piece of the lesson.	The LS teacher sometimes does not utilize assessment data to evaluate the lesson and adjust, improve and/or plan future lessons. The LS teacher is inconsistently able to make a suggestion to improve an unsuccessful piece of the lesson.	The LS teacher consistently utilizes assessment data to evaluate the lesson and adjust, improve and/or plan future lessons. The LS teacher is consistently able to make a suggestion to improve an unsuccessful piece of the lesson.	The LS teacher masterfully utilizes assessment data to evaluate the lesson and adjust, improve and/or plan future lessons. The LS teacher is always able to make multiple suggestions to improve an unsuccessful piece of the lesson with the probable outcome of different courses of action being noted.

	Failing	Needs Improvement	Proficient	Distinguished
4b Maintaining Accurate Records General Examples	The LS teacher does not maintain an accurate system for maintaining data on completion of student assignments and assessments in addition to the progress of the goals/objectives of students with learning disabilities as referenced in their IEP's.	The LS teacher inconsistently maintains an accurate system for maintaining data on completion of student assignments and assessments in addition to the progress of the goals/objectives of students with learning disabilities as referenced in their IEP's.	The LS teacher consistently maintains an accurate system for maintaining data on completion of student assignments and assessments in addition to the progress of the goals/objectives of students with learning disabilities as referenced in their IEP's. The LS teacher shares data on progress with students with learning disabilities.	The LS teacher always maintains an accurate system for maintaining data on completion of student assignments and assessments in addition to the progress of the goals/objectives of students with learning disabilities as referenced in their IEP's. Students with learning disabilities participate in maintaining data on their progress.
4b Specific Examples	The LS teacher usually or always does not complete report card grades, progress reports and/or other special education paperwork accurately or in a timely manner.	The LS teacher inconsistently completes report card grades, progress reports and/or other special education paperwork accurately or in a timely manner.	The LS teacher consistently completes report card grades, progress reports and other special education paperwork accurately, effectively and in a timely manner. The LS teacher systematically shares grades, progress report data and other data with students with learning disabilities.	The LS teacher always completes report card grades, progress reports and other special education paperwork accurately, effectively and in a timely manner. The LS teacher systematically shares grades, progress report data and other data with students with learning disabilities. For example, student with learning disabilities graph their progress.
4c Communicating with Families General Examples	The LS teacher provides little or no information about the special education program and/or student progress to parents/guardians. The LS teacher rarely or never engages parents/guardians in the educational process.	The LS teacher inconsistently provides information about the special education program and/or student progress to parents/guardians. The LS teacher inconsistently engages parents/guardians in the educational process.	The LS teacher consistently provides information about the special education program and student progress to parents/guardians. The LS teacher consistently engages parents/guardians in the educational process.	The LS teacher always provides information about the special education program and student progress to parents/guardians. The LS teacher always engages parents/guardians in the educational process.
4c Specific Examples	The LS teacher usually or always does not communicate student grades and/or progress with parents/guardians of students with learning disabilities. The LS teacher rarely or never addresses questions and concerns of parents/guardians of student with learning disabilities. The LS teacher rarely or never invites parents/guardians to IEP meetings, parent/teacher conferences, open houses, etc.	The LS teacher inconsistently communicates student grades and/or progress with parents/guardians of students with learning disabilities. The LS teacher inconsistently addresses questions and concerns of parents/guardians of student with learning disabilities. The LS teacher sometimes invites parents/guardians to IEP meetings, parent/teacher conferences, open houses, etc.	The LS teacher consistently communicates student grades and progress with parents/guardians of students with learning disabilities. The LS teacher consistently addresses questions and concerns of parents/guardians of student with learning disabilities. The LS teacher consistently invites parents/guardians to IEP meetings, parent/teacher conferences, open houses, etc.	The LS teacher always communicates student grades and progress with parents/guardians of students with learning disabilities. The LS teacher always addresses questions and concerns of parents/guardians of student with learning disabilities. The LS teacher always invites parents/guardians to IEP meetings, parent/teacher conferences, open houses, etc. The LS teacher engages the students with learning disabilities with activities and projects to facilitate the communication process.
4d Participating in Professional Community General Examples	The LS teacher usually or always demonstrates a lack of or negative relationships with colleagues and/or supervisors. The LS teacher rarely or never participates in school events and/or district projects.	The LS teacher sometimes demonstrates a lack of or negative relationships with colleagues and/or supervisors. The LS teacher inconsistently participates in school events and/or district projects.	The LS teacher consistently demonstrates positive relationships with colleagues and supervisors. The LS teacher consistently participates in school events and district projects.	The LS teacher always demonstrates positive relationships with colleagues and supervisors. The LS teacher always participates in school events and district projects. The LS teacher assumes a leadership role in the professional community.

	Failing	Needs Improvement	Proficient	Distinguished
4d Specific Examples	The LS teacher usually or always does not collaborate with other teachers to monitor and communicate student progress and plan, prepare and implement IEP's for students with learning disabilities. The LS teacher rarely or never participates in a Professional Learning Community (PLC).	The LS teacher does not consistently collaborate with other teachers to monitor and communicate student progress and plan, prepare and implement IEP's for students with learning disabilities. The LS teacher sometimes participates in a Professional Learning Community (PLC).	The LS teacher consistently collaborates with other teachers to monitor and communicate student progress and plan, prepare and implement IEP's for students with learning disabilities. The LS teacher consistently participates in a Professional Learning Community (PLC).	The LS teacher always collaborates with other teachers to monitor and communicate student progress and plan, prepare and implement IEP's for students with learning disabilities. The LS teacher always participates in a Professional Learning Community (PLC). The LS teacher assumes a leadership role with initiating and implementing changes in educational programs such as voluntarily serving on school-based committees and professional organizations such as Pennsylvania Council for Exceptional Children (PACEC) Executive Board.
4e Growing and Developing Professionally General Examples	The LS teacher rarely or never participates in professional development opportunities, conferences and/or organizations. The LS teacher usually or always demonstrates a lack of discussing performance and sharing knowledge with colleagues and/or supervisors.	The LS teacher inconsistently participates in professional development opportunities, conferences and/or organizations. The LS teacher sometimes demonstrates a lack of discussing performance and sharing knowledge with colleagues and/or supervisors.	The LS teacher consistently participates in professional development opportunities, conferences and/or organizations. The LS teacher consistently discusses performance and shares knowledge with colleagues and/or supervisors.	The LS teacher always participates in professional development opportunities, conferences and organizations. The LS teacher always discusses performance and shares knowledge with colleagues and supervisors. The LS teacher initiates action research.
4e Specific Examples	The LS teacher is usually or always absent on Professional Development Days and/or does not participate in continuing education courses. The LS teacher rarely or never provides professional development to others. *This is dependent upon the extent to which the district allows a teacher to participate in and/or provide professional development.	The LS teacher is sometimes absent on Professional Development Days and/or does not participate in continuing education courses. The LS teacher sometimes provides professional development to others. *This is dependent upon the extent to which the district allows a teacher to participate in and/or provide professional development.	The LS teacher consistently participates in Professional Development Days and participates in continuing education courses. Example: The LS teacher consistently provides professional development to others. *This is dependent upon the extent to which the district allows a teacher to participate in and/or provide professional development.	The LS teacher always participates in Professional Development Days and participates in continuing education courses. The LS teacher always provides professional development to others. For example, the LS teacher reads a journal article, prepares and implements the topic in his or her class with reflective data collection. *This is dependent upon the extent to which the district allows a teacher to participate in and/or provide professional development.

	Failing	Needs Improvement	Proficient	Distinguished
4f Showing Professionalism General Examples	The LS teacher is usually or always dishonest and engages in practices that are self-serving. The LS teacher usually or always does not notice and/or consider the needs of students with learning disabilities. The LS teacher rarely or never complies with school district regulations.	The LS teacher is honest. The LS teacher notices but inconsistently addresses the needs of students with learning disabilities. The LS teacher complies with school district regulations but may need reminders from administrators.	The LS teacher is honest and demonstrates high standards of professional practice. The LS teacher notices and consistently addresses the needs of students with learning disabilities. The LS teacher independently complies with school district regulations.	The LS teacher leads in honesty and demonstrates high standards of professional practice. The LS teacher notices and proactively addresses the needs of students with learning disabilities. The LS teacher independently complies with school district regulations and assumes a leadership role in determining school district regulations and decision-making.
4f Specific Examples	<p>The LS teacher usually or always adjusts student grades to demonstrate growth when there is none. The LS teacher usually or always fails to implement the IEP's of students with learning disabilities as they are written.</p> <p>Example: The LS teacher usually or always is absent from mandatory special education department meetings.</p>	<p>The LS teacher records student grades honestly. The LS teacher sometimes implements the IEP's of students with learning disabilities as they are written.</p> <p>Example: The LS teacher attends mandatory special education department meetings with reminders from the director of special education.</p>	<p>The LS teacher records student grades honestly with acknowledgement when student progress is minimal. The LS teacher implements the IEP's of students with learning disabilities as they are written.</p> <p>Example: The LS teacher independently attends mandatory special education department meetings.</p>	<p>The LS teacher records student grades honestly and confidentially with acknowledgement when student progress is minimal. The LS teacher proactively implements the IEP's of students with learning disabilities as they are written. The LS teacher advocates for student with learning disabilities.</p> <p>Example: The LS teacher independently attends mandatory special education department meetings and volunteers to serve as department chairperson.</p>