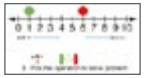
TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 1 – Planning	Evidence in Low-Incidence Setting	Examples/Tools
1.1 Standards and Alignment (1.1, 1.2, 3.1, 3.2, 3.3) Clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. 1. Aligned goals, standards and objectives 2. Lesson design/structure and pacing 3. Activities, materials and resources tied to standards 4. Technology integration	1. Grade-level content @ prerequisite skill level 2. Lesson Plan w/key components (UNCC resource); cyclical plan in place 3. Hands-on activities/manipulatives align with theme/area of study 4. Use of assistive technology to provide access for all learners	1. TEA STAAR Alternate 2 Vertical Alignment Document 2. Conceptual Model for Lesson Planning
1.2 Data and Assessment (1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4) Teacher uses formal/informal methods to measure student progress, then manages and analyzes student data to inform instruction. 1. Formal/informal assessments 2. Progress monitoring 3. Communication/feedback 4. Data analysis tied to drive instruction	1. Data collection for pre-, & post- instruction (*What do they know? Did they make progress?*) 2. Data collection during instruction: (*How do you know they're getting it?*) 3. Immediate, specific feedback 4. Prerequisite skill level of instruction based on data driven by student performance (anecdotal/criterion, video, photos)	Sample Data Sheets here: http://mast.ecu.edu/modules/dc_intro/concept/
1.3 Knowledge of Students (1.1, 1.2, 1.3, 2.1, 2.2, 2.3) Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. 1. Students' prior knowledge 2. Adjustments tied to student needs 3. Diverse learning tied to student strengths	1. Teachers reference and use Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement when considering student access to lessons, pre-assessment data 2. Level of symbolic understanding; level of access (Verb Document) 3. Student interests/strengths built into instruction	Symbolic Level of Understanding Verb Document 3. Use of student interests incorporated into academic lessons as appropriate
1.4 Activities (1.2, 1.3, 1.4, 1.5) Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. 1. Questionings/HOTS 2. Grouping 3. Roles/responsibilities 4. Student goal setting 5. Activities, resources, materials and technology 6. Problem solving	1. Use of appropriate language/communication supports (conversation boards, assistive technology tools) to support student response mode (pointing, eye gaze, switch access, verbalization) 2. Differentiated materials and expectations dependent on student level of access (3,2,1—Verb Document) 3. Clear expectations of activity/student expectations displayed visually (if necessary) for students at their level of symbolic understanding (object, photo, line drawing) 4. Expectation for student mastery of skill-used to collect data on student progress 5. Use of assistive technology & adapted materials (leveled books, manipulatives @ student symbolic level of understanding, hands-on/concrete activities for skill presentation and acquisition) 6. Questioning and expectations leveled depending on student independence level and ability	1. 2. Verb Document 3. 5. 

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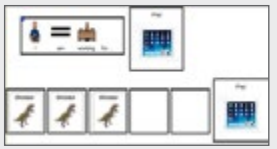
DOMAIN 2 – Instruction	Evidence in Low-Incidence Setting	Examples/Tools
2.1 Achieving Expectations (1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2) Teacher supports all learners in their pursuit of high levels of academic and social-emotional success. 1. Academic expectations 2. Mastery of objective 3. Student mistakes tied to self-correcting 4. Student initiative tied to self-monitoring	1. Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements/ Vertical Alignment document in instruction 2. Data collection w/objectives based on student level of skill acquisition; students able to complete a task/activity to demonstrate understanding (not solely paper/pencil type assessment) 3. Use of cues/prompts and fading of support to build student independence and skill mastery 4. Immediate, specific feedback provided; use of visuals/video modeling for student monitoring	1. Essence Statements; Vertical Alignment Document 2. Verb Document 3. Cueing & Prompting Hierarchy 4.
2.2 Content Knowledge and Expertise (1.1, 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3) Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. 1. Content knowledge in multiple contexts 2. Objectives linked with other disciplines 3. Anticipation of misunderstanding tied to techniques 4. Thinking/HOTS 5. Real world	1. Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements/ Vertical Alignment document in instruction 2. Use a cross-curricular thematic approach based on real-life experiences students will be able to access 3. Use of task analysis to break skill into smallest steps necessary for student understanding 4. Use of concrete, hands-on examples and activities	1. Essence Statements; Vertical Alignment Document
2.3 Communication (1.4, 1.5, 2.1, 3.1, 4.4) Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. 1. Two-way communication 2. Student misunderstandings 3. Verbal/written communication 4. Questioning/discussions 5. Wait time 6. Visual tools/technology	1. Provide student access to assistive technology for communication for students with limited/no verbal language (so students can demonstrate knowledge) 2. Use of visual, concrete, interactive activities presented in small steps; consider preferred/dominant learning style of student (visual, auditory, kinesthetic, etc.) 3. Supported by visuals (based on symbolic level of understanding) as needed by student (also for 4.) 4. ALWAYS provide wait time then follow with necessary support 5. Most lessons supported visually, with technology, or with concrete, hands-on learning opportunities	1. 4. Cueing & Prompting Hierarchy 5.
2.4 Differentiation (1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4) Teacher differentiates instruction, aligning methods and techniques to diverse student needs. 1. Individualized lessons 2. Monitoring of participation and performance 3. Different methods and content 4. Recognizing confusion/disengagement and responding	1. Incorporating student interests and IEP-related accommodations and assistive technology supports 2. Data collection, 3. Multi-modal approach: concrete, hands-on approach 4. Knowledge of characteristics of student needs; incorporate components to meet sensory/student needs in instructional day	
2.5 Monitor and Adjust (1.4, 1.5, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4) Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. 1. Monitor and adjust instruction and activities 2. Adjusting to address engagement 3. Monitor behavior 4. Check for understanding 5. Questions and academic feedback	1. Awareness of lesson length and opportunities for change of state (movement, music, manipulatives); whole group, small group, individual work 2. Incorporating engagement component to lesson plan based on student interests/learning style 3. Use of visual behavior supports when needed 4. Formative assessment styles/use of communication supports to provide access to student answering	3. Visual behavior support card & transition marker 

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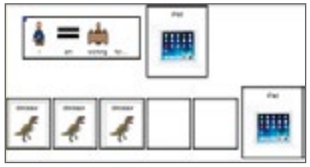
DOMAIN 3 – Learning Environment	Evidence in Low-Incidence Setting	Examples/Tools
3.1 Classroom Environment, Routines and Procedures (1.4, 4.1, 4.2, 4.3, 4.4) Teacher organizes a safe, accessible and efficient classroom. 1. Procedures, routines and transitions 2. Management of supplies and equipment tied to student leadership 3. Safe and organized classroom	1. All students (even those that are non-ambulatory) can access all areas of classroom safely 2. Consistent routine that utilizes visual schedules, timers, transition markers used routinely and consistently with students that need additional support 3. Areas/Materials clearly labeled with visuals so that students can navigate environment with highest level of independence and collect materials as independently as possible	
3.2 Managing Student Behavior (4.1, 4.2, 4.3, 4.4) Teacher establishes, communicates and maintains clear expectations for student behavior. 1. Behavior systems 2. Behavior standards	1. Visually-supported expectations 2. Individualized behavior systems dependent on level of structure student needs (high, medium, low) including: 1. Schedules 2. Timers 3. Transition markers 4. Visual expectation cards 5. Preferred choices offered (after work) 3. Consistent and routine use of supports (visual tools) by all staff that interact with student	
3.3 Classroom Culture (1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4) Teacher leads a mutually respectful and collaborative class of actively engaged learners. 1. Relevant, meaningful learning 2. Working respectfully 1. Individual 2. Group 3. Rapport/collaboration 4. Diverse learning tied to student strengths	1. Lessons are differentiated so that all students can access content based on level of understanding 2. Based on real-life, meaningful components of students' lives with an interactive, hands-on approach 3. Levels of structure in place to support students during independent and group work 4. Knowledgeable about student interests and incorporate them in instruction/behavior supports 5. Student strengths are taken into consideration when lessons are developed and are incorporated when applicable	1. Verb document, symbolic level of understanding 3. Visual schedules, choice boards, behavior support cards, etc. as needed by student

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DOMAIN 4 – Professional Practices & Responsibilities	Evidence in Low-Incidence Setting	Examples/Tools
4.1 Professional Demeanor and Ethics (6.2, 6.3, 6.4) Teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. 1. Code of Ethics 2. Professional Standards 3. Student advocacy	1. Professional Philosophy: Least Dangerous Assumption (Presume Competence) 2. Meaningful collaboration and discussion with general education teachers (dependent on student schedule) regarding IEP: PLAAFP statement, IEP goals, and necessary accommodations and supports	
4.2 Goal-Setting (5.4, 6.1, 6.2) Teacher reflects on his/her practice. 1. Self-assessing 1. Teacher level 2. Student level 2. Goal Setting 1. Short-term 2. Long-term		
4.3 Professional Development (3.1, 6.1, 6.2, 6.3) Teacher enhances the professional community. 1. PD participation linked to leadership 2. Improvement plans		
1.4 Activities (1.2, 1.3, 1.4, 1.5) Teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. 1. Outreach 2. Stakeholder communication and involvement 3. Support of mission, vision and goals		

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