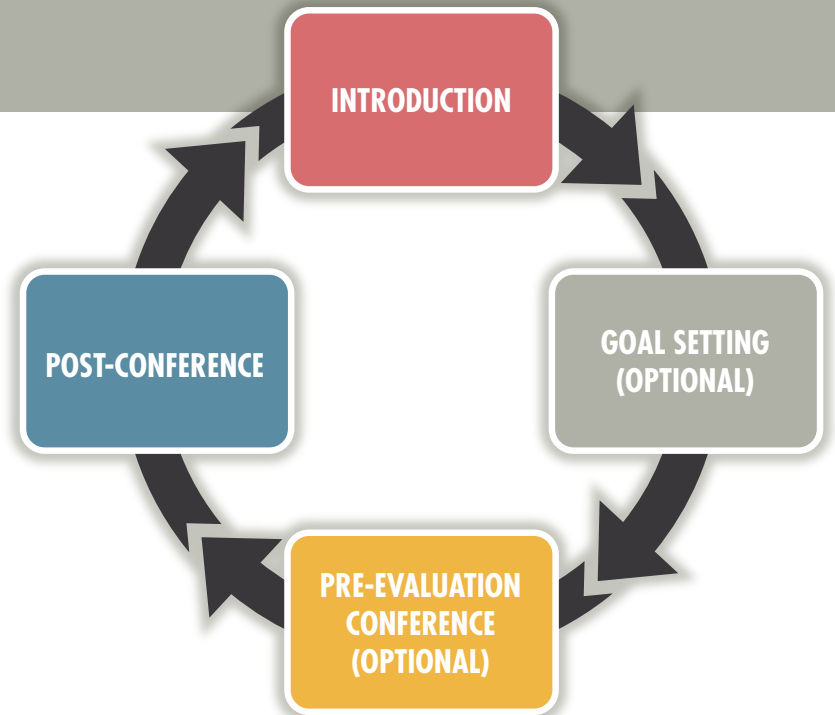


PURPOSE OF THIS TOOL

This resource is intended to assist Local Education Agency (LEA) evaluators with information regarding evidence to support performance dimensions for teachers of students with low incidence disabilities. It is not intended to supplant any documents and/or resources adopted by the LEA to support the employee evaluation process. This rubric is designed to align with the domains and dimensions present in the T-TESS evaluation system.

PROVIDER	EVALUATOR	SCHOOL YEAR



PRE-CONFERENCE NOTES:
DATE:

GOALS:
DATE:

POST-CONFERENCE NOTES:
DATE:

Domain 1: Planning

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 are tied to standards
4. Technology integration

Evidence in Low Incidence Setting

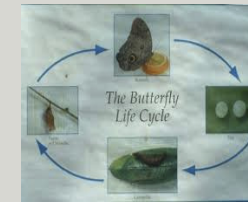
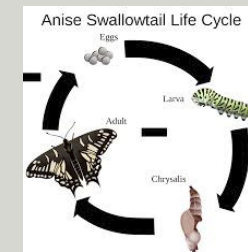
1. Grade-level content @ prerequisite skill level
2. Lesson Plan w/key components (UNCC resource); cyclical plan in place
3. Hands-on activities/manipulatives align with theme/area of study
4. Use of assistive technology to provide access for all learners

Examples/Tools

1. TEA STAAR Alternate 2 Vertical Alignment Document

Texas Early Learning Pathways

2. UNCC Conceptual Model for Lesson Planning



Domain 1: Planning	Evidence in Low Incidence Setting	Examples/Tools
<p>1.2 Data and Assessment (1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4) Uses formal/informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <ol style="list-style-type: none"> 1. Formal/informal assessments 2. Progress monitoring 3. Communication/feedback 4. Data analysis tied to drive instruction 	<ol style="list-style-type: none"> 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) 	<p>Sample Data Sheets here: http://mast.ecu.edu/modules/dc_intro/concept/</p> <p>Additional Resources: ESC-4 Instructional Decision-Making Guides</p> <p>EXAMPLES of Criterion Resources: The Assessment of Basic Language and Learning Skills - Revised (ABLRS-R)</p> <p>AFLS®- The Assessment of Functional Living Skills</p> <p>Essentials for Living: A Communication, Behavior, and Functional Skills Curriculum, Assessment, and Professional Practitioner's Handbook</p> <p>Communication Matrix</p> <p>Low Incidence Statewide Network Assessment And Instructional Resources Matrix</p>

Domain 1: Planning

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

Evidence in Low Incidence Setting

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)
 2. *Communication system used is based on student evaluation data (communication system, mode of response, etc.)*
 2. *Student-specific IEP accommodations and/or modifications addressed and imbedded*
 2. *Social and/or emotional needs of the student are considered and instruction provided if needed*
3. Student interests/strengths built into instruction

Examples/Tools

1. Symbolic Level of Understanding

Complexity Levels at a Glance		
Level 3	Level 2	Level 1
Most complex – Application	Moderately complex – Basic Recall	Least complex – Beginning Awareness
Requires a Student to: <ul style="list-style-type: none"> • internalize skills beyond basic recall • use higher-level thinking skills • arrive at answers "on his or her own" as choices cannot be provided • gather information or demonstrate skills using a wide array of materials 	Requires a Student to: <ul style="list-style-type: none"> • demonstrate only a basic understanding of information • recall or reproduce information • arrive at answers when at least three choices are provided 	Requires a Student to: <ul style="list-style-type: none"> • be aware of the task as it is occurring • be aware of a change in stimuli but not be required to act on the stimuli • be aware of information but not make choices or decisions based on the information
Verbs Used at Level 3: analyze, answer*, evaluate, predict, record, classify, execute, revise*, complete, generate, role-play, conclude, justify, select, conduct, locate, solve, determine, measure, edit*, organize	Verbs Used at Level 2: answer*, examine, arrange, identify, assist, match, choose, reproduce, complete, revise*, construct, share, count, sort, edit*	Verbs Used at Level 1: acknowledge, anticipate, experience, explore, participate, respond

2. Verb Document

3. Use of student interests incorporated into academic lessons as appropriate (Positive Partnerships Reinforcement Inventory)

Domain 1: Planning

1.4 Activities (1.2, 1.3, 1.4, 1.5)

Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

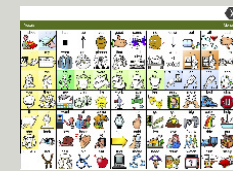
1. Questionings/HOTS
2. Grouping
3. Roles/responsibilities
4. Student goal setting
5. Activities, resources, materials, & technology
6. Problem solving

Evidence in Low Incidence Setting

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)
 2. *Whole, small, individual work group opportunities*
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

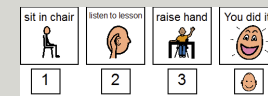
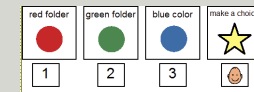
Examples/Tools

1.



2. Verb Document (see link above)
Structured Teaching–The TEACCH Method

3.



5.



5. PrAACtical AAC: Literacy for Everyone

Domain 2 Instruction	Evidence in Low Incidence Setting	Examples/Tools
<p>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.</p> <ol style="list-style-type: none"> 1. Academic expectations 2. Mastery of objective 3. Student mistakes tied to self-correcting 4. Student initiative tied to self-monitoring 	<ol style="list-style-type: none"> 1. Grade-level content @ 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 & fading of support to build student independence and skill mastery 4. Immediate, specific feedback provided; use of visuals/video modeling for student monitoring 	<ol style="list-style-type: none"> 1. Essence Statements; Vertical Alignment Document Texas Early Learning Pathways ESC-4 Instructional Decision-Making Guides 2. Verb Document 3. Cueing & Prompting Hierarchy 4. <div data-bbox="1478 542 1938 704" data-label="Image"> </div> <div data-bbox="1478 756 1850 932" data-label="Image"> </div>

Domain 2: Instruction	Evidence in Low Incidence Setting	Examples/Tools
<p>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.</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Grade-level content @ 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 communication supports; ask open-ended questions 5. Opportunities to learn 21st-Century skills/Generalization to potential work skills 5. Use of concrete, hands-on examples and activities 	<ol style="list-style-type: none"> 1. Essence Statements; Vertical Alignment Document TX Early Learning Pathways ESC 4 Instructional Guides Verb Document 2. Cueing & Prompting Hierarchy

Domain 2: Instruction

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.

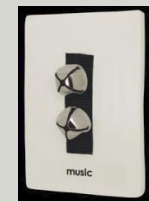
1. Two-Way Communication
2. Student Misunderstandings
3. Verbal/Written Communication
4. Questioning/Discussions
5. Wait Time
6. Visual tools/Technology

Evidence in Low Incidence Setting

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

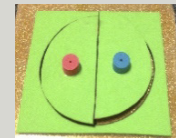
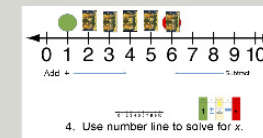
Examples/Tools

1.



4. Cueing & Prompting Hierarchy

5.



Domain 2: Instruction

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 students' needs.

1. Individualized lessons
2. Monitoring of participation & performance
3. Different methods & content
4. Recognizing confusion/disengagement & responding

Evidence in Low Incidence Setting

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

Examples/Tools

Dolphin Shares, Too!





Dolphins have to remember:

*Share your toys.

*Dolphins even share their favorite toys with their friends.

*We all take turns!

FIRST	THEN
<p>work</p> 	<p>trampoline</p> 

Domain 2: Instruction

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.

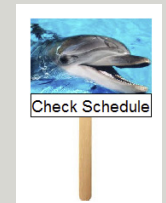
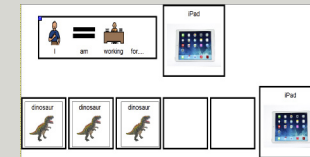
1. Monitor & adjust instruction & activities
2. Adjusting to address engagement
3. Monitor behavior
4. Check for understanding
5. Questions & academic feedback

Evidence in Low Incidence Setting

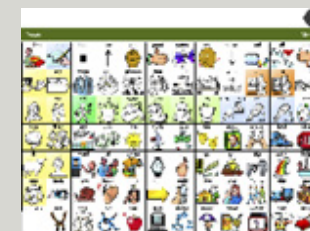
1. Awareness of lesson length and opportunities for change of state (movement, music, manipulatives); whole group, small group, individual work
2. Incorporating engagement component to lesson plan based on student interests/learning style
3. Use of visual behavior supports when needed
4. Formative assessment styles/use of communication supports to provide access to student answering
5. Multiple modes for student responses available

Examples/Tools

3. Visual behavior support card & transition marker



5. Communication supports



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)

1. Teacher organizes a safe, accessible and efficient classroom.
2. Procedures, routines, & transitions
3. Management of supplies & equipment tied to student leadership
4. Safe & 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



Domain 3: Learning Environment

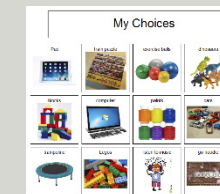
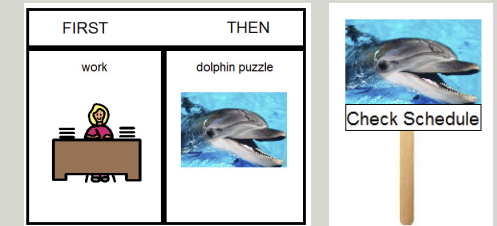
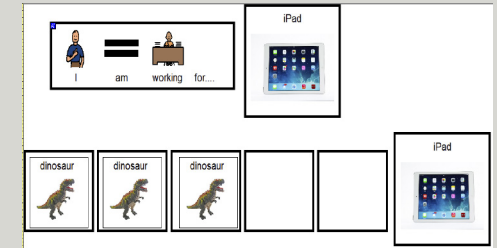
Evidence in Low Incidence Setting

Examples/Tools

3.2 Managing Student Behavior (4.1, 4.2, 4.3, 4.4)

1. Teacher establishes, communicates and maintains clear expectations for student behavior.
2. Behavior systems
3. 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



Domain 3: Learning Environment	Evidence in Low Incidence Setting	Examples/Tools
<p>3.3 Classroom Culture (1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4)</p> <ol style="list-style-type: none"> 1. Teacher leads a mutually respectful and collaborative class of actively engaged learners. 2. Relevant, meaningful learning 3. Working respectfully <ol style="list-style-type: none"> 1. Individual 2. Group 4. Rapport/collaboration 5. Diverse learning tied to student strengths 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Verb document, symbolic level of understanding 3. Visual schedules, choice boards, behavior support cards, etc. as needed by student

Domain 4: Professional Practices & Responsibilities	Evidence in Low Incidence Setting	Examples/Tools
<p>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.</p> <ol style="list-style-type: none"> 1. Code of Ethics 2. Professional Standards 3. Student advocacy 	<ol style="list-style-type: none"> 1. Professional Philosophy: Least Dangerous Assumption (Presume Competence) 2. (local guidance and expectation) 3. Meaningful collaboration and discussion with general education teachers (dependent on student schedule) regarding IEP: PLAAFP statement, IEP goals, and necessary accommodations and supports 	<ol style="list-style-type: none"> 1. The Least Dangerous Assumption

Domain 4: Professional Practices & Responsibilities	Evidence in Low Incidence Setting	Examples/Tools
<p>4.2 Goal-Setting (5.4, 6.1, 6.2)</p> <ol style="list-style-type: none">1. Teacher reflects on his/her practice.2. Self-assessing<ol style="list-style-type: none">1. Teacher level2. Student level3. Goal Setting<ol style="list-style-type: none">1. Short-term2. Long-term	<p>As determined by local policy</p>	

Domain 4: Professional Practices & Responsibilities	Evidence in Low Incidence Setting	Examples/Tools
<p>4.3 Professional Development (3.1, 6.1, 6.2, 6.3) Teacher enhances the professional community.</p> <ol style="list-style-type: none">1. PD participation linked to leadership2. Improvement plans	<p>As determined by local policy</p>	

Domain 4: Professional Practices & Responsibilities	Evidence in Low Incidence Setting	Examples/Tools
<p>4.4 School Community Involvement (2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4) Teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <ol style="list-style-type: none">1. Outreach2. Stakeholder communication & involvement3. Support of mission, vision, & goals	<p>As determined by local policy</p>	