

EXCEPTIONAL NEEDS SPECIALIST

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

Contributor:

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Component 2: Differentiation in Instruction

a. Knowledge of Students (KOS)

- ❖ Did you briefly identify the educational setting (inclusion, self-contained, etc.)?
- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to the student, previous teachers, para professionals, school counselors, general education teachers, ESOL staff, school psychologists, parents, and other service providers?
- ❖ Have you reviewed all available IEPs, present levels, school records, medical records, medication logs, attendance records, etc.?
- ❖ Did you survey the caregivers about the technology available in the home, daily routines and structure, study habits, behavioral and social concerns?
- ❖ Did you include ethnic, cultural, gender, family circumstances, SES, major changes in their life, primary language, and special education categorization?
- ❖ Have you asked the student about their learning styles, interests, strengths, challenges, participation, etc.?
- ❖ Did you include information on skills, abilities, preferences, maturity, chronological age vs. mental age, primary mode of communication, and emotional, behavioral, physical, and medical needs? Did you discuss how these impact learning?
- ❖ Have you emphasized what the student CAN do?
- ❖ Did you include information that particularly relates to the student's needs?
- ❖ Use only information that relates to the need you have identified for this component.

b. Content Knowledge (CK)

- ❖ Have you described the characteristics of students with the identified disability?
- ❖ Did you describe the learning or behavioral need in detail?
- ❖ Have you discussed how the student's development differs from typical child development because of this need?
- ❖ Have you described what accommodations and modifications you have tried?
- ❖ Did you describe preferred practices in special education as it relates to the student's need?
- ❖ Did you describe instructional methods that research has shown are effective?
- ❖ Have you described how the student's disability or medical condition impacts their ability to learn?

c. Valuing Diversity (DIV)

- ❖ Have you been respectful of the families at all times? Have you kept in mind that all parents love their children and want what is best for them, but parents of children with disabilities are oftentimes overwhelmed and do not need one more thing to do?

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- ❖ Did you respect the parents when they identified the needs that are important to them?
- ❖ Have you accommodated the families? Did you have materials translated into their language, use an interpreter, hold phone conferences if the parents prefer, provide transportation or child care during parent-teacher conferences, do home visits, or meet in neutral territory?
- ❖ Did you take time to learn the family history to help you learn more about the student and their needs (family makeup, SES, adopted, foster care, group home, etc.)?
- ❖ Do you provide physical and psychological supports to make it safe for all students to participate?
- ❖ Have you provided developmentally and age appropriate instruction that is engaging for all?
- ❖ Is the entire environment of the school accessible for the student's handicapping condition (wheelchair accessible, Braille information, signed instructions, etc.)?

d. Question (QU)

- ❖ Have you identified the specific need (academic or behavioral)?
- ❖ Did you identify why you see the need as important?
- ❖ Did you show that parents and colleagues agree it is a critical need?
- ❖ Have you already documented how the need impacts learning?
- ❖ Did you discuss the relevance of the need?
- ❖ Did you discuss the intensity, frequency, and pervasiveness of the need?
- ❖ Have you discussed how, if instruction is successful, the student's life will be impacted?

e. Assessment (ASMT)

- ❖ Have you shown the assessment addresses the specific need?
- ❖ Did you validate the assessment measures what it is intended to measure?
- ❖ Did you show the information gained from assessment is used to develop effective instruction?
- ❖ Have you cited multiple forms of assessment?
- ❖ Did you cite baseline information, formative assessments, ongoing data collection, and proficiency criterion?
- ❖ Did you make it individualized, identifying if modifications or accommodations are used to assess?
- ❖ Did you document how ongoing/formative assessment modifies your instruction? (Is the student learning? If not, change your intervention instruction, reinforcers, etc.)
- ❖ Have you shown the assessment is objective rather than subjective?
- ❖ Have you assessed the student's knowledge, skill, and reasoning abilities as they relate

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to the need?

- ❖ Have you shown the assessment was done in the student's native language or primary mode of communication?
- ❖ Did you document the assessment environment was safe, inviting, and non-threatening?

f. Learning Goals (LG)

- ❖ Have you tied the learning goals to the assessment that was done?
- ❖ Did you identify goals that family, IEP team, and general education teachers agree are relevant and important?
- ❖ Did you discuss how goals are based on your knowledge of the student, the curriculum, the environment, and typical child development?
- ❖ Are the goals observable and measurable?
- ❖ Have you developed short term objectives or benchmarks that can show incremental growth?
- ❖ Do the learning goals reflect high standards that are meaningful for the unique needs of the student?
- ❖ Did you align the goals with State General or Dynamic Learning Map Standards?

g. Instruction (INS)

- ❖ Have you shown a detailed plan for instruction?
- ❖ Did you describe the instructional method, materials, and environment(s)?
- ❖ Have you described the rationale and relevance of methods, materials, and environments used?
- ❖ Have you shown how formative (ongoing) assessment led you to change how the goal was addressed? (Because the student did [or did not] do this, I now...)
- ❖ Did you describe motivators and reinforcers used?
- ❖ Have you described how you ensured engagement of the student (safe environment, age appropriate materials, use of preferred learning style, variety of activities, choice opportunities for the student)?
- ❖ Did you describe how the instruction is individualized for the student?
- ❖ Did you describe how the instruction is implemented in an inclusive setting?
- ❖ Did you address how you will ensure the observed learning will be maintained and generalized to other settings?
- ❖ Have you discussed how instruction is based on the student's interests, strengths, and preferences?
- ❖ Have you described the use and rationale of any modifications or accommodations?
- ❖ Did you describe the student's response to instruction?

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- ❖ Did you explain why you sequenced instruction the way you did?
- ❖ Have you discussed collaboration with parents and colleagues regarding student progress toward the goal?
- ❖ Have you shown how instruction is appropriate and meaningful to the student?
- ❖ Have you described how interaction with peers is facilitated during instruction?

h. Analysis (ANA)

- ❖ Have you gone back to look at each paragraph to see if what you have written focuses on improving student learning (the "so what?" factor)?
- ❖ Have you shown the direct relationship between what you did and what the student learned?
- ❖ Did you cite modifications you made to instruction during the unit? (What changes in your plan did you make based on the student's response to instruction?)
- ❖ Did you justify why you chose the methods, sequence, adaptations, or modifications you chose?
- ❖ Have you described your insights during instruction ("When Johnny..., I knew that ...")?
- ❖ Did you tie the student's response to instruction into your knowledge of the child and your knowledge of special education?
- ❖ Did your student achieve his/her goal?
 - If yes, cite specific evidence that proves he/she learned.
 - If no, cite specific evidence that tells you what you need to do.
- ❖ Most importantly, have you discussed how learning was enhanced by your instruction?

i. Reflection (R)

- ❖ Have you shown evidence of a daily reflection on how the instruction went that day?
- ❖ Have you explained what went well during the instructional program? Did you explain why you think it went well?
- ❖ How would you move the instruction from good to great?
- ❖ Did you demonstrate how you were flexible during instruction?
- ❖ Did you describe what did not go well? Explain why you think it did not go well. (Be humble, no lesson is perfect.)
- ❖ Have you explained what you will change when teaching this skill in the future?
- ❖ As a result of teaching this skill and going through the NBPTS process, how will your future teaching practices change? (I will now...)
- ❖ Did you discuss what you learned that you could use in other contexts with other students?

Component 3: Teaching Practice and Learning Environment

a. Knowledge of Students (KOS)

- ❖ Refer to suggestions provided for Component 2.
- ❖ Have you explained how you used detailed knowledge of the student(s)' backgrounds, needs, abilities, and interests in identifying lesson goals?
- ❖ Have you discussed the student(s)' present levels of performance, including strengths, preferences, and needs?
- ❖ If appropriate, have you discussed how the student(s)' current skills and needs related the Dynamic Learning Maps?

b. Goals and Connections (G/C)

- ❖ Have you clearly identified the goal(s) you have selected?
- ❖ Did you identify what resources (people, in-services, research, promising practices) you used to identify the need and a plan for intervention?
- ❖ Have you discussed how the goal was identified (parent input, collaboration with other professionals, diagnostic tools, pretests, etc.)?
- ❖ Did you articulate how the activities are realistic and age and developmentally appropriate?
- ❖ Have you explained how the activities embody real-world applications?
- ❖ Did you show how the activities connect with the learning goals?
- ❖ Have you shown how the activities align with the content areas or social-skill domains identified as areas of need?
- ❖ Did you explain how you will know when the goal(s) has been attained?

c. Diversity/Learning Environment (DIV/LE)

- ❖ Have you discussed why your classroom is a student-centered, warm, safe, inviting, and pleasant environment for students?
- ❖ Did you discuss how you demonstrated an understanding of how individual learning styles, abilities, and expectations vary and how you accommodated those differences?
- ❖ Did you identify how you incorporate student choice within the daily activities in the classroom?
- ❖ Have you described your classroom management plan including individual sources of motivation and/or reinforcement?
- ❖ Did you describe room arrangement, bulletin boards, and other visuals within the classroom that facilitate learning and foster interest in the subject?
- ❖ Did you point out how you model appropriate behaviors and interactions among your students?

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- ❖ Did you point out how you facilitated student-to-student and teacher-to-student interactions in the classroom?
- ❖ Did you point out how you foster independence and self-confidence in your students?
- ❖ Have you explained how non-verbal communication is used with your students?
- ❖ Are you specific in explaining why you have students grouped in a certain way?
- ❖ Have you identified how you model trust and respect for all individuals?
- ❖ Did you point out adapted materials and accessibility in the classroom?
- ❖ Have you discussed how you have ensured all students are receiving instruction at their Individual levels?
- ❖ Did you discuss how you accommodate parents when communicating with them (primary language, by telephone, internet, home visits, etc.)?
- ❖ Have you discussed any special family circumstances that may interfere with learning and how you accommodate for these circumstances?

d. Instruction (INS)

- ❖ Did you discuss the instructional plan that was developed to address the goal?
- ❖ Have you discussed how the plan was changed based on responses from the student(s)?
- ❖ Within the instructional plan, did you discuss the instructional method, the materials, and the environment? Did you discuss how these varied from lesson to lesson?
- ❖ Did you discuss how the lessons/activities relate to the student(s)' interests, and strengths and how they were meaningful to the student(s)?
- ❖ Have you explained how you provided focused constructive feedback to students?
- ❖ Have you discussed how generalization to other environments was ensured?
- ❖ Did you discuss how data were gathered and/or formative assessment was done?
- ❖ Did you discuss the individual goals for each lesson and how these goals were addressed during the lesson?
- ❖ Have you discussed supports, accommodations, and /or modifications done during the lessons?
- ❖ Did you describe how instruction changed throughout the implementation of the intervention/activity and why you changed?
- ❖ Did you point out how you used body language within your instruction?
- ❖ Did you discuss the resources used during instruction?

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e. Content Knowledge (CK)

- ❖ Have you discussed the identified skills as they relate to typical development?
- ❖ Did you explain how you applied your knowledge of evidence-based instruction to anchor new learning?
- ❖ Have you identified a variety of intervention techniques that are recognized as promising practices? Did you discuss what techniques you used and why?
- ❖ Did you share what resources you used to learn more about the specific needs of the Identified student(s)?

f. Technology (TECH)

- ❖ Did you point out how both high- and low-level technology are used in the classroom by the student(s) and you?
- ❖ Have you discussed how and why the technology used was chosen? Did you include collaboration and input from OT, PT, speech, reading resource teachers, and/or general education teachers?
- ❖ Did you discuss how technology was individualized for students?
- ❖ Did you point out how technology is integrated into the instruction?
- ❖ Have you discussed why the technology is meaningful, motivating, and relevant to the lesson?
- ❖ Have you explained how the use of technology enables increased independence?
- ❖ Did you discuss how the use of technology assists in the generalization of skills and knowledge across settings?

g. Reflection (R)

- ❖ Did your student(s) achieve the goal(s)? Did you cite examples that show this?
- ❖ Have you outlined the basis for your pedagogical decisions at each stage of the process (before, during, and after instruction)?
- ❖ Have you justified your choices of instructional strategies, sequence of lessons, adaptations, modifications, and accommodations?
- ❖ Have you described what additional resources (collaboration with colleagues, research materials, in-services opportunities) you will use to increase your skills?
- ❖ Did you describe what you learned from this unit that you will be able to use with another student, class, lesson, or situation?
- ❖ Have you identified what went well during the lesson and why you think it went well? How will you move the lesson from good to great?
- ❖ Have you described what did not go well and why? (Nothing is perfect—never say you will not change a thing.)

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- ❖ Have you identified what you would do differently, even if it is to change the goal for a particular student, based on what you learned during the activity?
- ❖ Have you provided evidence of daily reflection on how things are going in this unit?
- ❖ Did you cite evidence from the video that shows your flexibility?
- ❖ Use the statement "I will now..." often.
- ❖ Did you cite the times when you realized I can do better..."

Component 4: Effective and Reflective Practitioner

Do the forms and collect the evidence before beginning work on the written commentary.

a. Knowledge of Students (KOS)

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to previous teachers, para professionals, school counselors, general education teachers, ESOL staff, school psychologists, and other service providers?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- ❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- ❖ Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- ❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

b. Use of KOS (USE)

- ❖ Did you use the information collected to describe the entire class?
- ❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- ❖ Did you analyze and synthesize the information to discern patterns from the information you attached?
- ❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- ❖ Did you analyze all the information to determine what was useful in describing the class?
- ❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable to read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

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- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because..."; "The formative assessment ties to the class' strengths/needs because..."; "The summative assessment ties to the goals because..."; "The summative assessment ties to the class' strengths/needs because..."?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written, auditory, etc.?
- ❖ Will the assessments give you measureable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

e. Analysis and Use of Data (AUD)

- ❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

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f. Feedback (FB)

- ❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

g. Student Self-Assessment (SSA)

- ❖ Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- ❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

h. Professional Learning Need (PLN)

- ❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- ❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

i. Student Need (SN)

- ❖ Does the student need highlight something that was **needed** but out of the ordinary?
- ❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- ❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- ❖ Do you know what true collaboration entails?

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- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

j. Reflection (R)

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?