

Southfield Special Education Teacher Consultant (v.2021)

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Domain 1: Planning and Preparing for Student Learning

1.b Demonstrating knowledge of content and remediation techniques, and learning styles, in order to establish goals for student programming

Ineffective

Teacher consultant demonstrates little or no knowledge of content or the prerequisite relationships between different aspects of the content. Teacher consultant demonstrates little or no knowledge of the instructional practices specific to remediation techniques and learning styles that would address academic deficits in student performance and guide educational teams in the development of IEPs and promote growth in achievement. *(1.b.I)*

Minimally Effective

Teacher consultant demonstrates basic knowledge of content, the prerequisite relationships between different aspects of the content, the instructional practices specific to remediation techniques, and learning styles and participates with the educational team in the development of IEPs which promote growth in achievement. *(1.b.ME)*

Effective

Teacher consultant demonstrates thorough knowledge of content, the prerequisite relationships between different aspects of the content, the instructional practices specific to remediation techniques, and learning styles and effectively integrates assessment/performance data in the development of IEPs. *(1.b.E)*

Highly Effective

Teacher consultant demonstrates extensive knowledge of content, the prerequisite relationships between different aspects of the content, the instructional practices specific to remediation techniques, and learning styles and provides leadership in the planning and organization of IEPs. As a part of the service delivery, the teacher consultant provides training to staff in order to appropriately execute individual education plans. *(1.b.HE)*

1.e Planning and integrating the program to meet the needs of individual students, including prevention Designing Coherent Instruction

Ineffective

Teacher consultant's plan for intervention services consists of a random collection of unrelated activities, lacking coherence or an overall structure. The series of instructional activities is poorly aligned with the learning objectives and does not represent a coherent structure. The instructional activities are suitable for only some students. *(1.e.I)*

Minimally Effective

Teacher consultant's plan has learning objectives aligned to the identified needs of the students and includes a number of meaningful activities, but some of them don't fit with the broader goals. The series of instructional activities demonstrates partial alignment with learning objectives, some of which are likely to engage students in the intended learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students' educational needs and requisite resources to meet identified needs. *(1.e.ME)*

Effective

Teacher consultant has developed a plan that is appropriately aligned with the student's identified educational/social-emotional needs, incorporating the behavioral expectations of the general education setting that are a part of the student's school day. The teacher consultant coordinates knowledge of content, students' needs, and resources to design/adjust a series of instructional activities aligned to educational objectives and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in the intended objectives as delineated from the grade level curriculum and the IEPs of the students involved in the instruction. *(1.e.E)*

Highly Effective

Teacher consultant's plan is coherent and preventive, designed to support student progress. The intended objective guides application into the broader educational environment so as to facilitate independent functioning. The teacher consultant coordinates knowledge of content, students, and resources to design/adjust a series of instructional activities aligned to educational objectives, differentiated where appropriate to make them suitable for all students and likely to engage them in the intended objectives as delineated from the grade level curriculum and the student's IEPs. The lesson or units structure is clear and allows for different production options as needed based on student needs. *(1.e.HE)*

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Domain 2: Creating an Environment for Learning

2.a Establishing rapport with students Establishing a culture that promotes pro-social behaviors among the students across educational settings

Ineffective

Teacher consultant's interactions with students are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. Teacher consultant makes no attempt to establish a culture for positive behaviors across school settings. *(2.a.I)*

Minimally Effective

Teacher consultant's interactions are a mix of positive and negative; the teacher consultant's efforts at developing rapport are partially successful. Teacher consultant attempts to promote positive behaviors across educational settings and these attempts are partially successful. *(2.a.ME)*

Effective

Teacher consultant's interactions with students are positive and respectful; reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Teacher consultant promotes a culture throughout the school that encourages positive behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers. *(2.a.E)*

Highly Effective

Individual/Group interactions among the teacher consultant and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Teacher consultant takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors environment. *(2.a.HE)*

2.c Establishing and maintaining clear procedures for referrals

Ineffective

Teacher consultant does not participate in establishing or maintaining procedures for referrals. Teacher consultant is unresponsive to teacher requests for assistance in the referral process. The teacher consultant demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, learning styles, interests, and special needs, and does not seek such understanding. Has minimal involvement in pre-referral process *(2.c.I)*

Minimally Effective

Teacher consultant assists in establishing referral procedures when asked and inconsistently maintains established procedures. Teacher consultant is minimally responsive to teacher requests for assistance. The teacher consultant indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, learning styles, interests, and special needs, and attains this knowledge for the class as a whole. Shares ideas for possible interventions. *(2.c.ME)*

Effective

Teacher consultant actively participates in establishing and maintaining referral procedures and guides stakeholders through implementation. The teacher consultant actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, learning styles, interests, and special needs, and attains this knowledge for groups of students. The teacher consultant consults with staff to design interventions addressing specific concerns with consideration of race, ethnic, cultural and social factors. *(2.c.E)*

Highly Effective

Teacher consultant monitors the effectiveness of the referral procedures. The teacher consultant assists staff in monitoring and evaluating the intervention plan and demonstrates exceptional skills in problem-solving strategies. The teacher consultant displays understanding of individual students' skills, knowledge, learning styles and language proficiency and has a strategy for maintaining such information. The teacher consultant takes a leadership role in training staff on the utilization of the referral process and suggests revisions as necessary to ensure that the process remains appropriate for the students and school environment. *(2.c.HE)*

Domain 3: Service Delivery

3.a Responding to referrals and evaluating student needs

Ineffective

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Effective

Highly Effective

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Teacher consultant fails to respond to a referral request, or provide assistance with the evaluative process defined in the referral. (3.a.I)

Teacher consultant responds to a referral request with only minimal follow-up and support. The teacher consultant initiates the evaluative process defined in the referral, and shares ideas for possible interventions. (3.a.ME)

Teacher consultant responds to a referral request in a timely manner with appropriate follow-up and support. The teacher consultant initiates the evaluative process defined in the referral, and is consistent in the completion of the process. Consults with staff to design interventions addressing specific concerns with consideration of race, ethnic, cultural and social factors. (3.a.E)

Upon receipt of the referral, the teacher consultant efficiently initiates and completes the evaluative process defined in the referral. The teacher consultant takes a leadership role in monitoring student performance with grade level teams, and guides the implementation of referral requests as necessary offering supportive strategies to enable student success. (3.a.HE)

3.b Evaluating student needs in compliance with state and federal guidelines, inclusive of RtI systems that are educationally relevant and diagnostically sound

Ineffective

Teacher consultant resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established timelines and procedures. Demonstrates minimal skills in good problem solving. Demonstrates minimal ability to articulate assessment results in team meetings (3.b.I)

Minimally Effective

Teacher consultant attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures. Demonstrates good problem-solving skills as well as good negotiation skills that assist in the development of interventions and programs. Follows up on efficiency of the interventions and programs. Communicates essential results in terms understandable to all team members. (3.b.ME)

Effective

Teacher consultant administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered with full compliance. Establishes rapport and demonstrates sensitivity to the feelings of team members, clearly articulates assessment results and synthesizes data collected by team members. Promotes change in the individual student, classroom or building. (3.b.E)

Highly Effective

Teacher consultant selects from a broad repertoire of assessments that are most appropriate and educationally relevant to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and/or procedures. Assists staff in monitoring and evaluating the intervention plan and demonstrates exceptional skills in problem-solving strategies. Provides leadership in the discussion of student strengths and needs as well as in due process decision-making. Demonstrates skills that facilitate development of harmonious school environment for staff, students, parents and administrators. (3.b.HE)

3.c Actively participating on the educational/ evaluation teams

Ineffective

Teacher consultant does not actively participate with student educational and/or evaluation teams. (3.c.I)

Minimally Effective

Teacher consultant participates with student educational and/or evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student's IEP. (3.c.ME)

Effective

Teacher consultant actively participates on educational/evaluation teams, connecting the assessment data to the needs for service and prepares detailed IEPs based upon the derived diagnostic data. (3.c.E)

Highly Effective

Teacher consultant actively participates on educational/evaluation team and takes initiative in assembling materials for student meetings. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student's performance to that of same-aged non-disabled peers. (3.c.HE)

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3.d Planning interventions to maximize students' academic and/or behavioral successes

Ineffective

Teacher consultant fails to plan interventions suitable for students or the planned intervention is mismatched with the findings of the assessment data. Activities and materials are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The strategies have no structure or are poorly sequenced. *(3.d.I)*

Minimally Effective

Teacher consultant has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs. Activities and materials are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The strategies have a recognizable structure but it is not fully maintained. *(3.d.ME)*

Effective

Teacher consultant's planned interventions for students are designed with integrity and aligned to remediate identified academic and/or behavioral needs. Activities and materials are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Strategies have a high level of rigor. The structure of the strategies is coherent, with appropriate pace. *(3.d.E)*

Highly Effective

Teacher consultant takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed. Strategies are adapted as needed to the needs of individuals. *(3.d.HE)*

Domain 4: Professionalism

4.c Communicating with parents, staff and administrators

Ineffective

The teacher consultant's communication with all relevant teachers, administrators, and families about the instructional program or about individual students is sporadic or declines to provide background material when requested. The teacher consultant makes no attempt to engage teachers, administration, and families in the instructional program. The teacher consultant demonstrates minimum problem solving skills. *(4.c.I)*

Minimally Effective

The teacher consultant adheres to school procedures for communicating with teachers, administrators, and families and provides background materials when requested. The teacher consultant demonstrates good problem-solving skills as well as good negotiation skills that assist in the development of interventions and programs. The teacher consultant follows up on efficiency of the interventions and programs. *(4.c.ME)*

Effective

The teacher consultant communicates frequently with teachers, administration, and families, and successfully engages them about the instructional program. Information to stakeholders about individual students is conveyed in an effective manner. Promotes change in the individual student, classroom or building. *(4.c.E)*

Highly Effective

The teacher consultant's communication with teachers, administrators, and families is highly accurate and conveys relevant information regarding student programming. The teacher consultant successfully engages families in the instructional program, student progress and planning for the future. *(4.c.HE)*

4.f Showing professionalism

Ineffective

Minimally Effective

Effective

Highly Effective

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The teacher consultant has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher consultant fails to comply with school and district regulations and timelines, providing an insufficient level of service in case management responsibilities. Relationships with colleagues are disrespectful. *(4.f.I)*

The teacher consultant is honest and well intentioned in serving students and contributing to decisions in the school, but the special education teacher's attempts to serve student are limited. The teacher consultant complies minimally with school and district regulations, providing a minimal level of service in case management responsibilities. Maintains relationships with colleagues only to fulfill duties that the school or district requires. *(4.f.ME)*

The teacher consultant displays a high level of ethical practice and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. In providing special education services, the teacher consultant efficiently fulfills case management responsibilities. Relationships with colleagues are characterized by mutual support and cooperation. *(4.f.E)*

The teacher consultant is proactive and assumes a leadership role in making sure that instructional practices and procedures ensure that all students, particularly those with special needs or students at risk are appropriately supported so that they have a reasonable opportunity to be active members of their school community. The teacher consultant displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations. The teacher consultant comprehensively fulfills case management responsibilities Relationships with colleagues are characterized by mutual support and cooperation. Takes initiative in leadership among the faculty. *(4.f.HE)*