

Southfield Emotional Support Teachers Effectiveness Rubric (v.2021)

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Domain 1

1b Demonstrating Knowledge of Students

Ineffective

General Examples (1b.I.1)

ES teacher is unaware of significant characteristics of the different classifications used to identify EBD students. Teacher does not actively engage students in the learning process. ES teacher does not identify or adjust learning based on factors impacting student learning (1b.I.2)

Specific Examples (1b.I.3)

Teacher does not have a positive behavior support plan in place and utilizes only a negative discipline plan. For instance, when a student calls the teacher a name, the teacher's response is to take away all of the student's recess. Teacher has no contact with students' home and makes no effort to understand challenges associated with students' home life. For instance, the teacher does not call or contact the student's family and has no idea that the student's father has been placed in jail. (1b.I.4)

Minimally Effective

General Examples (1b.ME.1)

ES teacher is aware of significant characteristics of different classifications used to identify EBD students but does not incorporate this knowledge into lessons and instruction. Teacher does not consistently actively engage students in the learning process. ES teacher recognizes that children's background, culture, and developmental stage impact their learning, however the teacher displays limited insight into how to adjust the lesson to meet the student's needs (1b.ME.2)

Specific Examples (1b.ME.3)

Teacher has a behavior management plan but does not implement it consistently and effectively. For instance, when two students call the teacher names, one student loses all his recess and the other student receives a verbal reprimand. Teacher has inconsistent contact with students' home and does not consistently engage parents/ guardians in helping to promote positive emotional and behavioral skills. For instance, the teacher called home to tell the parents about the student refusing to work, but does not listen when the parent attempts to tell them that the student's brother was in the hospital (1b.ME.4)

Effective

General Examples (1b.E.1)

ES teacher is aware of significant characteristics of different classifications used to identify EBD students utilizes this to guide the students' academic and or emotional development. Teacher monitors and attempts to achieve active student engagement during lesson. ES teacher recognizes and adjusts lessons to consider students' background, culture and developmental stages (1b.E.2)

Specific Examples (1b.E.3)

Teacher has a positive behavioral management plan based on student needs and characteristics of classifications, which is implemented throughout all areas of the classroom. For instance, when a student calls the teacher a name, the teacher praises the other students in the room for working quietly. Teacher consistently contacts students' parents/ guardians and utilizes their suggestions and concerns in the development of positive emotional and behavioral skills. For instance, the teacher calls the parents weekly and discovered that the students' cousin was going to be moving in with the family. The teacher and parents discussed how this would impact the student and strategies to make the transition easier. (1b.E.4)

Highly Effective

General Examples (1b.HE.1)

ES teacher is aware of significant characteristics of different classifications used to identify EBD students and utilizes this to guide the students' academic and emotional development. Teacher monitors and adjusts instruction to ensure continued active student engagement. ES teacher recognizes and incorporates students' background, culture and developmental stages to enhance student engagement (1b.HE.2)

Specific Examples (1b.HE.3)

Teacher collaborates with students to develop and implement a positive behavioral management plan encouraging and incorporating student self-monitoring skills. For instance, the teacher and students collaborate to set a goal of no name calling for a week. Following the positive behavior management system, if the student meets the goal, using self-monitoring techniques, they will earn a prize. Teacher consistently contacts students' parents/ guardians and utilizes information to facilitate effective home and school relationships. For instance, the student is struggling with completing homework so the teacher and parents meet and design a plan where the student earns recess with their general education class for completing homework six days. (1b.HE.4)

1e Designing Coherent Instruction

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Ineffective

General Examples (1e.I.1)

Lesson / unit plans are not designed for students with emotional / behavioral needs and implement practices that are not sound educational decisions for these students. Plans do not have activities to actively engage students and allows for unstructured time to occur (1e.I.2)

Specific Examples (1e.I.3)

Teacher does not have an organized behavior plan to address behavior needs during lesson implementation. Teacher has no behavioral system in place to motivate student engagement and focus (1e.I.4)

Minimally Effective

General Examples (1e.ME.1)

Some materials are appropriate for students with emotional/behavioral needs. Plans show some awareness of adaptations needed for the student group with whom the teacher is working (1e.ME.2)

Specific Examples (1e.ME.3)

Teacher has a behavioral plan that addresses behavior but does not meet the needs of the classroom. A high school teacher uses sticker charts to maintain attention and focus for all students (1e.ME.4)

Effective

General Examples (1e.E.1)

Materials and plans are appropriate for students with emotional / behavioral needs and show awareness of adaptations needed for the student group to be successful (1e.E.2)

Specific Examples (1e.E.3)

Teacher has an organized behavior plan to address behavior during lessons but lacks variety based on student needs. Teacher has individualized behavior management plan to address attention and focus during lessons. For instance, the teacher has a sticker chart for each student that rewards focus during lessons (1e.E.4)

Highly Effective

General Examples (1e.HE.1)

Materials and plans are appropriate for students with emotional and behavioral needs. Adaptations demonstrate a variety of activities and choices to prevent unstructured time (1e.HE.2)

Specific Examples (1e.HE.3)

Student collaborates with teachers to develop individual free time activities that offer choices based on their needs. Teacher provides an organized individual system to develop student's focus and attention to task. For instance, the teacher and student meet before a known stressful task and identify the desired behaviors that should occur during the task. Teacher and student meet after the task is complete and teacher guides student in self-assessment of whether desired behaviors were met (1e.HE.4)

Domain 2

2a Creating an Environment of Respect and Rapport

Ineffective

General Examples (2a.I.1)

Minimally Effective

General Examples (2a.ME.1)

Effective

General Examples (2a.E.1)

Highly Effective

General Examples (2a.HE.1)

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Teacher does not have an understanding of the students' background and the culture outside of the classroom. Teacher does not adapt instruction or classroom management based on students' behavioral and emotional needs in the classroom (2a.I.2)

Teacher has a basic understanding of the students' background and the culture outside the classroom, but does not incorporate this knowledge into their interactions with the students. Teacher inconsistently adapts instruction and classroom management based on the students' behavioral and emotional needs in the classroom (2a.ME.2)

Teacher understands and seeks additional information about the student's background and culture outside the classroom. The teacher incorporates this knowledge into most interactions with students and parents. Teacher adapts instruction and classroom management based on the students' behavioral and emotional needs in the school environment (2a.E.2)

Teacher understands and seeks additional information about the student's background and culture outside of the classroom. The teacher incorporates this knowledge into all interactions with students, parents and community to promote positive behavioral progress. Based on prior knowledge of students' behavioral and emotional needs, the teacher provides instruction and classroom management to prevent triggers and outbursts in the school environment (2a.HE.2)

Specific Examples (2a.I.3)

Specific Examples (2a.ME.3)

Specific Examples (2a.E.3)

Specific Examples (2a.HE.3)

Teacher uses inappropriate language including using swearing, denigrating language, and sarcasm. For example, when a student swears in the classroom, the teacher calls him "a nasty little twerp". Teacher over-reacts to students' verbal abuse and disrespect. For instance the student swears at the teacher and the teacher grabs him and physically escorts him out of the room (2a.I.4)

Teacher reacts inconsistently to students' verbal abuse and disrespect. For instance, when a student calls the teacher a name, the student loses all of his recess. When the student calls the teacher the same name the next day, the teacher provides him with a verbal reprimand. There is no formal classroom structure to promote respect and appropriate student interactions. For instance, students are disrespectful and aggressive in their interactions with other students and staff (2a.ME.4)

Teacher responds respectfully and calmly to student's verbal abuse and disrespect. For instance, when a student swears at a teacher, the teacher calmly states that that is not appropriate language and resumes the lesson. There is a classroom structure based on the students' backgrounds and culture that promotes respect and appropriate student interactions. For instance, the teacher holds morning group session for entire class to promote verbal expression and resolve potential conflicts (2a.E.4)

Teacher responds respectfully, calmly and in a culturally appropriate manner to students' verbal abuse and disrespect. For instance, when student verbally abuses the teacher, the teacher responds by providing the student with a series of questions that will lead the student to make a better decision and reflect on their own behavior. The teacher and students collaborate to design a classroom climate that promotes respect and appropriate student interactions based on students' backgrounds and culture. For instance, the teacher facilitates a morning meeting where topic and agenda are led by the students (2a.HE.4)

2c Managing Classroom Procedures

Ineffective

Minimally Effective

Effective

Highly Effective

General Examples (2c.I.1)

General Examples (2c.ME.1)

General Examples (2c.E.1)

General Examples (2c.HE.1)

Teacher demonstrates no classroom management. Classroom is not safe physically or emotionally. Transitions are not handled smoothly, large amounts of time is lost handling transitions. Classroom routines and material management takes more time that instruction (2c.I.2)

Teacher demonstrates a basic knowledge of classroom management but inconsistently implements it in the classroom. Classroom provides a place where students are physically safe but do not feel emotionally secure. Transitions are not consistently managed effectively. Classroom routines are often disjointed and take time from academics (2c.ME.2)

Teacher has a consistent classroom management plan that is implemented consistently. The classroom provides a safe physical and emotional environment. Plans are in place to manage transitions between activities and areas. Students are aware of and participate in classroom routines to prevent the interruptions of academics (2c.E.2)

Teacher has a consistently implemented classroom management plan that is developed with the students. The classroom provides a safe physical and emotional environment. Transitions are handled smoothly and with student awareness. Classroom routines are integrated into the classroom structure and do not interrupt academics (2c.HE.2)

Specific Examples (2c.I.3)

Specific Examples (2c.ME.3)

Specific Examples (2c.E.3)

Specific Examples (2c.HE.3)

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Classroom is not safe. Students engage in physically unsafe behavior with not effective teacher intervention. Frequency and severity of unsafe behavior is high. For example, students engage in a fight in front of teacher and teacher walks out of the classroom. There is no structure for transitions. For instance, when the bell rings for lunch the students leave the classroom with no teacher dismissal/ direction (2c.I.4)

Classroom teacher provides a safe physical environment with immediate interventions for unsafe behavior. Teacher is reacting to unsafe behavior. For instance, when students began fighting, the teacher separates students. Limited structure is provided for either area transitions, or activity transitions, that are inconsistently applied. For instance, during indoor recess the teacher gives a five minute warning but recess ends twenty minutes later (2c.ME.4)

Classroom teacher provides a safe physical environment with immediate interventions for unsafe behavior. Teacher is proactive in preventing unsafe behavior. For instance, the teacher notices students arguing and intervenes by talking to both students and preventing physical aggression. Teacher has developed and consistently implements transition procedures for transitions between activities and areas. For instance, prior to the end of a class the teacher gives a five minute warning and has students complete a previously taught end of the period routine (2c.E.4)

The teacher engages students in developing a collaborative proactive plan to maintain a safe and supportive classroom environment. For instance, during morning meeting, the teacher facilitates a student discussion on how to maintain a safe classroom. Students collaborate with teacher to develop and selfmonitor appropriate transition procedures between areas and activities. For instance, teacher and student collaborate to set criteria for students to independently transition from special area classes back to the ES classroom (2c.HE.4)

Domain 3

3a Communicating with Students

Ineffective

General Examples (3a.I.1)

The teacher does not communicate behavioral expectations to students. The teacher does not adapt the communication style when instructing students to meet the students' emotional and behavioral needs. Communication attempts by students are ignored or mishandled (3a.I.2)

Specific Examples (3a.I.3)

Minimally Effective

General Examples (3a.ME.1)

The teacher inconsistently communicates behavioral expectations to students. The teacher inconsistently or ineffectively adapts communication style to students' needs. The teacher is aware of gaps in student learning due to behavioral difficulties but does not adapt communication of instruction to address these needs. Students' attempts to communicate emotional needs are dealt with inconsistently, and students do not feel comfortable approaching the teacher (3a.ME.2)

Specific Examples (3a.ME.3)

Effective

General Examples (3a.E.1)

Teacher communicates clear behavioral expectations to students. The teacher adapts instructional presentation and pacing to meet student emotional and behavioral needs. The teacher is aware of gaps and deficits in student learning, due to instruction missed due to behavioral difficulties and adapts instruction accordingly. Students feel comfortable approaching the teacher on both academic and emotional levels (3a.E.2)

Specific Examples (3a.E.3)

Highly Effective

General Examples (3a.HE.1)

Teacher communicates behavioral expectations, as well as learning expectations, clearly to students and parents. Teacher adapts instructions to meet students' behavioral and academic needs. The teacher is aware of gaps and deficits in student learning due to instruction missed due to behavioral difficulties and adapts accordingly. Students and parents feel comfortable approaching the teacher on both academic and emotional levels (3a.HE.2)

Specific Examples (3a.HE.3)

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Teacher does not post or review behavioral expectations with students. Teacher makes no attempt to communicate with students and parents and does not respond when they attempt to contact the teacher. For instance, the parent calls the teacher three times and the teacher does not respond to phone calls (3a.I.4)

Teacher communicates inconsistent behavioral expectations to students. Data about behavioral progress is inconsistently provided to parents. For instance, parents find out the student has been physically assisted due to aggressive behavior two times when they go to the IEP meeting. Students are not comfortable approaching teacher about their feelings and emotional health issues. Teacher inconsistently responds to requests for attention from students (3a.ME.4)

Teacher provides clear behavioral expectations to students. Data collected on behaviors is clearly communicated to parents on a regular basis. For instance, the teacher sends a daily report to parents summarizing their student's behavior. Teacher seeks out students and parents who need assistance in dealing with emotional health issues. Teacher provides consistent instruction on students' emotional and behavioral health including self-regulation skills. For instance, when a student has issues with calling out in class, the teacher provides daily support to help student learn ways to regulate this behavior (3a.E.4)

Teacher provides clear behavioral expectations, developed with the students, clear and instructive feedback and guidance with student self-monitoring of these expectations. Information on student behavioral progress is clearly communicated to parents with student input. For instance, the teacher holds quarterly nighttime meetings for parents to create a dialogue between parents and school. Students and parents actively collaborate with teacher in managing their social and emotional needs (3a.HE.4)

3b Using Questioning and Discussion Techniques

Ineffective

Minimally Effective

Effective

Highly Effective

General Examples (3b.I.1)

General Examples (3b.ME.1)

General Examples (3b.E.1)

General Examples (3b.HE.1)

The teacher does not have students question and reflect on their behaviors. They are discouraged from telling others how their behavior impacts them or are allowed to use degrading and inappropriate comments about negative behavior. Teacher uses degrading or inappropriate comments about student behavior. Teacher makes no attempt to incorporate or accommodate students' emotional and behavioral challenges in their lesson presentations (3b.I.2)

The teacher asks questions that require brief answers and do not require students to examine their own behavior. The teacher inconsistently has students express how they feel about others' behaviors. There is little or no teacher/student discussion regarding student behavioral and self-regulation (3b.ME.2)

The teacher provides questions that allow students to discuss and reflect on their own behaviors and how it impacts others. The teacher guides students in telling others how they feel and how they can change their behavior and how the behavior makes them feel. Teacher asks probing questions to encourage student self-examination and solutions to emotional and behavioral needs (3b.E.2)

Students lead the discussions and teacher has provided students with the skills necessary to question and reflect on their own behavior and how it impacts others. The students appropriately address other students' behavior and give appropriate feedback on how they can change behavior and how it makes others feel. Students are encouraged to appropriately share their feelings with others outside of the classroom including other students, parents and teachers (3b.HE.2)

Specific Examples (3b.I.3)

Specific Examples (3b.ME.3)

Specific Examples (3b.E.3)

Specific Examples (3b.HE.3)

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Students are discouraged from discussing how others behavior is impacting them. For instance, when a student asks another student to be quiet so they can work, the teacher tells both students to be quiet. When dealing with negative behavior, teacher is confrontational and uses negative responses that degrade the student. For instance when a teenage student becomes emotionally distressed, the teacher tells them to stop acting like a baby (3b.I.4)

Students are not encouraged to discuss their behavior and how it impacts others. For instance, the teacher tells the students to follow directions and not to question why they have to do something. Teacher varies from confrontation to directive when dealing with student emotional and behavioral challenges. For instance, student becomes verbally confrontational and the teacher threatens to detain the student and gives orders to the student. For instance, when dealing with an oppositional defiant student the teacher tells the student to sit down. When the student refuses the teacher continues to argue and direct (3b.ME.4)

With prompting, students are able to express how they feel about others behavior. For example, when a student is bothered by another student's noise, the teacher prompts the student to tell the student "Johnny, your noises are bothering me and making it hard to work. Can you please stop making noises?" Teacher uses a non-confrontational "questioning" approach when dealing with students emotional and behavioral needs. For instance, when dealing with an oppositional defiant student who refuses to sit down, the teacher deescalates the situation through questioning techniques (3b.E.4)

Students are able to clearly communicate how another student's behavior is impacting them and offer suggestions to the other student to make a positive change in their behavior. For instance, when a student is bothered by another student's noise, they independently tell that student to stop making the noise. Teacher guides students to openly discuss their own behavior, why they need to change it, and the support they need to do this. For instance, in the morning meeting, the teacher facilitates a student to identify that he needs to stop calling out without raising his hand and decides on a prompt to remind him of this (3b.HE.4)

3c Engaging Students in Learning

Ineffective

General Examples (3c.I.1)

Activities are inappropriate for the students with emotional/behavioral needs. Activities are highly unstructured and not well supervised. Instruction is vulnerable to student disruption and teacher is unable to regain appropriate student participation. Behavior clearly disrupts academic instruction (3c.I.2)

Specific Examples (3c.I.3)

Instruction clearly does not engage students in the learning process. When a behavioral disruption occurs, the teacher is unable to effectively respond. The teacher is unable to re-engage students after a disruption (3c.I.4)

Minimally Effective

General Examples (3c.ME.1)

Activities have a limited ability to engage students with emotional and behavioral needs. Teacher's attempt to provide large group activities with limited attempts to adapt instruction to students' engagement, emotional and behavioral needs (3c.ME.2)

Specific Examples (3c.ME.3)

Teacher is inconsistent in their ability to engage students in the learning process. When a behavioral disruption occurs, the teacher attempts to intervene, however the intervention are inconsistent in their ability to re-engage students (3c.ME.4)

Effective

General Examples (3c.E.1)

Teacher directed instruction is adapted to meet individual pacing, emotional and behavioral needs. Teacher offers a consistent program to encourage and reward student engagement. Classroom and behavioral goals are clearly identified (3c.E.2)

Specific Examples (3c.E.3)

Teacher has developed and directs an effective instructional program designed to maximize student engagement. When a behavioral disruption occurs, the teacher provides clear direction and structure to minimize the disruption and promote student re-engagemen (3c.E.4)

Highly Effective

General Examples (3c.HE.1)

Teacher has a consistent classroom structure that promotes active student engagement. There is consistent recognition for student self-initiation and self-monitoring of engagement during instructional time (3c.HE.2)

Specific Examples (3c.HE.3)

Teacher develops collaborative program designed to promote student self-initiation and engagement. When a behavioral disruption occurs, the teacher guides the students through self-correction and re-engagement (3c.HE.4)

3d Using Assessment in Instruction

Ineffective

General Examples (3d.I.1)

Minimally Effective

General Examples (3d.ME.1)

Effective

General Examples (3d.E.1)

Highly Effective

General Examples (3d.HE.1)

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Students are unaware of what behavior they are expected to have. Students and teachers make no attempt to assess and monitor behavior and its impact on learning (3d.I.2)

Teacher inconsistently assesses student emotional and behavioral needs. Data and feedback is not consistently available to assist students in correcting/regulating their behavior (3d.ME.2)

Teacher has a clear and consistent mechanism for teacher assessment and tracking of student behavior. There is a clear and consistent mechanism to motivate students to utilize information to change their behavior (3d.E.2)

Teacher has a system in place that promotes students ability to self-assess and correct their own behavior (3d.HE.2)

Specific Examples (3d.I.3)

Specific Examples (3d.ME.3)

Specific Examples (3d.E.3)

Specific Examples (3d.HE.3)

Classroom program has no tracking system for assessing behavior. Emotional and behavioral needs are not identified as a goal (3d.I.4)

Classroom program inconsistently tracks data with limited feedback provided to students about needed emotional and behavioral changes. Emotional and behavioral needs are inconsistently identified as student goals (3d.ME.4)

Teacher has classroom system in place to track individual student data for emotional and behavioral issues. Feedback is provided to students about necessary changes. Teacher provides students and parents with clearly stated behavioral and emotional goals. Strategies are provided to help students achieve these goals (3d.E.4)

Teacher develops a collaborative system to provide a method for student self-assessment on emotional and behavioral performance. With teacher guidance, students develop goals to improve their emotional and behavioral needs. Students frequently review progress on goals and adjust goals with teacher guidance (3d.HE.4)

Domain 4

4c Communicating with Families

Ineffective

Minimally Effective

Effective

Highly Effective

General Examples (4c.I.1)

General Examples (4c.ME.1)

General Examples (4c.E.1)

General Examples (4c.HE.1)

The teacher has no communication plan in place to share information with parents/families. When information is sent home, it is often inaccurate and not based on the appropriate student (4c.I.2)

The teacher has a communication system in place but it is used inconsistently. The information sent home is often subjective and not based on data (4c.ME.2)

The teacher has a set method for communicating with parents and families. Frequent and appropriate information about behavioral needs, progress, and the impact on academic achievement is provided. Communication systems are adapted based on needs of the families (4c.E.2)

Teacher has system in place for students to participate in reporting and reflecting on their own behavior. The teacher supervises and works with both students and parents to establish a system for communication about students behavioral needs, progress, and the impact they are having on the students' academic achievement (4c.HE.2)

Specific Examples (4c.I.3)

Specific Examples (4c.ME.3)

Specific Examples (4c.E.3)

Specific Examples (4c.HE.3)

Communication with parents about behavioral needs and progress is minimal or does not occur. Inaccurate information on student behavior may be provided (4c.I.4)

Parent contact is only initiated when negative behavior occurs. Teacher is unable to offer possible solutions to parents (4c.ME.4)

Teacher establishes a system of daily communication with parents that keeps them informed of student successes and challenges. Teacher responds to all parental inquiries within a timely fashion and keeps record of parental contacts (4c.E.4)

Students participate in reporting and reflecting on their own behavior in a daily communication log. The teacher establishes an active positive collaboration with parents to address student's behavioral needs (4c.HE.4)

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4f Showing Professionalism

Ineffective

General Examples (4f.I.1)

Teacher is not trusted by students, colleagues, and or parents Teacher is reactive and engages in dangerous and/or inconsistent behaviors in dealing with students with emotional and or behavioral needs. Teachers do not advocate for needs of their students Teacher does not comply with school and state regulations regarding dealing with students with emotional and behavioral disabilities (4f.I.2)

Specific Examples (4f.I.3)

Teacher acts on their own feelings of anger, fear, intimidation and revenge when dealing with disruptive students Teacher is unaware of state regulations and demonstrates blatant disregard for school policy (4f.I.4)

Minimally Effective

General Examples (4f.ME.1)

Teacher is not sought out by students, colleagues and/or parents during times of emotional and behavioral distress Teacher is reactive and engages in inconsistent behaviors in dealing with students with emotional and/or behavioral needs Teacher inconsistently advocate for the needs of their students Teacher is aware of, and minimally complies with, school and state regulations regarding dealing with students with emotional and behavioral disabilities (4f.ME.2)

Specific Examples (4f.ME.3)

Teacher utilizes the same approach when interacting with students during times of emotional and behavioral needs Teacher is aware of state and school regulations; however teacher complies with regulation on an inconsistent basis (4f.ME.4)

Effective

General Examples (4f.E.1)

Teacher is sought out by students, colleagues and/or parents during times of emotional and behavioral distress Teacher is proactive and consistent when dealing with students emotional and behavioral needs Teacher consistently advocates for the needs of their students, parents and colleagues Teacher fully complies with all school and state regulations regarding dealing with students with emotional and behavioral disabilities (4f.E.2)

Specific Examples (4f.E.3)

Teacher utilizes a varied approach, demonstrating care and concern for students' safety and dignity, when interacting with students during times of emotional and behavioral distress The teacher actively complies with state and school regulations (4f.E.4)

Highly Effective

General Examples (4f.HE.1)

Teacher is sought out by students, colleagues and/or parents for guidance across all areas. Teacher is seen as a resource by colleagues, community, parents and students in dealing with students' emotional and behavioral needs. Teacher is sought out for and assists with developing policies advocating for students with emotional and behavioral needs. Teacher takes a leadership role in developing school and state regulations dealing with students with emotional and behavioral disabilities (4f.HE.2)

Specific Examples (4f.HE.3)

Teacher proactively utilizes individualized behavioral interventions, based on student input, when interacting with students during times of emotional and behavioral distress Teacher empowers all concerned parties (teacher, parents, and students) to be knowledgeable about students' rights as provided by state and school regulations (4f.HE.4)