

Charlotte Danielson's Framework modified for Special Education Resource Setting

		<b>Domain 3: Instruction</b>			
<b>Component:</b>	<b>Targeted Element:</b>	<b>Level of Performance</b>			
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguish</b>
30 <b>Communicating With Students</b>	Directions and Procedures	Teacher's directions and procedures are confusing to students. There is no differentiation.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students using the students' mode of communication.	Teacher's directions and procedures are clear to students. The teacher <u>uses the students' mode of communication</u> and uses <u>clarifying strategies</u> to make sure the students understand expectations. Directions are also repeated and reviewed throughout the lesson.
	Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Teacher uses too much language that is confusing or frustrating to the student. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible and written language is legible. Teacher uses vocabulary that students do not know or understand. Teacher contradicts themselves in the lesson giving students conflicting and confusing information.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' age, interests and the students have been explicitly taught the meaning of the words before they are used with the students.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that has been explicitly taught with multiple examples (objects, pictures, etc.) and reviewed with the students. Teachers communicate with students in their mode of communication.

<p><i>30</i></p> <p><b>Using Questioning &amp; Discussion Techniques</b></p>	Quality of questions	Teacher's questions are of poor quality, with low cognitive challenge. They are asked in rapid succession and have no meaning for the students.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Students are not given wait time to answer questions.	Teacher's questions are of high quality. Adequate time is provided for students to respond. Students are given prompts as needed and can answer questions in a variety of ways.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students are taught to formulate their own questions. Students are given accommodations as needed and can answer questions in a variety of ways.
	Student participation	Students are not engaged in activities and there do not seem to be expectations for them to participate because the teacher is not sure if they should be included.	Teacher attempts to engage all students, but with limited success. There are a few low expectations for students.	Teacher successfully engages all students through differentiated instruction. There are expectations for the students.	Teacher successfully engages all students through differentiated instruction. There are high expectations for all students. Teachers use a variety of strategies and techniques so that all students can participate at high levels.
<p><i>31</i></p> <p><b>Engaging Students in Learning</b></p>	Activities and Assignments	Activities and assignments are inappropriate for students' age or ability level. Students are not engaged. There is a large amount of "busy work".	Activities and assignments are appropriate to some students and engage them but there is no connection between assignments and learning.	Most activities are appropriate to students and the students are engaged. Students understand what they are learning and how the assignment applies to what they have learned.	All students are engaged in the activities that are designed to meet the students' needs. Activities and assignments are differentiated and students are given choices and a sense of control in what they are learning. Students understand what they have learned and make connections with real world application.
	Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional	Instructional materials and resources are only partially suitable to the instructional	Instructional materials and resources are suitable to the instructional needs of the students and the students are engaged. Some of the	Instructional materials and resources are suitable to the instructional needs of all students. All students have access to materials that they need and the materials are modified if needed. Materials are research based and

		needs of the students and they do not engage the students. Some students do not have materials.	needs of the students and they partially engage the students.	materials are research based. All students have access to materials and some of the materials are modified as needed.	teachers use them appropriately. Students have choices during instruction on what materials they use and students are encouraged to work with peers instead of relying on additional adult support.
<i>3d</i> Using Assessment in Instruction	Monitoring of student learning	Teacher does not monitor IEP goals and objectives.	Teacher has some data but does not use it to make decisions on the students' educational needs.	Teacher has data and uses it to make some decisions on the educational needs of the students.	Teacher has data that has been collected during instruction (at least 2X a week). Data is in a notebook and is easily available if needed. Teacher uses data to make decisions on pace, programs, methods, etc.
	Feedback to students	Teacher's feedback is of poor quality and not provided in a timely manner. It is not in the students' mode of communication.	Teacher's feedback is vague and not consistent. It is in the students' mode of communication.	Teacher's feedback is timely and specific to the student. It seems intentional and genuine. It is in the students' mode of communication.	Teacher's feedback is immediate and descriptive. Student's receive a variety of feedback and it is individualized. It is intentional and purposeful while staying positive with minimal redirections so students feel successful. It is in the students' mode of communication.
<i>2e</i> Demonstrating Flexibility and Responsiveness	Persistence	When a student has difficulty learning, the teacher either gives up or blames the students or the students' home environment.	Teacher accepts responsibility for the success of all students only knows a few programs or strategies to use with students.	Teacher persists in seeking new approaches, strategies, and programs for students who have difficulty learning. They draw from a broad repertoire and try several things.	Teacher persists in seeking effective approaches for students who need help. They use a variety of strategies and programs for students who have difficulty learning. They seek professional development to help them continue to grow professionally and meet the needs of all their students. They look in the school and in the district for additional resources.