

**Charlotte Danielson's Framework modified for Special Education Resource Setting**

Domain 3: Instruction					
Component:	Targeted Element:	Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguish
Communicating With Students	Directions and Procedures	Minimal or insufficient evidence is present.	The teacher's directions are delivered in one form of communication and are rarely referenced during instruction.	The teacher's directions and procedures are clear to the students and are reviewed throughout instruction. Directions and procedures are presented but not in a way every student can understand.	The teacher's directions and procedures are posted in the classroom, clear to the students, and are reviewed throughout instruction. Directions and procedures are presented in multiple modes and in the student's mode of communication. This may include but is not limited to: picture supports, sign language, voice output devices, and object representation.
	Use of oral and written language	Minimal or insufficient evidence is present.	The teacher uses vocabulary terms from the core content but doesn't differentiate for individual student need. Some reinforcement for correct responses is evident.	The teacher's vocabulary is carefully chosen to address individual student need and some basic instruction on key content words is evident. Teachers reinforce students intermittently for using their communication systems, voices, or participating.	The teacher's vocabulary is carefully chosen to address individual student need and intentional instruction on key content words is evident. Teachers reinforce students for using appropriate words, vocabulary terms and utilizing their "form" of expressive communication.
Using Questioning & Discussion Techniques	Quality of questions	Minimal or insufficient evidence is present.	The teacher's questions and discussion highlight core content concepts and some functional	The teacher's questions target the essential information. Questions presented or discussions led during instruction are linked to a meaningful or	The teacher's questions target the essential information. Questions presented or discussions led during instruction place an emphasis on how the skill is functional to the student. The teacher gives the students adequate wait time to respond, gives



			<p>connections are taught. Students are given adequate wait time occasionally and positive reinforcement and adequate feedback are delivered inconsistently.</p>	<p>functional activity. The teacher gives the students adequate wait time to respond, gives immediate feedback, and provides the student with a system to participate that is in their mode of communication.</p>	<p>immediate feedback, and provides the student with a system to participate that is in their mode of communication. Following direct instruction the student is asked to perform an application activity or a generalization activity is evident.</p>
	<p>Student participation</p>	<p>Minimal or insufficient evidence present.</p>	<p>The instruction is not built around the needs of the students and opportunities for students to respond or communicate are limited. Students are participating on a limited basis.</p>	<p>The teacher differentiates some of their instruction for individual student need. Every student is provided opportunities to communicate and respond appropriately. Some feedback is provided to the students when they are responding during instruction. Students are participating throughout instruction.</p>	<p>The teacher differentiates their instruction for individual student need. The teacher facilitates an environment rich in planned opportunities for the students to communicate and respond appropriately. Immediate descriptive feedback is provided to the students when they are responding during instruction. Students are participating, making choices, and responding throughout instruction.</p>
<p>Engaging Students in Learning</p>	<p>Activities and Assignments</p>	<p>Minimal or insufficient evidence present.</p>	<p>The planning and instructional design is minimal. Students are engaged in parts of the instruction and the activities are somewhat meaningful to the student. The teacher gives minimal</p>	<p>Direct instruction, activities, and assignments are designed to enhance student learning. <u>All students</u> are engaged in the activities and assignments and they are meaningful to the student. The teacher embeds some opportunities for choice making and considers the needs of the individual learner and</p>	<p>Direct instruction, activities, and assignments are designed to enhance the student's acquisition, maintenance, and generalization of the targeted skill. <u>All students</u> are engaged in the activities and assignments and they are meaningful to the student. The teacher embeds choice making, multiple pathways to achieve the correct response, and projects are designed to meet the needs of the individual learner. Accommodations and modifications exceed expectations.</p>



	Feedback to students	Minimal or insufficient evidence present.	The teacher delivers some feedback to students. Some positive reinforcement is evident but not intentional. Descriptive feedback does not occur at a greater rate than redirections and reprimands.	The teacher delivers descriptive feedback to students throughout instruction. Feedback includes positive reinforcement and may be delivered on a constant or varied schedule depending on the student's needs. Verbal redirections and reprimands are minimal.	The teacher's feedback is immediate, intentional, and descriptive. Feedback includes positive reinforcement and may be delivered on a constant or varied schedule depending on the student's needs. Descriptive verbal praise is provided throughout instruction and reprimands and redirections are minimal.
Demonstrating Flexibility and Responsiveness	Persistence	Minimal or insufficient evidence present.	The teacher is trained in basic systematic instructional strategies and a few curriculums designed for low-incidence students. The teacher does most mandatory PD related to their teaching position but does not seek out training specific to meeting the needs of their students.	The teachers uses a plethora of systematic instructional strategies, curriculums, and consultation with other team members to meet the needs of their students. The teacher is persistent in seeking our effective approaches for their students and engages in professional development that is specific to teaching students with low-incidence disabilities.	The teachers uses a plethora of systematic instructional strategies, curriculums, and consultation with other team members to meet the needs of their students. The teacher is persistent in seeking our effective approaches for their students and engages in professional development that is specific to teaching students with low-incidence disabilities.



			<p>opportunities for responding and choice making. Some accommodations are provided.</p>	<p>provides accommodations accordingly.</p>	
	<p>Instructional materials and resources</p>	<p>Minimal or insufficient evidence present.</p>	<p>Embedding student choice making about their materials or the instructional process is not evident. Some tasks are completed for students instead of being modified to meet their needs. Strategies used are not evidenced based strategies for students with low-incidence disabilities.</p>	<p>Students are encouraged to make choices. Student materials used are age appropriate and the resources or instructional strategies used are systematic and evidenced based for students with low-incidence disabilities.</p>	<p>Students are encouraged to make choices about materials they are using during instruction, peers for group work, and create work samples that are designed to meet their needs and demonstrates the highest level of independence possible. Materials used are age appropriate and the resources or instructional strategies used are systematic and evidenced based for students with low-incidence disabilities.</p>
<p>Using Assessment in Instruction</p>	<p>Monitoring of student learning</p>	<p>Minimal or insufficient evidence present.</p>	<p>The teacher uses some basic systematic instructional strategies to collect progress data. Minimal reflection on student data is evident.</p>	<p>The teacher uses systematic instructional strategies and collects data at <i>minimum 3X weekly</i> during instruction on student goals and objectives. Throughout instruction the teacher is checking for comprehension of concepts. In addition to collecting progress data the teacher graphs and analyzes the data and looks for</p>	<p>The teacher uses systematic instructional strategies and collects data <i>daily</i> during instruction on student goals and objectives. Throughout instruction the teacher questions and probes for comprehension of concepts. In addition to collecting progress data the teacher graphs the data and looks for trends in order to make decisions about their instructional methods.</p>