CHICAGO PUBLIC SCHOOLS | CPS

CPS Framework for Teaching Companion Guide

Special Education Addendum

Version 1.0 – October 2013

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Overview

About the CPS Framework for Teaching

The CPS Framework for Teaching provides a district-wide definition of quality teaching practices and gives all educators a common language to talk about teaching for ALL students. The role of the special education teacher is both multi-faceted and multi-dimensional, as instructors are required to flexibly use an array of instructional practices specific to the academic and functional needs of students with disabilities. The CPS Framework for Teaching describes all aspects of teaching practice, and captures the work of special education teachers across various settings.

Student diversity is a constant in every classroom – from general education settings to co-taught classrooms to classrooms that provide services for students that require more intensive supports. Within every group of students, teachers can anticipate that there will be a variety of skills, affinities, challenges, experiences, cultural lenses, aptitudes, and interests. Using the CPS Framework for Teaching during pre- and post-observation conferences allows for meaningful conversations around the planning of specially designed instruction that addresses the individualized needs of all students, including students with disabilities.

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in each classroom, a particular combination of factors determines the events that occur. The personalities of both teacher and students interacting with one another, and with the content, create a unique environment. Some educators believe that, because of this uniqueness, there can be no generic Framework that could define teaching for all grade levels and content areas or be designed specifically to articulate teaching for students with diverse learning needs. Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the Framework addresses. [1]

In every classroom, an effective teacher creates an environment of respect and rapport (Component 2a: Creating an Environment of Respect and Rapport). How that is done, and what is specifically observed, are very different across classroom environments and instructional delivery models, but the underlying construct is the same. Students feel respected by the teacher and their peers and they believe the teacher cares about them and their learning. Similarly, the specific techniques used to engage students in utilizing a social story to understand the nuances of interpersonal communication are fundamentally different from those used to engage students in a multisensory literacy intervention. But in both cases, students are expected to engage deeply in complex tasks (Component 3c: Engaging Students in Learning) and take pride in their work (Component 2b: Establishing a Culture for Learning). The Framework captures the outcomes of engagement and pride, but not the strategies used to realize those outcomes. Instead, teachers have the autonomy to select the tasks and instruction they believe will best engage their students in mastering their learning objectives.

The CPS Framework for Teaching is intended to inform the process that all professional teachers undertake. Through personal reflection and the observation series, the CPS Framework for Teaching is used to identify areas of celebration and concentration, to set professional goals, and to measure how those goals are met. It provides a common language for all colleagues within Chicago Public Schools – teachers, school administrators, and district administrators – to collaborate and support one another as the district strives to place every student on a path to post-school success in college, career, and life.

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[1] Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Overview

How to use the Companion Guide Addendum

The CPS Framework for Teaching Companion Guide Special Education Addendum is to be used in conjunction with the full CPS Framework for Teaching Companion Guide. In the full Companion Guide, each component is described and every element is defined. There are also reflection questions by component and examples of artifacts to further understand the CPS Framework for Teaching.

This Addendum shares *some* unique characteristics of *some* special education classrooms, and the ideas contained within could be topics of conversation during pre- and post-observation conferences. Special education teachers and school administrators should use this guide to understand how to use the CPS Framework for Teaching in a variety of settings, and to help share their thinking around teaching practices. School administrators should also use this guide to help them understand some of the unique aspects of special education teaching practice, and as suggestions for evidence that could be gathered during the observation series. Note that this Addendum *is not intended to be exhaustive* of all special education settings and practices, but rather to give examples of how to interpret the CPS Framework for Teaching for a variety of settings.

Examples of special education teacher practice at the proficient and distinguished levels of performance are provided for components in Domains 2 and 3.

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Notes for Classroom Observers

- The CPS Framework for Teaching should be used for teacher observation, reflection, and evaluation for all teachers who teach students, including special education teachers.

- If a special education teacher teaches in a co-teaching setting[2], utilize the pre-observation conference to discuss the roles that general education and special education teachers will carry out during the unit/lesson. See "Considerations for Scheduling Observations" on page 6 for more details on observing special education teachers in co-teaching settings.

- It is important to note that in Chicago Public Schools, the expectation is that teachers will generally teach at the proficient level of performance. CPS considers proficient teaching to be good, solid teaching practice. Proficient teaching is "teacher directed success," while distinguished teaching is "student directed success." Distinguished practice isn't inherent for students; teachers must set up a system and teach students to take ownership for their learning in order to earn a distinguished rating.

- School administrators and teachers are encouraged to interpret the CPS Framework for Teaching for the setting in which they are observing. For example, school administrators and teachers should talk about how teachers incorporate student ownership of learning at the distinguished level of performance in all classrooms. School administrators and teachers should consider the variety of ways in which students of varying learner profiles demonstrate how they take ownership for their learning. By and large, students with disabilities can and will claim their learning for themselves with the support of a teacher. In the rare instances where this may prove difficult for the observer to note it is, again, critical to assign component-level scores based on the evidence that was collected.

- The Office of Diverse Learner Supports and Services' *Rubric of Quality Indicators for Specially Designed Instruction*[3] complements the CPS Framework for Teaching by offering guidance for developing and implementing quality educational programs and services for students requiring significant supports.

- Just as in other observations, it may not always be possible to observe every *element* in Domains 2 and 3 during a classroom observation. **Component-level observation scores should be assigned based on the preponderance of evidence for the component**, regardless of the number of elements observed.

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[2] See Appendix A for a list of *Special Education Models* used in CPS and Appendix B for *Approaches to Co-Teaching*.
[3] Find the *Rubric of Quality Indicators for Specially Designed Instruction* on the Knowledge Center (kc.cps.edu) by visiting the ODLSS page.

Overview

The REACH Students Formal Observation Series

The CPS Framework for Teaching is the cornerstone of REACH Students, CPS' teacher evaluation system. In every evaluation cycle, teachers are observed four times. The REACH formal observation series includes a pre-observation conference, the classroom observation, and a post-observation conference. During the pre-observation conference, the teacher and school administrator discuss aspects of Domain 1: Planning and Preparation. This is an opportunity for school administrators and teachers to discuss the range of students' learning needs in the class and frame what the observer will see during the formal observation.

Domain 1: Planning and Preparation in the CPS Framework for Teaching articulates the importance of intentional planning for a diverse student group. Component 1b: Demonstrating Knowledge of Students underscores the notion that knowing your students will maximize the likelihood that all students will be able to successfully access information, process concepts, and demonstrate their learning. Early in the school year or course, data from various sources such as cumulative folders, screeners, pre-tests, Home Language Surveys (HLS), Individualized Education Programs (IEPs), parent questionnaires, and getting-to-know-you activities give teachers important preliminary information about every individual student that will influence their planning and preparation. As teachers get to know individual students and their particular learning needs, they can continuously adjust curricular plans and personalize instructional strategies for more tailored differentiation.

Having initial unit/lesson plans that are universally designed will position teachers to serve most students well, but in order to personalize the unit/lesson plans, there will be certain elements that are crucial to include explicitly for particular groups of students. For example, while every child is unique and will therefore benefit from attention to their individual learner profile, a student who has been identified with a disability requires specific instructional supports based on the goals in the student's IEP. It is important for teachers to build accommodations specifically for students' diverse needs (e.g. materials, resources, and methods of instruction) into their unit and lesson plans.

Prior to the pre-observation conference, teachers should review the Protocol for the Pre-Observation Conference, which provides guiding questions about the unit that will be observed, the range of students' learning needs, and the approach to teaching the diverse learners in a classroom. Teachers are not required to submit written responses to the pre-observation conference form (although it is recommended), but teachers should be prepared to share relevant evidence and discuss their answers to the questions during their pre-observation conference.

Special education teachers may wish to prepare for the pre-observation conference by considering any additional evidence, artifacts, or information to bring and speak about during the conference. This additional information may help school administrators understand the students in the classroom and the setting in which students learn. (Note: the optional pieces of evidence and/or information listed below can apply to all teachers.) Overarching reflection questions to consider are: "What would a visitor need to know about my class if he or she was coming in for the first time?" and "How can I explain why I decided to set up my classroom environment and instruction in this manner?" Special education teachers in co-teaching settings may also wish to explain how the planning, environment, and instruction responsibilities are shared by the special education teacher and classroom teacher.

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The pre-observation conference is also a good time to review individual student goals and benchmarks, how they will be addressed during the observed lesson, and their connection to learning standards (e.g. Common Core State Standards, etc.). The artifacts listed below may yield relevant evidence for Domain 1: Planning and Preparation (and surely there are many other important artifacts):

- Student IEPs
- Student- and classroom-level data
- Alignment of student learner profiles and instructional planning
- Unit/lesson plan with instructional strategies/methodologies/approaches that will be used during the course of a lesson

Following the observation, the school administrator reviews his/her evidence from the observation, aligns it to components of the CPS Framework for Teaching, and (if possible) shares the evidence with the teacher prior to the post-observation conference. The teacher's role is to reflect on the lesson that was observed, and if desired, complete the Post-Observation Conference Protocol, which can be found in the Reflect and Learn System (reflectandlearn.cps.edu) or on the Knowledge Center (kc.cps.edu). Teachers may wish to bring artifacts to the post-observation conference, as well. For example, student work helps to highlight what the students learned during the lesson (Component 3d: Using Assessment in Instruction) and helps the teacher reflect on the lesson (Component 4a: Reflecting on Teaching and Learning). It can be difficult for observers to gather evidence on Component 3e: Demonstrating Flexibility and Responsiveness during the lesson, so sharing which "in the moment" changes made to the lesson plan may help the observer to gather additional evidence.

After the post-observation conference, the school administrator finalizes the evidence and component-level scores, and shares them with the teacher through the Reflect and Learn System.

Considerations for Scheduling Observations

Given the variety of service delivery models available to provide specially designed instruction to students, it is important to maintain flexibility in scheduling observations to garner an accurate picture of overall teacher practice. This is especially important when special education teachers are utilizing inclusive models to meet student needs per the IEP. In order to ensure seamless alignment to the observation process, the school administrator and teacher should hold a pre-observation conference that reflects ideal co-planning by both the general education teacher and the special education teacher, then conduct the observation aligned to the pre-observation conference. If co-planning did not occur in a timely manner with the general education teacher, the special education teacher should work with the school administrator to schedule/reschedule the observation series so that best practices relative to both co-planning and the resulting co-teaching occur.

In instances where the school administrator is observing an instructor delivering instruction using a "resource" or "pull-out" model, it is important to note that even though these observations may result in instructional delivery to an individual or a small group of students, the CPS Framework for Teaching can and should be applied. The school administrator and teacher should work together to schedule the observation series at a time that is most conducive to gathering evidence aligned to the CPS Framework for Teaching.

Domain 1: Planning and Preparation

Special Education Teachers and the CPS Framework for Teaching

This section lists **some** unique characteristics of and considerations for special education teaching practice. School administrators and special education teachers may wish to review these considerations to seek understanding prior to the REACH Students observation series. Special education teachers and school administrators may wish to utilize the pre-observation conference to explain and discuss any unique characteristics of their own practice. The considerations listed below serve to broaden and deepen thinking around the CPS Framework for Teaching. Some considerations may not be applicable to all types of special education teaching practice.

Component and elements	Considerations for Special Education Teacher Practice
1a: Demonstrating Knowledge of Content and Pedagogy *Knowledge of:* • *Content Standards Within and Across Grade Levels* • *Disciplinary Literacy* • *Prerequisite Relationships* • *Content-Related Pedagogy*	• Student IEPs will add clarity on how unit/lesson objectives align to the Common Core State Standards[4] or other content area standards.[5] • The teacher's knowledge of learning and behavior needs as well as pedagogy for teaching students with diverse learning needs will be apparent through the unit/lesson plan and/or discussion about planned instruction during the pre-observation conference. Special education teachers possess a unique lens through which access to content can be ensured for learners, and teachers should share this thinking with school administrators. • Consider the appropriate co-teaching approach[6] based on the demands of the Common Core State Standards or other content area standards that will be taught.
1b: Demonstrating Knowledge of Students *Knowledge of:* • *Child and Adolescent Development* • *The Learning Process* • *Students' Skills, Knowledge, and Language Proficiency* • *Students' Interests and Cultural Heritage* • *Students' Special Needs and Appropriate Accommodations/ Modifications*	• Consider students' modes of communication with teachers, paraprofessionals, and other students in the class. • Consider Behavior Intervention Plans (BIPs) written to prevent or minimize occurrences of student misbehaviors. • Consider how student learner profiles vary and utilize student IEPs – particularly the Language and General Considerations and the Present Level of Academic and Functional Performance sections – to inform discussion relative to this component.
1c: Selecting Learning Objectives • *Clarity of Objectives* • *Sequence and Alignment of Objectives* • *Balance of Objectives*	• Instructional outcomes should align with IEP goals. • Consider how the objectives being addressed are reflective of breadth (given the many grade and instructional levels of the students served) and depth (to assess and ensure access to the standards). • Consider the way in which grade-level standards are addressed, and how students access grade-level content (i.e. what is the thinking around decisions made for teaching grade-level content and/or instructional-level content?). • Review appropriately developed and rigorous aim lines[7] that balance grade-level learning objectives with remediation of gaps in knowledge.

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[4] For an in-depth look at aligning IEPs to the Common Core State Standards, check out Diane Browder's book, *Aligning IEPs to Common Core Standards* (2011).

[5] Visit http://sped.dpi.wi.gov/sped_assmt-ccee to explore how another state helps students with disabilities meet the expectations of Common Core State Standards.

[6] See Appendix B, *Approaches to Co-Teaching*.

Component and elements	Considerations for Special Education Teacher Practice
1d: Designing Coherent Instruction *Design Incorporates:* • *Knowledge of Students and Their Needs* • *Learning Tasks* • *Materials and Resources* • *Instructional Grouping* • *Lesson and Unit Structure*	• Consider how students' learning styles and needs (e.g. information processing, learning style preference, adaptive skill development), as reflected in the IEP, are infused into the instructional program. • Consider the way in which the tasks planned for the unit/lesson will allow students to meet the objectives and standards. Review which accommodations and/or modifications will be provided during the unit/lesson or in general. • For teachers who utilize a co-teaching model, review which parts of the lesson include accommodations to meet the needs of students, in accordance with their IEPs and knowledge of students (Component 1b: Demonstrating Knowledge of Students). • The infusion of Universal Design for Learning[8] principles (including accommodations for students' access and response to the presentation as well as curricular modifications aligned to appropriate instructional targets for students who require a significantly modified curriculum) may be apparent in the unit/lesson plan. • Note the differentiation of instruction for multiple grade/skill levels within the classroom setting, as necessary. • Discuss the texts that will be used during the unit/lesson, if applicable, and why they were selected (e.g. complexity, purpose). • Consider any additional supports that must be provided to students so they can access the content under study. • Review the instructional environment and how the environment will be used to support learning for students with various learner profiles. • Discuss thinking around intentional student grouping during instruction. • Share information about how paraprofessionals support students in the classroom and how they impact student learning. • If applicable, discuss the use of assistive technologies or augmentative communication devices within the environment and how they improve student learning. • If applicable, information about the Integration of sensory materials for students who struggle with sensory integration and the link to student learning may be helpful as well. • Share thinking about decisions made regarding the pacing of the lesson and/or unit.

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[7] An aim line is a line on a graph that connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time. For example, if a student starts instruction today reading 20 words per minute and a realistic, yet ambitious target is 60 words per minute in three months, then the aim line is drawn from 20 to 60 over the three-month period. If the aim line is set too low, then rigor is lost. A strong knowledge of the student (Component 1b) and the learning standards and pedagogy (Component 1a) is essential in developing aim lines.

[8] Visit http://tinyurl.com/CPS-UDLguidelines for more information on Universal Design for Learning.

Domain 1: Planning and Preparation

Special Education Teachers and the CPS Framework for Teaching

Component *and elements*	Considerations for Special Education Teacher Practice
1e: Designing Student Assessment • *Congruence with Standards-Based Learning Objectives* • *Levels of Performance and Standards* • *Design of Formative Assessments* • *Use for Planning*	• Share how planned assessment(s) will measure standards-based learning objectives beyond IEP goal attainment. • Consider how assessments are aligned to individual student learner profiles, IEPs (including goals and benchmarks), accommodations and, in some instances, curricular modifications. • Share how assessment design reflects a significantly modified curriculum aligned to the Common Core State Standards or other subject area standards. • Consider the integration of multiple pathways for students to demonstrate mastery of a particular skill, respond to classroom discussions, engage in collaborative exchanges, etc.

Domain 2: The Classroom Environment

Special Education Teachers and the CPS Framework for Teaching

Component *and elements*	Considerations for Special Education Teacher Practice
2a: Creating an Environment of Respect and Rapport • *Teacher Interactions with Students* • *Student Interactions with Other Students*	• Consider students' needs, including social/emotional/behavioral needs, social/emotional functioning, patterns of behavior, and behavior intervention plans. • Consider direct instruction provided by teacher as well as accommodations necessary to address students' social/emotional/behavioral needs.
2b: Establishing a Culture for Learning • *Importance of Learning* • *Expectations for Learning* • *Student Persistence* • *Student Ownership of Learning*	• Consider students' current levels of independent functioning, including the ability to stay on task and persevere through frustration.
2c: Managing Classroom Procedures • *Management of Instructional Groups* • *Management of Transitions* • *Management of Materials and Supplies* • *Performance of Classroom Routines* • *Direction of Volunteers and Paraprofessionals*	• Share plans for how instructional support (data collection, supporting engagement with tasks, etc.) will be delivered with the paraprofessional assigned to the classroom and how support is infused into instruction. • Consider students' levels of functioning when observing their need for guidance and prompting through routines (e.g. some students require daily reminders to follow routines). • Consider utilization of paraprofessionals to create a classroom environment that is conducive to learning and provide instructional/individual student based supports. • Consider how individual students' needs may dictate management/pace of transitions (e.g. additional time may be required for transition from one task or activity to the next or additional time may be needed to complete assigned tasks).
2d: Managing Student Behavior • *Expectations and Norms* • *Monitoring of Student Behavior* • *Fostering Positive Student Behavior* • *Response to Student Behavior*	• Consider Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) when gathering evidence related to student behavior. Teachers may wish to highlight aspects of FBAs and BIPs during the pre-observation conference. • Consider social/emotional/behavioral needs of students, including current social/emotional functioning, patterns of behavior, and behavior plans. • Consider students' communication needs and styles.

Domain 3: Instruction

Special Education Teachers and the CPS Framework for Teaching

Component *and elements*	Considerations for Special Education Teacher Practice
3a: Communicating with Students • *Standards-Based Learning Objectives* • *Directions for Activities* • *Content Delivery and Clarity* • *Use of Oral and Written Language*	• Communication modes may vary across settings. Some children may communicate utilizing augmentative communication devices, eye gaze, picture exchange systems, etc. During the pre- and post-observation conference it is important to talk through the varied ways that teachers and students communicate in the classroom by reviewing Sections 7 and 11 of the student IEPs. • Determine how the teacher or observer can tell if students are listening and following directions (e.g. eye gaze).
3b: Using Questioning and Discussion Techniques • *Low- and High-Level Questioning* • *Discussion Techniques and Explanation of Thinking* • *Student Participation*	• In utilizing questioning techniques during a discussion, the teacher may allow students to use physical response to answer question via eye gaze, touch, pointing, picture cards, or using other appropriate communication. • Consider the various ways that that the teacher facilitates discussions for students who may require intensive academic support to engage in meaningful discussions. For example, when facilitating a discussion with students, the teacher may present an extra choice (picture/symbol) for the students to choose from to increase complexity. • Consider the utilization of adequate wait time to increase student engagement.
3c: Engaging Students in Learning • *Alignment of Learning Objectives* • *Task and Text Complexity* • *Scaffolding and Differentiating Instruction* • *Pacing and Sequencing* • *Grouping*	• Structured choice/break times may be embedded in the visual schedule to address sensory needs of students and increase time on task. School administrators and teachers may wish to discuss rationale for scheduled breaks during the pre- or post-observation conferences. • Share how developmentally-appropriate learning tasks based upon student age are infused into instructional practice and utilized to ensure that all students are engaged in tasks that are respectful of students' ages. • Look for instruction and tasks provided by teacher as well as accommodations and modifications to address students' social/emotional/behavioral needs. • If the classroom observer cannot discern the intention behind grouping methods selected during the observation, the teacher may provide information about the grouping method(s) chosen for the unit/lesson during the pre- or post-observation conference. For example, a lesson taught to a whole group may be the best grouping method for the students and content under study, and the teacher can share his/her thinking about that during one of the conferences. • Consider the targeted supports given to individual students or groups of students based on their identified needs.
3d: Using Assessment in Instruction • *Monitoring of Student Learning with Checks for Understanding* • *Assessment Performance Levels* • *Student Self-Assessment* • *Feedback to Students*	• Consider the use of universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s) as well as multiple means of representing the assessment or tasks.

Domain 3: Instruction

Component *and elements*	Considerations for Special Education Teacher Practice
3e: Demonstrating Flexibility and Responsiveness • *Response to Student Needs* • *Teacher's Persistence* • *Lesson Adjustment*	---Same as Other Content Areas---

Domain 4: Professional Responsibilities

Special Education Teachers and the CPS Framework for Teaching

Component *and elements*	Considerations for Special Education Teacher Practice
4a: Reflecting on Teaching and Learning • *Effectiveness* • *Use in Future Teaching*	---Same as Other Content Areas---
4b: Maintaining Accurate Records • *Student Completion of Assignments* • *Student Progress in Learning* • *Non-Instructional Records*	• Best practice calls for student IEP goals to be drafted and circulated at least ten days prior to the IEP meeting. Examples of records that are especially important for special education teachers are IEPs, consultation logs, progress toward IEP goals, etc. • It is important to maintain student confidentiality in all phases of record management.
4c: Communicating with Families • *Information and Updates about Grade Level Expectations and Student Progress* • *Engagement of Families as Partners in the Instructional Program* • *Response to Families* • *Cultural Appropriateness*	• Conversations with parents should reflect empathic understanding of student need.
4d: Growing and Developing Professionally • *Enhancement of Content Knowledge and Pedagogical Skill* • *Collaboration and Professional Inquiry to Advance Student Learning* • *Participation in School Leadership Team and/or Teacher Teams* • *Incorporation of Feedback*	• Collaboration could incorporate diverse learner/disability awareness professional development for colleagues. • It's important for all teachers, and especially special education teachers, to collaborate with their general education colleagues to ensure students' needs are met.
4e: Demonstrating Professionalism • *Integrity and Ethical Conduct* • *Advocacy* • *Decision-Making* • *Compliance with School and District Regulations* • *Attendance*	---Same as Other Content Areas---

Examples of Special Education Teacher Classroom Practice

Domain 2: The Classroom Environment

The following tables list examples of special education teacher practice that observers may see in the classroom, which are aligned to components of the CPS Framework for Teaching. The examples are in no way meant to be prescriptive (i.e. Special education teachers **do not** have to incorporate these practices into their lessons) or exhaustive (i.e. we could never list all the possibilities). Examples are included in this Addendum to illustrate special education teaching practice. Examples are written at the Proficient and Distinguished levels of performance.

Component and *Elements*	Examples of Practice
2a: Creating an Environment of Respect and Rapport • *Teacher Interaction with Students,* • *Student Interactions with Other Students*	• Teacher welcomes students into the classroom with both visual and verbal support. • Teacher responds to and acknowledges any and all attempts at communication except in the case of planned ignoring[9]. • During calendar time, students direct their attention (eye gaze) toward the "speaker" or other student speaking. • The teacher says, "You seem to be having a bad day. Take five minutes to relax and then get ready to work."
2b: Establishing a Culture for Learning • *Importance of Learning* • *Expectations for Learning* • *Student Persistence* • *Student Ownership of Learning*	• Student and class schedules are posted in a way that is meaningful for students to understand expectations (e.g. objects, pictures, words, braille, etc.). • A student approaches the teacher and says, "More books." Although the teacher understands his request, she holds up the template for sentence construction, giving the student a visual representation of the full sentence she requires before responding to his request. • Teacher gives student-adapted rubrics that are appropriate to the student's comprehension level. • When a student says "I don't know how to highlight key words," the teacher responds with, "You know how to do it! Here's your highlighter, let me show you how to find a key word and use the highlighter to draw attention to it so you can do the rest." Student smiles and agrees to try. • A student who generally does not respond verbally sets a goal with the teacher to nod in agreement or volunteer a response with the teacher in a 1-on-1 situation. • The teacher cues students prior to asking questions about which topic or paragraph they will be asked about later in the lesson. • Through order, routines, and high expectations, the teacher creates an environment where it is okay to make mistakes. • During a portfolio review, students select their best work to be displayed on the bulletin board. • During allotted independent student work time, the teacher may provide direct one-to-one instruction to students to address in detail how CCSS literacy tasks can be completed independently (3c Elements: Expectations for Learning and Student Persistence).

[9] Planned ignoring is when the teacher reduces or eliminates attention from students during misbehavior and also gives the students even more attention when behaving appropriately. This strategy is best used for mild, recurring misbehavior that has been determined to be attention-seeking in nature.

Examples of Special Education Teacher Classroom Practice

Domain 2: The Classroom Environment

Component and *Elements*	Examples of Practice
2c: Managing Classroom Procedures • *Management of Instructional Groups* • *Management of Transitions* • *Management of Materials and Supplies* • *Performance of Classroom Routines* • *Direction of Volunteers and Paraprofessionals*	• Teacher ensures that the number of transitions a child can tolerate and the process for how transitions occur are appropriate and aligned to the goals set forth in the IEP. • The teacher allows students with organization difficulties an extra two minutes at the beginning and end of class to organize materials. • Teacher checks planners and backpacks for required materials for homework before students leave during the last ten minutes of the day. • The teacher models a respectful tone of voice for paraprofessionals in the classroom, walking up to students in need of her attention rather than calling across the room to redirect student actions (2c Element: Direction of Volunteers and Paraprofessionals). • Schedule indicates specifically which students each adult will work with, what they are working on, and in which environment. The adults follow the schedule. • When the teacher announces it's time to work in groups, students know at what table they should move to and with whom they will sit. • Teacher reminds students who require frequent redirection to follow outlined routines. • Students are given daily living tasks in an apartment: wash dishes, make bed, use microwave, set table. The student checks visual job chart to find area they are working in for the day. • Teacher has mixed groups that the students know ahead of time, so instructional time is not lost. Each student has a role that is appropriate to their present level of performance and individual learning needs. • With use of visual cues (schedule, timer, light switch, countdown) and verbal cues, students transition between classroom lessons and within the school environment following a warning by the teacher.
2d: Managing Student Behavior • *Expectations and Norms* • *Monitoring of Student Behavior* • *Fostering Positive Student Behavior* • *Response to Student Behavior*	• Students are seated to minimize behavior incidents. (A teacher's intention behind seating configurations can be discussed during the post-observation conference.) • Teacher incorporates use of a daily home note that incorporates quick discussion with student about behavior during a lesson. "How do you think you did during writing?" Students are then given a rating (happy face, stoic face, sad face) and discuss ways behavior can be improved. • Student uses a sensory device, such as a seat disc or Koosh Ball, to remain focused and on task. • Teacher uses planned ignoring of inappropriate behavior, referencing visual or verbal supports after a planned amount of times ignoring and then giving a planned consequence. • Structured choice/break times are embedded in visual schedule to address sensory needs of students and increase time on task. • The teacher reviews classroom rules or references them when inappropriate behavior occurs or prior to anticipated behavior or overreaction. (Using a social story before a fire drill or field trip: "What do our rules say? Keep hands and feet to ourselves.") • Classroom rules are posted on the wall and at each student's seat/area in a way that is meaningful for students (e.g. words with visual supports to represent each rule, photos of students exhibiting appropriate behaviors, etc.) so they can monitor their own behavior. • Students with significant behavioral needs are given individualized behavior trackers to monitor their behavioral goals and progress. • The teacher verbalizes the appropriate student behaviors as she reinforces them saying, "Tom, you were getting frustrated with that activity and you used your break card. Nice going." • Teacher reminds a student that he is able to take a movement break when needed. Teacher quietly asks student, "Do you need to get a drink of water?" • A student attempts to grab the teacher. Teacher redirects student to sit by signing/pointing, "I see you have something to tell me. You can show me what you want with this." Teacher hands student a Picture Exchange Communication System (PECS) book or signals use of augmentative communication device.

Examples of Special Education Teacher Classroom Practice

Component and *Elements*	Examples of Practice
3a: Communicating with Students • *Standards-Based Learning Objectives* • *Directions for Activities* • *Content Delivery and Clarity* • *Use of Oral and Written Language*	• During classroom tasks, teacher uses low-tech visual support paired with a verbal cue to model and explain directions and/or classroom procedures. • Teacher communicates individual student goals that are aligned to the lesson objective. The objective is made relevant to students and pertains to their individual learning needs and the accommodations and modifications stated in their IEP. • Teacher provides a checklist for the task. For example, the first item could be, "Read silently p. 38," and when the students finish, they check the box. This allows the students to clearly see what is expected of them and when they have completed the task. This can be a laminated doc that each student fills out for each task. • According to the accommodations and modifications stated on the student's IEP, a student may be required to verbally summarize directions to confirm understanding. • Teacher uses visual cues (pictures for "quiet," "listen," and "look") to give students instructions. • Teacher explains a task to a small group of students and breaks it into smaller steps depending on student need. Teacher models to students how to use the materials. Teacher explains that it's their turn to work and reinforces usage through prompting hierarchy depending on student needs. Teacher uses additional prompting and support (hand over hand), depending on student need at the end of the task. • Teacher uses step-by-step visual directions. When teaching about multiplying double digits, the teacher leaves concrete examples on the board for students' reference. (If there's a difficult concept for students to learn, it may take 2-3 days to reteach.) • Teacher provides two choices and student gazes at a choice to indicate understanding. • When teaching students who work in classroom retail store, teacher uses vivid language that students will be familiar with if they go to an off-campus internship in a retail setting. • Teacher communicates learning objectives for the lesson to students in manners that best suits their learning (multi-modal: pictures, verbal, visual, modeling, singing, or other action). Then, teacher reminds students of the objective in the context of "at the end of this lesson you should be able to…" and "we are learning this because…" • Teacher creates a system that enables students to choose their objective, aligned with IEP/standards-based learning objectives, to encourage independence. • In an English class, students select an individual goal from a list that connects to the lesson objective (e.g. "I will ask another student a question during discussion") and assesses their achievement at the end of the lesson. • Teacher clearly explains the task using developmentally-appropriate words, gestures, signs (depending on level of student) and materials relevant to student interest; communication is respectful of the student's age. Teacher asks the student to repeat the directions verbally, using gestures and/or pictures depending on level of student. Teacher helps student repeat directions, providing cues as needed until fully repeated.

Examples of Special Education Teacher Classroom Practice

Component and *Elements*	Examples of Practice
3b: Using Questioning and Discussion Techniques • *Low- and High-Level Questioning* • *Discussion Techniques and Explanation of Thinking* • *Student Participation*	• When working in a small group language-based activity, the student is provided with pictures/objects/manipulatives related to the content of the task. The teacher prompts the student verbally and provides appropriate scaffolds. The student responds to the question using pictures, signs, vocalizations, objects or low technology devices. • During a small group activity, the teacher will verbally prompt the student with a question, then provide the student with a visual and tactile cue. The student will respond to the question using eye gaze, body movements, changes in respiration, head turning, pictures, or low technology devices. • The teacher asks higher-order thinking questions and provides time for the student(s) to process the request (wait time) before providing another prompt/cue. (E.g., Teacher asks student the question and tells student, "I'll be back in 2 min. for the answer.") • Teacher asks questions, asks students to repeat the question back to the teacher, and allows students up to two minutes to formulate responses. The teacher embeds clues to help students answer the questions, as needed. • The teacher asks, "What color shoes is Pete the cat wearing?" when showing a page from the book. The teacher pauses to let the nonverbal students consider the question. Then the teacher says, "Pete the cat is wearing blue shoes," pointing to that blue shoe. Following up, the teacher asks the question with the answer already built into the question of "Where are the blue shoes?" The teacher uses a multisensory approach of tagging the blue shoes picture by visually holding up a cut-out picture of the blue shoe, having the actual object of a blue shoe, or allowing the students to touch the blue shoe, and scaffolds opportunities using hand over hand, partial assistance, elbow, and verbal cue techniques. • Teacher implements accommodations to maximize student involvement in discussion, encouraging engagement with peers, as possible. (E.g. Teacher gives student questions ahead of time and provides student with sentence starters to use in discussion responses.) • Teacher weights student responses so that students who traditionally hold back can earn additional points for their table. Teacher provides weighted points for response types (e.g. 1 point for answer, 2 points for partial rationale, and 3 points for full rationale). • For a student who presents with a significant delay in expressive communication, teacher prerecords answer options that student can use to respond with a communication device appropriate to student's needs. • The teacher breaks down a high level question into smaller, lower level questions to scaffold higher-level thinking, building smaller pieces into a more complex ending to provide supports at the student's ability level. (Presenting an extra choice (picture/symbol) for the students to choose from also increases complexity. For example: 1. Our story was about__; 2. We had three main characters: __, __, and __; Character __ was/did ___; Character 2 __; Character 3__. Our conclusion is that we decided that our character __.) • Teacher asks questions based on PLAAFP (Present Level of Academic Performance) and encourages students to ask questions that relate to the topic, encouraging curiosity and independent thinking.

Examples of Special Education Teacher Classroom Practice

Component and *Elements*	Examples of Practice
3c: Engaging Students in Learning • *Alignment of Learning Objectives* • *Task and Text Complexity* • *Scaffolding and Differentiating Instruction* • *Pacing and Sequencing* • *Grouping*	• The teacher ensures generalization of language skills across multiple settings. When students can demonstrate requests in sentences (e.g. "I want to read more books."), the teacher engineers multiple opportunities for them to apply the skill in other places ("I want to… eat in the cafeteria." or "I want to see the nurse.") • The teacher scaffolds and differentiates instruction for students as they work on words with double suffixes on unchanging base words. The lesson starts with single-syllable base words and expands to multi-syllable base words. Students decode single-syllable base words presented with letter tiles and decode multi-syllable base words presented on syllable cards, with suffixes presented on syllable cards in both situations. Students then scaffold up reading some type of words presented on word cards, then move to controlled text sentences, and finally controlled text passages. • Students use augmentative communication for expressive communication. All students work on the same standard at their ability level. This looks different for most students in the group. For example, if there are six steps in the overall expectation of the assignment, one student may just be focusing on one aspect of the six steps. • During a simulated task involving mail, student correctly identifies their address from a field of three, and places it on a visual boundary that has been highlighted to indicate a sender address. T: "If you placed your address on the wrong location of the envelope, would the mail get to your house?" • Given a picture scene and a sentence starter, student will complete the sentence. • After a lesson on recognizing types of angles, students will practice recognizing angles based on their learning style (e.g. some students will draw angles, others will look for examples of angles around the room, and others will make angles using their arms). • Teacher integrates multisensory materials in order to increase student engagement and understanding (e.g. using magnet letters when studying phonics patterns as well as white board/markers, or sand for spelling words with finger). • Texts and materials are high-interest, with developmentally-appropriate vocabulary. Primary or picture books are not used with older students. • Students are given a variety of choices of text (some leveled) with vast information through illustrations/photos, for a study of artists. Websites with audio text will be another resource to learn about an artist. • Teacher allows students to use Google images to look up vocabulary words. • Students use books on CD to access grade level content or listening comprehension-level texts/novels to increase vocabulary, complex thought, or additional content. • Teacher provides accommodations/modifications to ensure that students have access to text (e.g. graphic organizers, sentence starters, read aloud, highlighted vocabulary). • Students are encouraged in a small group to: use words/gestures to make a choice (eye gaze, reaching pointing); use colors to indicate choices; become familiar with appropriate ways to participate in a group; explain the task; and model or use visuals/verbal prompts to reinforce expectations. • Instruction is differentiated to student ability (e.g. small grouping, flexible grouping, mini-schedule, mini-task analysis: Mini-schedule: 1. Worksheet; 2. Color sorting; 3. Folder task). • Teacher consistently uses a visual schedule and timers to manage students during tasks and transitions in class. • Timers (visual or sound) are used to indicate to students the remaining time remaining for a task. • Flexible grouping takes into account the various ways in which students can communicate with each other, and students have access to assistive technology.

Component and *Elements*	Examples of Practice
	- Teacher uses discrete trial training to teach a task before a student does it independently. - The teacher embeds real-world scenarios into teaching routines, bringing students on community-based instruction trips to learn how to take public transportation and grocery shop. Tasks could include: Put the right amount of money in the cash bin on the bus, or find each item on the shopping list. Picture icons accompany each task description. - The teacher differentiates instruction according to each student's specific learning style so that all students are engaged in the learning task (e.g. through the use of picture cue cards, charts, Prometheus board presentations, video clips, Boardmaker Studio- created activities, modified texts, file folder activities, sorting/matching activities, etc.). - Students self-select and are provided with opportunities to make choices during the lesson, such as the order of instructional tasks. - Students requiring position changes and use of positioning equipment are given an option, when available, to choose the position he/she would prefer. Use of a positioning schedule and choices are available as well as when the student is positioned out of their wheelchair so they are engaged in tasks. - Teacher prepares student ahead of time with modified materials so that student can access/participate effectively with peers.

Examples of Special Education Teacher Classroom Practice

Domain 3: Instruction

Component and *Elements*	Examples of Practice
3d: Using Assessment in Instruction • *Monitoring of Student Learning with Checks for Understanding* • *Assessment Performance Levels* • *Student Self-Assessment* • *Feedback to Students*	• Teacher uses a rubric to explain the criteria by which students' work will be assessed. • The teacher uses individual white boards as a means of conducting ongoing assessment throughout a math lesson. During a word problem check, she has students write the answer to a problem on the board and hold it up for her to see. She can quickly scan the room to determine who may be confused. • Formative assessments include data collection recorded per the mastery criteria of the IEP goal/benchmark. • A student with visual motor disabilities uses text-to-speech software to proofread his personal narrative. He inserts corrections on his computer using a touch screen. The writing is displayed in a side-by-side window on his computer. The student checks off the steps in the rubric and prints out both the corrected narrative and rubric for the teacher. • Students have a transition competency sheet with soft skills for employability. Every period in each class the student gets feedback on five soft skills using the school rubric of level of supports needed. The teacher not only gives a rating on the rubric, but also explains steps students can take to make improvements. • Students review their daily checklist and determine what is expected for that day. Assessments are made individually with each student to determine their understanding of the task, and feedback is shared for improvement. • Students are provided with visual examples of each level of the rubric. Deficits are discussed and students are asked for things that they think should be added to the rubric. • During a community-based instruction trip, each student carries an individualized assessment sheet and is asked to rate their performance of specific tasks by circling the icon for "yes, by myself," or "yes, with help," or "did not do" for items like "Put the right amount of money in the cash bin." • Using choice with the sentence, "Today I learned_____," the student will fill in the blank by making a choice (out of a field of pictures, symbols, or words) at their ability (eye gaze, handing picture to the teacher, etc.). • There is a list of expectations with words, pictures and/or symbols for the students to check off when completed. • Students use their end product to assess themselves on their objective: In a daily living class, students are working on finding the correct cooking time in a recipe and entering it into the microwave. Student will assess their progress on the outcome (e.g. Is your food cooked? Could you find the time? Did you enter it correctly?). • Students have "goal folders" with highlighted goals and daily objectives written on post-it notes. Students move completed goals (listed on the post-it) from the "working on" to the "completed" chart. • The teacher videotapes students so they can review their own performance according to the criteria checklist. • Teacher has individual FLIP folders on each desk and teacher reviews goals on a weekly basis. Students are aware of their "goal" folders and choose the work to record in the folder that shows progress toward completion of their goal(s).

Examples of Special Education Teacher Classroom Practice

Domain 3: Instruction

Component and *Elements*	Examples of Practice
3e: Demonstrating Flexibility and Responsiveness • *Response to Student Needs* • *Teacher's Persistence* • *Lesson Adjustment*	• As the teacher reads the story, the student has a difficult time paying attention. The teacher says, "We'll stop here. We'll finish the story in 15 minutes," and shifts gears to another intermediate task, returning to the original task within the stated timeframe. • Teacher recognizes students' needs based on behavior cues (slouching in chair, face reddening, twitching, scribbling on paper, stomping) and responds through a variety of strategies (standing next to student, redirecting student to another activity different from the lesson or encouraging them to take a break) resulting in success (behavior diminishes/eliminates, student returns to task). • For students who present with sensory integration needs, the teacher ensures that the classroom environment is responsive to the needs of those students (e.g. reducing glare, ambient noise, etc.). During a sensory break in instruction, students get a drink of water in the hallway or in a quiet area. • Teacher adjusts the length of a lesson if students are having trouble understanding; she has to remain on one aspect of the lesson for extended time before teaching the main aspect. • Teacher realizes a student has completely regressed and forgotten how to subtract with regrouping. Teacher changes the scope of the lesson (and perhaps the weekly goal) to refocus on re-teaching subtraction with regrouping. • Tasks for each student are designed to provide as much independence as possible, recognizing their current understanding of a concept and providing a small challenge to enhance learning. • Teacher provides opportunities for reteaching and/or provides cues to activate prior knowledge as a part of instructional practice.

Special Education Models

Inclusive Model: Teacher's caseload comprised primarily of students whose amount of required services (ARS) is delivered in a general education setting

Resource Model: Teacher's caseload comprised primarily of students whose amount of required services (ARS) is less than 60% and delivered primarily in a separate class setting

Self-Contained/Cluster Program Model: Teacher's caseload comprised primarily of students whose amount of required services (ARS) is more than 60% and delivered primarily in a separate class setting

The Least Restrictive Environment (LRE) Continuum in CPS

CHICAGO PUBLIC SCHOOLS | CPS

Service provided in the student's CPS school

Service provided in a specialized program

Service provided in a separate school

LRE 1:
0% to 20% in a separate classroom

LRE 2:
21% to 60% in a separate classroom

LRE 3:
61% or more in a separate classroom

When a student needs more specialized support, sometimes we can service them in another CPS school

Cluster Programs
Specialized classrooms in schools throughout the city

School assignment made at the district level

When a student needs even more specialized support, sometimes they require a separate facility

School assignment made at the district level

Separate Day Schools/ Residential Schools
Requires SSA sign off

CPS Specialty School

The LRE Continuum

Appendix B

Approaches to Co-Teaching

Co-teaching is a way to deliver specially designed instruction collaboratively and can take many forms. Co-teaching approaches depend largely on student need and can shift during a lesson depending on the task(s) and the support that students require. No one approach trumps another and all should be considered for the best fit while planning a unit/lesson. In fact, throughout a single lesson, co-teachers should vary their co-teaching approach based on the lesson design and student needs. The graphic on the following page demonstrates *some* ways classrooms could be set up for each of the approaches described below. Please visit the CPS Knowledge Center (kc.cps.edu) for more information on co-teaching, including sample protocols for planning and collaborating between special education and general education teachers.

One Teach, One Observe: One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors.

One Teach, One Assist: An extension of One Teach, One Observe, one of the teachers has a primary instructional responsibility while the other assists students' with their work, monitors behaviors, and/or gives feedback on tasks. The teacher who assists often lends a voice to students or groups who would hesitate to participate or add comments.

Station Teaching: The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.

Parallel Teaching: Each teacher instructs half the students. The two teachers are addressing the same instructional material using similar teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.

Alternative (Differentiated) and Supplemental Teaching: Alternative teaching strategies provide two different approaches to teaching the same information. Supplemental implies the strategy allows one teacher to work with students at their expected level, while the other teacher works with those students who need the information and/or materials extended or remediated. The objective of the lesson is the same for all students, however the avenue for getting there is different.

Team Teaching: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, interject information, and assist students by answering questions.
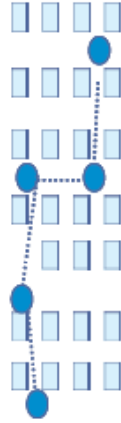
Friend, M. & Cook., L. (1996a), Interactions: collaboration skills for school professionals. White Plains: Longman Publisher USA. Snyder. D. (1993, April), Cooperative teaching: An effective model for all students ED 361 930. Paper presented at the annual convention of the Council for Exceptional children, San Antonio, TX. (ERIC Document Reproduction Service No. ED. 361 930).
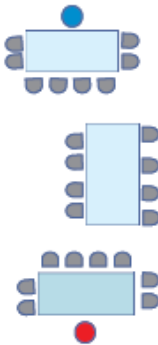
Co-teaching …Two teachers delivering instruction…increasing instructional options for all students.   Marilyn Friend, Ph.D.

CO-TEACHING APPROACHES

ONE TEACH, ONE OBSERVE

ONE TEACH, ONE ASSIST

STATION TEACHING

PARALLEL TEACHING

ALTERNATIVE TEACHING

TEAMING