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# Perceived Relevance of Special Education Performance Indicators: Teacher Excellence and Support System

Tiffany Kristin Mrla  
*University of Arkansas, Fayetteville*

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Perceived Relevance of Special Education Performance Indicators: Teacher Excellence and Support System

A dissertation submitted in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy in Curriculum and Instruction

by

Tiffany Mrla  
Eastern Michigan University  
Bachelor of Science in Psychology, 1998  
Bellarmino University  
Master of Arts in Teaching, 2004

May 2016  
University of Arkansas

This dissertation is approved for recommendation to the Graduate Council.

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Dr. Peggy Schaefer-Whitby  
Dissertation Director

---

Dr. Tom E Smith  
Committee Member

---

Dr. Suzanne Kucharczyk  
Committee Member

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Dr. Christy Smith  
Committee Member

## **Abstract**

A study was conducted to investigate the perceived relevance of using a teacher evaluation rubric with performance indicators specific to special education services in place of the standard rubric for teachers used in the State of Arkansas Teacher Excellence Support System (TESS). Through a multi-method approach, the perceptions of special education teachers and administrators regarding implementation of the current model, the significance of perceived differences in pedagogical factors, and potential barriers to effective implementation were identified. This was achieved through survey, interviews, and observations.

Special education teachers and administrators in a given school district were sent a brief survey to attain general perceptions regarding the new teacher evaluation system. From the pool of survey respondents, a purposive sample identified special education teachers for interview and observation to further investigate perceptions of the current system, explore perceptions regarding the development of a rubric specific to special education standards, and to reflect on data obtained through the observation process using a modified rubric.

The results of the survey, interview, and observation analyses indicate special education teachers do not perceive Arkansas TESS to be an effective measure of performance in the special education setting. Survey respondents agreed critical indicators specific to special education services are not addressed and a measure specific to special education would provide a more effective evaluation. Analysis of interviews indicated the value teachers hold in regards to the evaluation process, but also identified challenges to effective implementation of the current evaluation process for special education teachers. Specifically, the teachers discussed how the differences in competencies and practices impact the process, as well as their perception regarding administrator knowledge or experience regarding special education impacts validity.

The teachers voiced opinions as to how a modified rubric or checklist, incorporating standards of special education pedagogy and practice, would increase the validity of the process, and provide value to the feedback provided to the teachers. Through the observation process, similar themes emerged which align with the context of the themes from the analysis of the interviews and survey data.

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## **Dedication**

This dissertation is dedicated first and foremost to my sweet son, Michael Dylan. Without his encouragement and love, I would have accomplished this goal. In all I do, I strive to be the best mother, role model, and inspiration for him and hope that he will always know how cherished he is. He is truly my inspiration.

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## **Chapter 1**

### **Introduction**

Developing effective and efficient techniques for evaluating teacher performance to improve student achievement has been examined for several decades (Darling-Hammond, 1996; Kimball & Milanowski, 2009; Rosell, 1990; Sartain, Stoelinga, & Krone, 2010; Sartain L., Stoelinga, Brown, & Luppescu, 2011; Wise A. E.-H., 1985). Educational reform initiatives highlighted the need for extensive research in this area (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Sartain et al., 2010; Taylor & Tyler, 2012; Teacher evaluation 2.0, 2011). The No Child Left Behind Act (NCLB) of 2001 has brought issues of teacher quality and effectiveness under scrutiny (Darling-Hammond, 2013; Hazi & Rucinski, 2009; James-Ward, Fisher, Frey, & Lapp, 2013; Williamson, 2011). High-stakes testing and proficiency measures of student achievement determine the status of school improvement, and subsequently, the availability of funding for schools (Hazi & Rucinski, 2009). Additionally, school progress, or lack thereof, is reported in a public manner. School choice is then afforded to individuals enrolled in low-performing schools demanding to enroll children in a higher performing school. Charter schools, operated and funded by private and public entities, continue to increase in numbers, affecting the funding available to traditional public schools and school districts across the nation. The status of the nation's public school system remains in a state of flux (Bill and Melinda Gates Foundation, 2013).

What are the critical factors that influence student performance and growth? Without fail, the pedagogical effectiveness of the teacher in the classroom is a proven factor in student success (Bill and Melinda Gates Foundation, 2013; Darling-Hammond, 2013; Darling-Hammond, 2014; James-Ward et al., 2013; Marzano & Toth, 2013; Sartain et al., 2011; Schmoker, 2011; Darling-

Hammond et al., 1983). According to Schmoker (2011), a student placed in the classroom of an effective teacher over a period of three years potentially moves to the highest percentiles of achievement using standard tests and measures. On the contrary, a student placed in the classroom of an ineffective teacher will drop to within the lowest quartile, as indicated through research of teacher reform initiatives. Furthermore, recent initiatives, such as Race to the Top Grants from the United States Department of Education (USDOE), the Bill and Melinda Gates Foundation, The Common Core State Standards (CCSS), The Smarter Balanced Assessment Consortium (SBAC), and the Partnership for Assessment and Research of the Common Core (PARCC), each call for systemic improvements to teacher performance evaluation systems (Bill and Melinda Gates Foundation, 2013; Darling-Hammond, 2013; Marzano & Toth, 2013; USDOE, 2009; USDOE, 2010). Initiatives such as these have propelled state and local school districts to redesign teacher evaluation programs and establish practices supported by current standards and research.

A significant body of literature has been published on the topic of teacher evaluation. In the 1980s, a group of researchers explored teacher evaluation systems across the country following the publication of *A Nation at Risk: The Imperative for Education Reform* (Hazi & Rucinski, 2009; Wise A. E.-H., 1985). The recommendations from this report on the state of the nation's education system launched new initiatives in the areas of teacher preparation programs, teacher evaluation systems, and teacher retention systems (Darling-Hammond, 2013; Wise A. E.-H., 1985). A theme which arose from this research indicated that systems in place were not specific enough to effectively measure teacher pedagogy. This reversal of policy and practice was initiated during a period of educational reform previously focused on the materials and

management of instruction, perceived then to be the primary variables for improving achievement, regardless of the pedagogy of the teachers leading the learning.

More recent studies, such as those reported in *The Widget Effect* (Weisberg, 2009) and *Rush to Judgment* (Toch & Rothman, 2008) highlighted the inequities of teacher evaluation models. Reports from these investigations indicate that an overwhelming majority of teachers score at the highest proficiency levels, with minimal teachers scoring within the range of needs improvement or unsatisfactory. This appears to be in direct conflict with the achievement levels of students and the reports of other soft data used to measure performance (Danielson, 2011; Marzano R. J., 2012; Toch & Rothman, 2008; Weisberg, 2009). In *Rethinking Teacher Evaluation: Findings from the First Year of the Excellence in Teaching Project in Chicago Public Schools*, Sartain, Stoelinga, and Krone (2010) highlighted several issues noted through research with teacher evaluation systems. In particular, state and district systems for teacher evaluation fail to provide information to improve student learning; fail to provide teachers with information to make timely and effective changes in their practice; and fail to identify or facilitate the removal of low-performing teachers (p. 1). Additionally, the research of Wise, Darling-Hammond, McLaughlin, & Bernstein (1985), developed a conceptual framework which pinned a critical factor. This work posited that if teacher evaluation systems are to be effective, a balance must be achieved between the standardization necessary for making informed personnel decisions and the flexibility to be responsive to the individual growth needs of the teachers. This conceptual framework went further to identify and connect the art and science of the teaching profession to the craft and skill necessary to educate children.

This art and science of teaching is an issue inherent in teacher evaluations, particularly in specialty areas. Educators in specialized fields face unique challenges in teacher evaluation

models. Speech-language pathologists, school psychology specialists, teachers of English language learners, library media specialists, teachers of gifted and talented students, and special education teachers each play a role in education that reveal conflicting standards in the measurement of teacher effectiveness as compared to the general education teacher (Darling-Hammond, 2013; Darling-Hammond, 2014). Many states and districts have developed specific measures to evaluate specialty area teachers; however, this has not proven true for special education teachers in Arkansas (Arkansas Department of Education (ADE), 2014). Moreover, special education teacher attrition rates continue to rise, and educator preparation programs struggle to implement effective coursework to support the challenges (Billingsley, 2004a; Billingsley, 2004b; Holdheide, Goe, Croft, & Reschly, 2010). Teacher licensure systems do not reflect teacher evaluation systems and teaching and learning, with exceptions. The exceptions incorporate standards-based performance measures that promote reflective measures with an aim to continuous improvement of teaching and learning (Danielson, 2007; Danielson, 2011).

## **Background**

**A call for accountability in teaching and learning.** Initiatives arising from the No Child Left Behind Act of 2001 (NCLB), the reauthorization of Individuals with Disabilities Act (IDEA, 2004), and the current work surrounding the reauthorization of the Elementary and Secondary Education Act (ESEA), outline policies that mandate high quality teachers lead classrooms (United States Department of Education (USDOE), 2004; United States Department of Education Office of Special Education Programs (USDOE OSEP), 2006; USDOE, 2010). One effect of this policy led a consortium of groups, driven by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) to develop a set of clear, concise, and coherent set of standards for teaching and

assessing students (Council of Chief State School Officers (CCSSO), 2011). Leaders from the private sector invested time and resources into researching and developing effective teaching practices. The work of the Bill and Melinda Gates foundation is one such initiative, in addition to the movement for improved teaching and learning to develop 21st Century Skills. As Rotherham & Willingham (2009) indicated, practitioners are presented with a specific set of skills necessary to cultivate productive citizens for the communities, and these skills demand well prepared, reflective educators to lead the charge. These initiatives have generated increased collaboration among researchers and educators across the nation including those involved in teacher preparation programs and policy-makers for teacher evaluation. From this work, questions have arisen from the field regarding the definition of highly qualified teachers, the tools teachers require to meet these standards and to teach to the levels expected, and the policies that need to be in place to foster highly skilled educators (Hazi & Rucinski, 2009; Rosenberg & Sindelar, 2005).

The question of teacher effectiveness remains at the forefront of education reform efforts as accountability measures continue to rise (Bill and Melinda Gates Foundation, 2013; Darling-Hammond, 2013; Holdheide et al., 2010). Student performance measures indicate student achievement is falling compared to competing nations (Kane, Taylor, Tyler, & Wooten, 2011). Researchers, practitioners, and community stakeholders raise questions regarding evaluation measures that fail to identify ineffective teachers and policies that do not mandate improvement or removal measures (Bill and Melinda Gates Foundation, 2013). State and district policies, unionization, and conceptual theories regarding teacher evaluations remain in conflict on a variety of these issues (Darling-Hammond, Wise, & Pease, 1983; Sartain et al., 2010).

As researchers investigate teacher evaluations, evidence emerges regarding subjectivity, the lack of rigor, and the fidelity with which teacher evaluations have been conducted (Kane et al., 2011; Rosenberg & Sindelar, 2005). Darling-Hammond, Wise, and Pease (1983) indicated that teacher evaluations are historically designed to rationalize the practices of teaching using artificial and subjective measures to evaluate performance. This includes measures designed to take student achievement or progress on mandated testing results into consideration for evaluation. Efforts in research have addressed these concerns (Darling-Hammond et al., 1983; Darling-Hammond, 2013; Kane et al., 2011; Marzano & Toth, 2013). Amid recent educational reform initiatives, programs such as the Race to the Top grant program, a large scale, competitive Federal grant program for education, have been offered. However, a requirement for consideration of the grant is that submitters design policies and standards for teacher evaluation which build evidence-based practices and measures of teacher evaluation incorporating student achievement into their models (USDOE, 2009).

**Performance indicators for teaching and learning.** Leading researchers in the field of education, such as Douglas Fisher, Nancy Frey, Robert Marzano, and Mike Schmoker, have outlined practices of effective teachers (Marzano R. J., 2012; Schmoker, 2011; James-Ward et al., 2013). States have developed independent models for evaluation to include detailed standards-based protocols, checklists, and tools which identify targeted strategies, as well as open-ended subjective measures. Some states have developed specific legislation that infuse practices of the profession directly into statutes regarding supervision and evaluation (Hazi & Rucinski, 2009). Measures currently being developed include indicators of performance related to student performance, agreed upon standards of practice, and professional attitudes and focus



(Bill and Melinda Gates Foundation, 2013; Darling-Hammond, 2013; Darling-Hammond, 2014; Kane et al., 2011).

Marzano (2012) identified a list of strategies and teacher behaviors that positively influence learning. This is embedded in his model for evaluation that prioritizes teacher development over measurement. This list identifies strategies for progress monitoring, classroom management, content strategies specific to instruction on new information, expanding information, and application of knowledge. Student engagement, attendance and discipline, relationships and expectations are also included as indicators. The methods for evaluation include developmental scales for all domains, varying sources of data, and a portfolio of artifacts (Marzano, 2012).

Ultimately, Sartain et al. (2010) indicated that true transformation of teacher evaluation policies and processes relies on a paradigm shift, recognizing the value of teacher evaluation as a measure for growth. Furthermore, the authors indicate the need to utilize a measure that is reliable and valid in terms of measuring teacher effectiveness. Teacher effectiveness must then be measured by the outcomes of student performance (Sartain et al., 2010).

**Performance indicators for special education teachers.** The Individuals with Disabilities Education Improvement Act (2004) outlined the rules and regulations specific to the needs of students identified with educational disabilities. Within these rules and regulations, standards of identification and evaluation, placement, and services are defined. Specific requirements for the development, implementation, and monitoring of the Individual Education Program (IEP) are provided, in addition to the requirements for funding, monitoring, and enforcement of the implementation of special education programs within district and state

education agencies. Furthermore, the elements of a Highly Qualified Teacher are outlined in detail.

The Council for Exceptional Children (CEC) collaborated with members and experts in the field to examine the teacher evaluation models and assess their impact. In 2013, the CEC published their *Position on Special Education Teacher Evaluation*. This position statement outlined research, practice, and pedagogy relevant to the special education teaching profession. CEC believes that special education teacher evaluations are only effective if based on an accurate understanding of special education teachers' diverse roles. In addition, effective evaluations measure and support the effective use of evidence-based interventions and practices, include accurate and reliable indicators of special education teacher contributions to student growth, and promote teaching as a profession to address the persistent problem of special education teacher retention (p.74).

The recommendations of the CEC further posited that teacher evaluation systems be aligned with professional development opportunities appropriate to the identified needs of the teacher. Responsibilities related to the development, implementation, and monitoring of students' IEPs, incorporation of evidence-based practices specific to the individual child's learning needs, and the precise, and varying, roles of the special education teacher were identified for inclusion (Council for Exceptional Children (CEC), 2013). The complexities of teaching special education, the combinations of the 13 categories for identification of learners with educational disabilities, as well as the continuum of service models available for the provision of services and the role of the special education teacher as a coach, guiding and collaborating with other professionals in designing, implementing, and monitoring student learning needs, further illuminate the need for specialized evaluation measures.

Glowacki (2013) examined the perceptions of administrators in Illinois with regard to the evaluation of special education teachers. This research indicates that there is a gap in the knowledge of administrators when it comes to the field of special education. As instructional leaders, administrators must be well informed evaluators of teacher performance. Similarly, Coogan (2013) reviewed the perceptions of special education teachers, administrators, and experts regarding the evaluation of special education teachers using standard rubrics for general education settings. Indications from this study reveal the need for special education teachers to work collaboratively with administrators to develop a shared set of performance indicators to inform practice and guide evaluation.

**Arkansas Teacher Excellence and Support System (TESS).** The Arkansas Department of Education (ADE) recently adopted the *Framework for Teaching and Learning* by Charlotte Danielson (Danielson, 2007; Danielson, 2014) as the conceptual theory for the Arkansas TESS (Arkansas Department of Education (ADE), 2014). Danielson's work identifies variables critical to effective teaching and learning in a developmental rubric based system derived from empirical studies and theoretical research (Danielson, 2007). Danielson compares the complex demands and roles a teacher plays, to include physical and cognitive demands and the skills of business managers and human relations executives, to theater arts. Also emphasized is the level of stress imposed on teachers who face the demands of the school, the district, government, and the community. Danielson extensively researched indicators proven to improve student learning, through decades of work, and developed a system based on four key domains, each with a set of standards and performance indicators that align to the domains (Bill and Melinda Gates Foundation, 2013; Danielson, 2007; Danielson, 2014).

Within Danielson's framework, the four domains for evaluation focus on the areas of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities (Danielson, 2007; Danielson, 2014). Each of these domains contains standards specific to the practices of teaching and learning.

The State of Arkansas and the Danielson Group have indicated that the specific pedagogy of special education does not warrant a specific rubric or evaluation measure (ADE, 2014; The Danielson Group, 2014). In an attempt to address the multitude of questions, comments and concerns from those in the field of special education, The Danielson Group developed a set of scenarios designed to address concerns, demonstrating how special education pedagogy is directly addressed within the framework and associated rubrics (The Danielson Group, 2014). While it is noted that this information is not intended to be a separate rubric, detailed information is provided for embedding the specific pedagogy and unique nature of special education instruction. While this addresses some aspects of teaching and learning within special education, it is not aligned with the standards and guidelines for special education practice as outlined by the CEC.

### **Statement of Problem**

Teacher evaluation systems do not include performance indicators specific to special education teachers in Arkansas. The complexity of the roles and responsibilities of the special education teacher requires pedagogical knowledge regarding evidence-based practices for a diverse population of learners, as well as requirements for assessment, progress monitoring, and individualization of educational programs for students with diverse academic and social needs. Specifically, district and school administrators must possess a clear understanding of the specific pedagogical and administrative skills specific to special education to effectively evaluate the

special education teacher. Likewise, special education teachers need standard measures of evaluation in these areas to continue growing in their profession.

As discussed, the State of Arkansas recently adopted the TESS model, based on the work of Charlotte Danielson's *A Framework for Teaching and Learning* (2007), for evaluating teachers and other professional educators. Supporting documents for the evaluation process include pre- and post- conference forms, question guides for the evaluator, informal and formal observation forms, scoring worksheets, a summative evaluation rubric, and professional growth plan templates.

While various specialty models have been developed to assist administration in evaluation, to include gifted and talented, instructional facilitators, English as a second language instructors, speech language pathologists, and school psychology specialists, a model specific to the special education teacher that delineates information specific to classrooms on the continuum of services, has not been developed. This study aims to investigate educator perceptions of identifying and developing performance indicators for teaching and learning specific to the Special Education Teacher within TESS.

### **Purpose of the Study**

The purpose of this study was to examine special education teachers' and administrators' perceptions regarding the use of a teacher evaluation rubric, distinctive to special education teachers, in a school district in Northwest Arkansas. A special education teacher evaluation rubric was designed including CEC standards of practice for special education teachers. This modified rubric was aligned and inclusive of the domains within the Arkansas TESS Teacher Evaluation Rubric and supporting documents.

## **Significance of Study**

As a result of this research, administrators and special education teachers gain a tool to ensure fair and effective evaluation measures addressing the unique nature of the variables inherent to special education teachers. A specialty rubric for evaluation, incorporating performance indicators for formal and informal observations, was developed for use in this research and can be a resource for developing an aligned rubric for implementation of Arkansas TESS in evaluating special education teachers. Additionally, the information gleaned from this study provides the state board of education and legislators with information to make informed decisions regarding the evaluation of special education teachers. Perhaps the most important benefactor of this study will be the students. Given a clear set of roles and responsibilities for teachers, an instrument for administrators to objectively and informatively measure effectiveness, and collaboratively identify areas for professional growth, the students will benefit through improved teaching and learning.

## **Theoretical Framework**

The theoretical framework guiding this study, to include the incorporation and design of the rubric, teacher evaluation as a means for improving instruction, and special education services, was framed within the social learning theory of constructivism. Social learning theory implies that the learner is the focus of education and that all learning occurs in a social environment.

This theory holds that at each level, administrators, teachers and students, are essential contributors in supporting learning within the individual. Learning is developed through a collaborative process where meaning and knowledge are derived from interaction with the environment. At an administrative level, the responsibility lies in ensuring the environment is set

for individual learners to develop their thought processes and ensuring teachers are aware of their individual students' histories, needs, and the resources available for facilitating the process of learning. Additionally, administrators guide the learning of the teachers while becoming learners themselves through ongoing observations and interactions with teachers and students, as well as through self-reflection and professional development. At the level of teacher, the teacher is responsible for encouraging the student learner and guiding the student through the incorporation of strategies and techniques that are appropriate to their individual needs and content. As learners themselves, the teachers are responsible for continuously reflecting on their growth, incorporating new ideas and strategies to match the needs of the student learners through interactions with colleagues and professional resources to further develop their practice. The students, then, are responsible for interacting with the materials and individuals within their environment to develop meaning and knowledge (Henson, 2003).

While theories related to social learning and constructivist philosophies date back to early philosophers such as Plato and Socrates, Lev Vygotsky is known for furthering the theories which have become known as constructivism, or social learning theory. Vygotsky developed cooperative learning processes which hold as a central component in learning that each individual is responsible for assisting peers in furthering their learning through interaction, problem-solving, negotiation, and cooperation. Language and discourse are central to developing meaning, or knowledge, of concepts (Jaramillo, 1996; Palincsar, 1998).

Through this constructivist approach to learning, the notion of dynamic assessment, as opposed to static assessment, continues to develop. Charlotte Danielson's *Framework* incorporates this philosophy throughout the evaluation process, to include expectations of the students as well as expectations of the teachers and administrators. Expectations include

cooperative learning, learner-centered approaches, discourse analysis, and dynamic assessment, of the students and the teachers, within her design of the evaluation system (Danielson, 2012; Danielson, 2014; Henson, 2003; Jaramillo, 1996; Palincsar, 1998). For teachers of students identified with special needs, an additional layer of indicators is necessary to facilitate the growth of teachers, who then facilitate the growth of students. Without close attention to the standards of practice for special education, awareness, accountability, and achievement of instruction appropriate for students of special needs cannot be instituted.

## **Research Design**

### **Research Questions**

Teacher evaluation systems do not address specific indicators for special education teacher evaluations. Special education teacher evaluations are currently implemented using the same rubrics as general education teachers, despite substantial pedagogical and administrative differences in execution of the distinct roles. In an effort to explore and address such concerns the following research questions were developed:

1. Based on experience and role, what are the perceptions of special education teachers and administrators regarding Arkansas TESS in relation to the evaluation of special education teachers?
2. What pedagogical factors, specific to special education, do special education teachers and administrators perceive as being or not being effectively measured using the Arkansas TESS teacher evaluation process?
3. What do special education teachers perceive as barriers, if any, to effective implementation of the Arkansas TESS teacher evaluation process for special education teachers?



## **Methodology**

This study followed a multi-method design to assess the value of developing a special education teacher rubric, investigate agreement regarding the inclusion of key variables, and the perceptions of a specialty rubric providing effective feedback for reflection and developing professional growth plans. Information regarding gender, level of education, years of experience in education, teacher assignment, years in current assignment, role of educator, and content area specialty were included in analysis of survey data. The independent variable measured was the special education teacher evaluation rubric. The research conducted through survey, interview, observations, and analysis of a modified evaluation rubric, guided the direction of the project. This study was conducted during the spring semester of 2014-15 school year.

This design was selected to explore perceptions regarding the use of the Arkansas TESS standard teacher evaluation rubric for special education teacher evaluation, as compared to using a specialized rubric for special education teachers, the perceived relevance of incorporating specific special education standards, as well as perceived barriers or challenges to effective implementation of Arkansas TESS for special education teachers. A modified version of the Arkansas TESS rubric was developed in similar fashion to the Arkansas TESS specialty rubrics for speech language pathologists, school psychology specialists, instructional facilitators, gifted and talented teachers, and other specialty teaching areas, incorporating CEC standards of practice as critical attributes under each subdomain. The perceptions, opinions, and environmental factors were considered in analysis of data. Perceptions and feedback were collected through survey, interviews with select teachers, and classroom observations. The information attained through qualitative study was organized, analyzed, and coded to identify themes. The qualitative data

included interviews and observations conducted with teachers. The identity of participants was confidential in reporting to ensure full, honest participation.

### **Assumptions**

The primary assumption of this study was that using a rubric for teacher evaluation that is specific to the needs of special education teachers will improve the quality of instruction, planning and preparation, the culture of the classroom environment, and professionalism of special educators. This assumes evaluators will complete the process objectively and collaboratively with the special education teachers. Through this process, it is assumed that administrators and teachers will identify areas for growth specific to their pedagogy and management, and provide opportunities to pursue meaningful, quality, and relevant professional development.

### **Limitations and Delimitations**

**Delimitations.** This research was conducted in a large rural district in Northwest Arkansas. At the time of the study, this district had 17 elementary schools, four middle schools, four junior high schools, and four high schools. There were 97 special education teachers. With regards to special education, there were a minimum of one resource teacher per building, with middle, junior high and high schools having multiple resource teachers, 44 self-contained classrooms, and multiple co-teaching instructors. The district experienced an increase in population over the past decade (Q&A: How Springdale Dealt With Population Change, 2014; Reide, 2008). This has resulted in fast paced promotion of administration, a diverse mix of experience of teachers, and a diverse student population (Reide, 2008). This growth and diversity in educational settings, administrators, and teachers provides variance, increasing external validity and generalizability.

**Limitations.** The sample size of this research was one limitation. The number of secondary schools was not equal to the number of elementary schools, and this impacted the number of administrators responsible for evaluation of special education teachers. The increase in teaching and administrative staff within the last ten years also limited the generalizability of the results, due to the variance in experience within current roles. This impacted the ability to reflect on the implications of using a special education rubric in teacher evaluation, as well as the level of knowledge the teachers and administrators possessed with regard to the special education standards. Similarly, the use of Arkansas TESS in this district was limited to a one-year pilot study during the 2013-2014 school year, with the 2014-2015 school year, when the study was conducted, being the first year of full implementation. This potentially influenced the ability of teachers and administrators to effectively reflect on the impact of the current process or the incorporation of a specialized rubric.

### **Operational Definitions**

To further understand the key concepts examined in this study, the following terms were identified as key vocabulary that warrant clarification for the sake of consistency.

**Classroom Walk-Through Observations.** Kachur, Stout, and Edwards (2010) stated the essential components of a classroom walk-through observation are short, informal observations, often including multiple classrooms, by a group of teachers, administrators, and facilitators with the purpose of providing feedback, guiding conversations about school improvement, strategies, or methods within the classroom.

**Evaluation.** As defined in the Arkansas Code Annotated for teacher evaluation the term evaluation refers to the process used in assessing, through observation and evidence a teacher's

knowledge as measured by the domains and performance ratings of an evaluation framework with the goal of promoting teacher growth through professional learning (ADE, 2014).

**Evaluation framework.** Danielson's (2007) work defines an evaluation framework as a standardized set of teacher evaluation domains that provide the overall basis for an evaluation.

**Evaluation rubric.** An evaluation rubric is defined as a set of performance components for each teacher evaluation domain in the evaluation framework (Danielson, 2007).

**Evidence-based practices.** The CEC (2013), defines evidence-based practices as an intervention that is based in science; or the disposition of a practitioner to base the selection of their interventions in science.

**General education.** The term general education refers to the curriculum, instruction, and services provided to all students, based on federal and state standards and regulations of public school systems.

**Continuum of alternative placements.** The ADE Special Education Unit Procedural Requirements and Program Standards designate in the Special Education and Related Services Program Standards, § 17.00 of the Policy and Regulations, (ADE, July 2008), delineates the continuum of services available to students identified with a disability. This continuum of services includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals or institutions, as well as the provision of supplementary services, such as resource room or itinerant instruction provided in conjunction with services in the general education setting. Below are brief summaries of general services and program requirements for services and settings as addressed in this study:

***Co-Teaching services.*** The ADE Special Education Unit Procedural Requirements and Program Standards defines co-teaching services as direct services provided by a special

education teacher in the general education classroom, in conjunction with the general education teacher in § 17.06. Specifically, in §17.06.2.3, it states the IEP committee determines placement in this setting if there is “no compelling instructional reason why the child’s instruction cannot be provided jointly in the general education classroom,” (ADE, 2008). Responsibilities for accommodations, modifications, and supplementary services, as well as delivery of instruction, grading, and progress review, are a shared responsibility between the general education teacher and special education teacher. For purposes of this study, as distinguished in the school district where the study was implemented, the term Inclusion Teacher is used to identify teachers providing co-teaching services.

***Inclusion teacher.*** See co-teaching services for definition of services.

***Indirect services.*** The ADE Special Education Unit Procedural Requirements and Program Standards defines indirect services as special education services provided by the general education teacher with consultative services provided by a special education teacher, in the general education classroom in § 17.05. These consultative services may include modeling, modifications, or monitoring and may occur in the form of communication, observation, or monitoring. Services are provided in the general education setting, with the general education teacher responsible for grading. The special education teacher is responsible for identifying and documenting progress. Limited direct instruction is to occur by the special education teacher.

***Resource services.*** The ADE Special Education Unit Procedural Requirements and Program Standards defines in § 2.68, “Resource services consist of direct instruction provided by a special education teacher to students with disabilities. Individual students may receive resource services for a period of time not to exceed sixty percent (60%) of the instructional day,” (ADE,

2008). The program standards for resource services indicate services are primarily provided in the general education setting with some direct instruction from a special education teacher.

***Special class services.*** “Special class services means instruction provided by a special education teacher for students with disabilities whose programs require in excess of sixty percent (60%) of the instructional day as special education services.” . ADE Procedural Requirements and Program Standards for Special Education § 17.03.1 indicates three service option models, with a teacher student ratio of 1:15, 1:10, or 1:6, depending on the nature and needs of the students served in that setting (ADE, July 2008). For classrooms with a 1:6 ratio of teacher to student, a full-time paraprofessional is required. These classrooms are referred to self-contained classrooms as the majority of their instruction occurs in a special classroom. ADE Procedural Requirements and Program Standards for Special Education § 17.02.1.1.B indicates that students placed in a special class, thus removed from the general education environment, are placed in this setting when the committee determines that educational progress cannot be achieved in the general education setting even with the provision of supplementary aids and services (ADE, July 2008).

**Critical indicators.** As defined in this research, the critical indicators noted for inclusion in measures of special education teacher performance evaluation refer to the inclusion of key standards of initial and advanced preparation (approved December 2012) and professional practice (approved October 2011) as identified by the CEC (CEC, 2015). The standards selected for inclusion in the modified rubric were identified in previous research, and align with the current domains and subdomains of Arkansas TESS.

**Individual Education Program (IEP).** IDEA (2004) defines an IEP as a written program that is developed, reviewed, and revised by a committee, at least annually. The IEP includes the following components:

(I) a statement of the child's present levels of academic achievement and functional performance ...

(II) a statement of measurable annual goals, including academic and functional goals ...

(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child ...

(V) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in subclause (IV)(cc) ... (U.S.C. § 1414 (d) (1) (A) et seq.)

**Least Restrictive Environment (LRE).** IDEA (2004) describes the continuum of placement options to be made for students with disabilities. Specifically, IDEA delineates the requirement as follows:

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (20 U.S.C. § 1412 (a) (5))

**Low-incidence disabilities.** IDEA (2004) defines low-incidence disabilities as follows:

a visual or hearing impairment, or simultaneous visual and hearing impairments;

a significant cognitive impairment; or

any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education. (20 U.S.C. § 1462 (c) (3))

**Special education.** According to IDEA (2004), special education refers to “specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.” (20 U.S.C. § 1401 (29) (A))

**Specially designed instruction.** As defined within the regulations governing the implementation of IDEA (2004), specially designed instruction refers to the adaptation of:

The content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR §300.39 (b) (3))

**Professional Learning Communities.** Dufour and Marzano (2011) define Professional Learning Communities (PLC) as groups of educators who collaborate on the issues essential to school improvement. PLC groups include teachers, teacher leaders, instructional facilitators, and administrators, as appropriate to the goal of the particular PLC. To be effective the PLC must incorporate three essential components: students learning at their highest levels by analyzing the what and how of curriculum and instruction; educators working collaboratively to meet the needs of each student with a clear purpose and established priorities; and driven by a desire to analyze evidence of student learning, incorporating a data-driven process for continuous school improvement at the student, teacher, classroom, school, and district levels.

### **Summary/Organization of Dissertation**

Competing theories, ongoing research, and measures of student performance propelled the field of education into a search for effective, efficient, and objective measures of teacher performance evaluations. This research will investigate the perceived impact of standardized measures of performance specific to the provision of special education services in the public school setting in Arkansas. Chapter 1 begins with an introduction to the historical context, the



theoretical framework, and the design of the research. Chapter 2 explores the literature surrounding the issues identified in the introductory chapter. Chapter 3 closely examines the research design and methods used to respond to the identified questions of practice. Chapter 4 presents detailed results of the research. Chapter 5 discusses the results in the context of the theory, history, and challenges of current practice, particularly with regards to special education teachers.

## Chapter 2

### Literature Review

#### Education Reform

The deadline for proficiency for all students outlined in NCLB (2002) was 2014. Education in the United States remains under scrutiny as students continue to perform below proficient levels and teacher evaluation systems do not reflect the disparity among educators (Marzano, 2012; Sartain et al., 2011; USDOE, 2010). Teacher evaluation remains a critical component of education reform efforts (Darling-Hammond, 2013; Hazi & Rucinski, 2009; Marzano & Toth, 2013; Williamson, 2011). Research on effective teaching and learning continues to demonstrate that the single most consistent indicator of student achievement is the classroom teacher (Darling-Hammond, 2013; Dufour & Marzano, 2011; Holdheide et al., 2010; Marzano & Toth, 2013; Schmoker, 2011).

The research of Taylor and Tyler (2012) suggests that teachers participating in an evaluation system that is comprehensive, critical, provides meaningful feedback, and encourages reflection improves student test scores in the years following the evaluation. The results of this, and other, research indicated that subjective, well-structured, comprehensive teacher evaluation systems can serve as a tool for professional development (Danielson, 2007; Danielson, 2011; Kane et al., 2011; Taylor & Tyler, 2012).

In 2010, the United States Department of Education (USDOE) issued a report of recommendations for the reauthorization of the ESEA (USDOE, 2010). The USDOE indicated that more than 10 countries have surpassed the United States in college attendance and completion rates. Central to this trend of US students falling behind competing nations is the notion that the one critical difference in a student's success is the teacher in the classroom; it is

not cultural, racial, or socio-economic factors (USDOE, 2010). A central component of this *Blueprint for Reform* is ensuring effective teachers and administrators are in every school. To achieve this goal, the *Blueprint* called on states and districts to develop teacher evaluation models that incorporate multiple measures of effectiveness and are designed to promote professional growth. Furthermore, the *Blueprint for Reform* includes a focus on ensuring that students with disabilities have increased access to a rigorous, appropriate, educational program with access to grade level curriculum (USDOE, 2010).

Developing effective teachers requires a connection between teacher preparation programs and student outcomes; the development of evaluation systems that effectively differentiate between effective teachers and ineffective teachers; the implementation of an evaluation system that is clearly aligned to professional development and tied to standards of practice in a teacher's area (Holdheide et al., 2010; Kane, Kerr, & Pianta, 2014). Teaching and learning will fail to improve until we design teacher evaluation systems that provide meaningful feedback

**Policy.** Hazi and Rucinski (2009) evaluated state department regulations and policy revisions on teacher evaluation since the passing of NCLB (2002). Through this detailed analysis of policy, the researchers found that all states had initiated substantial revisions reflecting the recommendations of the National Governor's Association (NGA) following the passing of NCLB (2002). These recommendations included refining the definition of teacher quality, focusing evaluation on the improvement of practice, creating career pathways, and the incorporation of data as a measure of teacher effectiveness. The authors refer to the history of teacher evaluation, particularly since the passing of *A Nation at Risk* in the early 1980s, which sparked a shift in the evaluation model (Darling-Hammond et al., 1983; Darling-Hammond,

2013; Hazi & Rucinski, 2009). A second push came with the passing of NCLB (2002) and moves to current day policy concerns with teacher evaluation as the ESEA is due for reauthorization (Center for American Progress and The Education Trust, 2011). The Center for American Progress and The American Trust (2011) submitted a policy statement with recommendations for strengthening accountability for teacher effectiveness in the reauthorization of ESEA. These recommendations highlight the need for effective, quality teachers to close gaps in achievement for subgroups and endorse reform of teacher evaluation policies to ensure that school and district leaders have reliable, valid information to make the necessary decisions for hiring, staffing, and providing opportunity for professional development. Recommendations also endorse the revision of teacher standards, teacher preparation programs, classroom observation instruments, and models for incorporating measures of student achievement into teacher evaluation systems (Center for American Progress and The Education Trust, 2011).

Marzano (2013) outlines the efforts of the *Race to the Top* grant program and the *American Recovery and Reinvestment Act of 2009* to improve teacher evaluation programs as part of education reform efforts. Marzano details these initiatives, and those as outlined in the U.S. Department of Education's *A Blueprint for Reform* (USDOE, 2010), encouraging states and districts to develop systems that are based on models of student growth and refined definitions of teacher quality, incorporate models for improving practice, provide opportunities for advancement and reward, and integrate rigorous standards for improvement.

**Teacher preparation.** Education reform efforts have placed an increased focused on teacher preparation programs (Rosenberg & Sindelar, 2005; Center for American Progress and The Education Trust, 2011; Brownell, Ross, Colón & McCallum, 2005; Brownell, Sindelar, Kiely, & Danielson, 2010). With the critical shortage of highly qualified special education

teachers, much effort has been placed in developing alternative pathways to certification to fill these positions. Rosenberg & Sindelar (2005) and Brownell, Ross, Colón, & McCallum (2005) conducted a review of the literature reflecting efforts in this area. The results of the reviews indicated that despite the demand for highly qualified special education teachers, the need to promote the field of special education as a profession demands that quality teacher preparation programs remain in place (Rosenberg & Sindelar, 2005). Brownell et al., (2005) noted that exemplary general education programs, as well as several special education programs, maintained a focus on high quality field experiences, an emphasis on collaboration, a focus on diversity, an emphasis on subject-matter pedagogy, as well as reflection and evaluation.

With an emphasis on access to the general education curriculum, an emphasis on highly qualified teachers in the classroom and the effect of this on student achievement and progress, and an emphasis on implementing a Response to Intervention framework (RtI), reform of special education teacher preparation programs is critical (Brownell et al., 2010; USDOE, 2004; USDOE OSEP, 2006). Brownell, Sindelar, Kiely, & Danielson (2010) review the evolving history of special education services, policy, and preparation programs and discuss the impact this has had on delivery of services. A result of the evolution of special education services is limited discernment of special education services, both in preparation and delivery. The disparity in vision and theory within special education teacher preparation programs further exacerbates the barrier to developing effective evaluation systems (Brownell et al., 2010).

Beginning teacher licensing standards, such as the Interstate New Teacher Assessment and Support Consortium and the CEC Standards for the Preparation of Special Education Teachers, delineate specific measures of what teachers should know and perform in the classroom in order to be effective educators (Blanton, Sindelar, & Correa, 2006; CSSO, 2011).

The revised standards place emphasis on the diverse learners in today's classrooms and the increased accountability educators have to improve achievement for all learners. The CEC standards specifically delineate, through precise narrative description, the knowledge, skills, and roles of special educators for both general practice, as well as specialized practice (Blanton et al., 2006; Holdheide et al., 2010). The CCSSO (2011) worked to align the revised licensing standards with other measures of teacher performance and student learning standards, such as CCSS, National Board for Professional Teaching Standards (NBPTS), National Council for Accreditation of Teacher Education (NCATE), and others. This alignment was in effort to ensure a clear continuum of standards, from teacher preparation to teacher leaders, to provide an effective means of evaluation and growth from the beginning to the end of a teacher's career.

Darling-Hammond (2013) emphasizes the necessity to make clear connections between teacher evaluation programs and teacher preparation programs. She indicates that there must be a "seamless relationship between what teachers do in the classroom and how they are prepared and assessed" (p.7). A continuum from teacher preparation, licensing, induction programs, professional development, and advancement programs is necessary to monitor teacher effectiveness and ensure growth within the profession (Darling-Hammond, 1996; Darling-Hammond, 2014). Holdheide, Goe, Croft, & Reschly (2010), emphasize the connection between teacher preparation programs to teacher practice. Teacher preparation and professional development standards for areas such as special education provide valuable resources for developing a specialized observation protocol for teachers of special education (Holdheide et al., 2010).

**Teacher retention and attrition.** Once teachers have been well-prepared and inducted into the education system, efforts for retention have increased to combat increasing rates of

attrition (Billingsley, 2004a; Billingsley, 2004b; Darling-Hammond, 2013; Marzano & Toth, 2013). McLeskey & Billingsly (2008), review factors that affect teacher retention in special education and note that approximately one in four teachers leave the field, school, or classroom each year. This results in limited proficiency within teachers of special education. The authors indicate that this shortage of special education teachers is widespread, across geographic regions in the US. Several factors are noted as contributing to teacher attrition, to include a lack of resources, a lack of understanding and support by administrators regarding their roles and responsibilities, poor working conditions, and limitations within teacher preparation programs (Billingsly, 2004a; Billingsley, 2004b; Johnson & Semmelroth, 2014; McLeskey & Billingsly, 2008). Recommendations for improving the teacher attrition and retention rates also focus improved teacher preparation programs, improved mentoring programs, and improved teacher evaluations that connect to professional development (Billingsley, 2004a; Billingsley, 2004b; Johnson & Semmelroth, 2014; McLeskey & Billingsly, 2008).

### **Teacher Evaluation**

Darling-Hammond (2013) emphasized that teacher evaluations should incorporate a standards-based approach that focuses on teachers and administrators working collaboratively to improve teacher practice. This highly developed system of evaluation should connect student learning to teacher evaluation, consider the teacher's ability to incorporate the needs of the individual students, and the teacher's contributions to the school as a whole (Darling-Hammond, 2013; Darling-Hammond, 2014).

**Improving teacher practice.** Danielson (2007), Darling-Hammond (2013), and Marzano (2013) provide evidence-base recommendations on the importance of developing teacher evaluation models that are standards-based and focus on improving teacher practice. Marzano

(2012) reflected on the didactic nature of teacher evaluation systems to provide measurement and to promote growth. While there is a need to provide an effective measure of teacher performance, promoting teacher growth is necessary in overall student learning. Marzano (2012) suggested that if a system is intended to promote teacher growth, it must be comprehensive, yet sensitive to identifying the areas for growth. Incorporated into the system should be a developmental scale and mechanisms for acknowledging and rewarding teacher growth.

Multiple measures are recommended when developing quality teacher evaluation systems (Holdheide et al., 2010; Johnson & Semmelroth, 2014; Partee, 2012). Partee (2012) suggests that state reform efforts for teacher evaluation include measures such as classroom observation, teacher reflection and self-assessment, artifacts or evidence, measures of student learning, and student or parent surveys. These measures allow for an evaluation system that promotes teacher professional growth, provides accountability for student learning, improves professional practice, and assists with determinations regarding personnel issues (Partee, 2012). Furthermore, Partee (2012) highlights the importance of developing evaluation systems that effectively measure high-quality professional practice through a standards-based measure that incorporates, clear, transparent descriptions with multiple levels for describing teaching quality. In this review of 23 state reform initiatives, a specific methodology for evaluating special education teachers was not included, despite the emphasis on developing standards-based systems.

Benedict, Thomas, Kimerling, & Leko (2013) reviewed reform efforts through the lens of special educators and developed recommendations specific to this subgroup of educators. Evaluation systems are described as a tool to inform instructional practices, increase teacher efficacy through self-reflection and planning for professional growth, and foster professional growth. The recommendations underscore the responsibility of the special education teacher to



provide connections, explanations, and evidence to clarify their specific roles as compared to the general education teachers for which most systems are being developed.

Specific to Charlotte Danielson's *Framework*, Benedict et al. (2013), highlight the generality of the framework and the effect this has on evaluation of the special educator. The authors noted the difficulty this may cause if the administrator is not familiar with special education standards of practice in pedagogy, behavior management, and classroom structure. The authors further note that the framework was designed for a large class instructional format with diverse learners, thus leading to a potential discrepancy in evaluation given the smaller class sizes, the individual learning needs, and the nature of intensive instruction. The recommendation for teachers is to become familiar with the domains and subdomains of the *Framework* in order to be able to clearly articulate the differentiation seen in the special education setting, to provide artifacts and evidence that addresses these disparities, and to become proficient in communicating the individual learning needs of students in an effort to justify why you are instructing in the manner selected (Benedict, Thomas, Kimerling, & Leko, 2013; Johnson & Semmelroth, 2014).

Holdheide et al. (2010) and Johnson & Semmelroth (2014) discuss the challenges of evaluating special educators using the observation tools being developed under *Race to the Top* grants. Holdheide, et al., (2010) note that survey results from a national survey of special education teachers and administrators indicate that approximately half of the educators surveyed feel a separate evaluation system should be developed for special education teachers to reflect the different roles. The authors note that additional responsibilities of special education teachers, such as the development and monitoring of the students' Individual Education Program,

the use of evidence-based programs and strategies, co-teaching and inclusion, and the variance in roles within the classroom(Holdheide et al., 2010; Johnson & Semmelroth, 2014).

An evaluation system that clearly links teacher preparation standards, professional development standards, standards of practice, and evaluation measures has the potential to significantly improve teaching and learning for students with disabilities (Holdheide et al., 2010). Of the participants surveyed, a specific evaluation system for special education teachers was not noted, with the exception of Alabama’s modifications for teachers of students with low-incidence disabilities. Some systems do provide narrative examples specific to special educators; however, the authors note that this is unsystematic and subjective, relying heavily on the evaluators knowledge of special education services. Components that participants felt should be incorporated for special educators include use of evidence-based practices, alignment with standards specific to special educators, components of the IEP development and monitoring, and the specialized skills necessary for special education teachers to be successful. The authors specifically noted that Charlotte Danielson’s *Framework* does not differentiate for special education teachers and this is a model commonly used by state and district evaluation systems (Holdheide et al., 2010; Johnson & Semmelroth, 2014).

Recommendations from this study conducted by Holdheide et al., (2010) include involving special educators in the design or revision of current evaluation systems; differentiating rubrics or indicators specific to pedagogy of special education; integrating evidence-based practices; establish a culture of respect and trust; as well as to improve data systems and incorporate multiple measures of student achievement data. The authors posited that evaluation systems are intended to promote professional development with the primary purpose to improve student achievement and learning.

**Historical efforts.** Darling-Hammond (2013) reviews the historical context for teacher evaluation reform beginning with a 1980 study as part of the RAND Corporation. This study was in response to the report *A Nation at Risk* and reviewed evaluation practices across the nation in search of models that were effective in improving teacher practice and student achievement. Darling-Hammond (2013) reported that little had changed in practice between this last broad effort at teacher reform and the efforts of the early part of this century. In addition, teacher evaluation was again receiving attention as a tool to improve student achievement and teacher practice. Darling-Hammond (2013) stated that teacher evaluation alone will not be the impetus for change. Instead, policy reform and teacher evaluation systems need to be connected to teacher preparation programs and long-term professional development systems that incorporate collegial, collaborative work systems. Darling-Hammond (2013) suggested that:

Of all lessons for teacher evaluation in the current era, perhaps this one is the most important: that we not adopt an individualistic, competitive approach to ranking and sorting teachers that undermines the growth of learning communities which will, at the end of the day, do more to support student achievement than dozens of the most elaborate ranking systems ever could. (p.3)

## **TESS**

Arkansas adopted the TESS model based on the work of Charlotte Danielson's *A Framework for Teaching and Learning* (2007), as the state model for teacher evaluation. In addition, student achievement data will be incorporated into the evaluation system using the SOAR, Student Ordinal Assessment Ranking (Arkansas Department of Education, 2014). A copy of the version of the Arkansas TESS rubric used in this research, as well as a quick reference guide for the Arkansas TESS Domains with Subdomains is included in Appendix 1A and 1B, respectively.

**A framework for teaching and learning.** Charlotte Danielson developed a framework for teaching and learning based on empirical and theoretical research in education practice

(Danielson, 2007; Kane et al., 2011; Sartain et al., 2011). The intended purpose of this framework was to provide shared understanding of the complex nature of teaching and learning, using a common language that provides a structure for reflection and professional growth (Danielson, 2007; Danielson, 2011; Kane et al., 2011; Sartain et al., 2011). The framework described by Danielson's rubrics seeks to align teacher evaluation with teacher preparation and teacher growth models, providing a continuum of reflective measures. The framework is grounded in research, based on a constructivist view of teaching and learning, and highlights the purposeful nature of teaching. The comprehensive model organizes measures into four domains, each with subdomains, totaling 22 effective measures.

Within the *Framework*, Domain 1 includes knowledge of content, students, and resources in addition to setting instructional outcomes and the design of instruction and assessments. This domain contains a focus on critical standards related to the creation of a culture within the classroom that addresses learning, respect, and rapport. Classroom procedures and environmental supports are addressed alongside the management of classroom behaviors in Domain 2. Danielson's model discusses instruction in Domain 3 which includes evaluating performance indicators related to communication, student engagement, and the use of appropriate questioning and discussion techniques while implementing effective measures for assessment and responding in a flexible and responsive manner (Danielson, 2007; Danielson, 2014; Kane et al., 2011; Sartain et al., 2011). Last, Domain 4 addresses issues related to professional responsibilities. This domain includes reflection on teaching and learning, maintaining accurate records, communicating with families, and participating in professional learning communities with a focus on professional growth and demonstrating professionalism (Danielson, 2007; Danielson, 2014; Kane et al., 2011; Sartain et al., 2011).

**Measures of Effective Teaching.** The Measures of Effective Teaching (MET) project is a long-term research initiative funded by the Bill and Melinda Gates foundation. The project is comprised of over 3,000 teachers and administrators from school districts such as Charlotte-Mecklenburg Schools, the Dallas Independent Schools, the Denver Public Schools, the Hillsborough County Public Schools, Memphis Public Schools, New York City Schools, and Pittsburgh Public Schools (Cantrell, 2012; Cantrell & Kane, 2013). This study used measures such as classroom observation instruments, student achievement data, and student perception surveys to investigate effective means for evaluating teacher performance in a manner that promoted accountability and professional growth through meaningful feedback using a fair and reliable system of evaluation.

Cantrell (2012) explains that the validity in the work completed through the MET project lies in the randomized assignment of students to teachers, controlling for assignment bias and thus attributing teacher effectiveness to the practices of the teacher and not to the students. Measures used focus on teacher knowledge, pedagogy, classroom environment, and rigor. The MET project focuses its research initiatives on the use of multiple measures, to include student perceptions, value-added models of student achievement, observations, and assessments of pedagogy (Cantrell, 2012; Cantrell & Kane, 2013). One focus of the project has been to identify and develop measures that accurately reflect teacher practices and identify indicators that lead to improved outcomes (Cantrell, 2012; Cantrell & Kane, 2013). This aspect of building trust in the evaluation measures is central to establishing efficacy. Cantrell further highlights the notions that outcomes, validity, and meaningful feedback are central to implementing effective measures of teacher evaluation that promote growth through an ongoing process of reflection and revision, both of the measures used and the practices measured.

In describing the support for implementing a system that uses multiple measures for teacher evaluation, Kane (2012) highlighted some of the strengths and weakness of classroom observations. One obstacle noted is the training of the individual completing the observation. Another obstacle noted is the potential for bias in the judgment required in classroom observations. If the evaluator is not familiar with the specific content area pedagogy and practices, subjective ratings result. A third weakness of the classroom observation measure is the time required. In order to obtain reliable measures, multiple observations by multiple raters is necessary to obtain reliable and valid ratings of performance (Cantrell, 2012; Kane, 2012). Despite the weaknesses associated with classroom observations, Kane (2012) describes the benefit of observations in providing specific feedback on pedagogy and practice. Ultimately, while no system is perfect, the benefit of using classroom observations lies in the identification of actionable measures of pedagogy and practice, assuming the observation tool is adequate and the skill level of the observer matches or exceeds that of the teacher being observed.

**Special Education Scenarios.** The Danielson Group (2014) developed scenarios for special education in response to questions from educators and supervisors regarding the evaluation of special education teachers using the *Framework*. The scenarios are defined as a set of extended examples to further clarify how the domains and subdomains apply to situations that are likely to arise in a special education setting. The focus of the *Scenarios* is on domains 2 and 3, concentrating on teachers who serve students with mild to moderate disabilities such as learning disabilities, mild cognitive impairments, high-functioning autism, and behavioral disorders. Core concepts included in the *Scenarios* emphasize using the Universal Design for Learning approach in planning and delivery of services; data-driven instruction for academic and behavioral deficits; fostering student independence through the incorporation of self-

management strategies; collaboration with general and special education teachers or related services personnel who share service to students; and working with paraprofessionals (The Danielson Group, 2014).

Given the nested approach to special education service delivery (students are often provided instruction from a variety of instructors with specific roles), the nature of direct instruction in specific skill deficit areas, the necessity of special educators to collaborate with a wide range of stakeholders; the importance of delivery not only of academic services, but also social, behavioral, and life skills instruction; and the additional paperwork and supervisory requirements of special education services, traditional observation systems and measurement tools do not capture the full range of responsibility (Johnson & Semmelroth, 2014; Jones & Brownell, 2014). Jones & Brownell (2014) investigated the effect of these varying roles and difference in practice for special education teachers within the context of Danielson's *Framework*, which has been validated and studied for general education evaluation purposes, not for special education services. The focus of the research, however, was on students with high incidence disabilities.

A review of research indicated that core teaching strategies for special education teachers include explicit, cohesive, intensive, engaging, and responsive methods focused on essential concepts, skills, and strategies. The constructivist approach, on which Danielson's Framework is based, is not necessarily appropriate for students with disabilities and, at times, may be in direct conflict with best practices being implemented (Johnson & Semmelroth, 2014). Jones & Brownell (2013) reference these skills within Danielson's *Framework*, suggesting that the evaluation instrument, pending additional research into the validity and reliability for special educators, is an appropriate measure for special education teachers of students with high

incidence disabilities. The Danielson Groups' (2014) *Scenarios* provide examples of this correlation in Domains 2 and 3 for students with high incidence disabilities. A focus on implementing the *Framework* for teachers of students with low-incidence disabilities is not provided, however (Johnson & Semmelworth, 2014). As Jones & Brownell (2013) and Ruppert, Roberts & Olsen (2015) indicate, teaching in settings for students with low incidence disabilities often varies significantly from instruction for students with high incidence disabilities. The differences in the nature and needs of the students served, the classroom and environmental structures, and the pedagogy and practices between instruction for students with low-incidence disabilities and those with high-incidence disabilities also is reflected in IDEA, as well as in the CEC standards for preparation, practice, and advanced practice (CEC, 2015; IDEA, 20 U.S.C. 1400 (D) § 662 (c), 2006). The Danielson Group's provision of explicit examples under each domain and subdomain does, however, align with recommendations from researchers. Additional supports for special education teacher evaluation include the use of peer evaluators familiar with special education services, as well as a focus on the pre- and post- observation conferences (Jones & Brownell, 2014).

### **Special Education Teacher Evaluation**

**Special education standards.** The need for inclusion of standards-based evaluations specific to special education teachers is not a new concept. Hill (1982) conducted an analysis of special education evaluations with a quantitative analysis of results from the field. The results of this study indicated that reliable measures of special education teacher performance were not in place in Illinois. The researcher suggested that further study be conducted to include a review of statutes and regulations within special education and correlating these to standard measures of teacher performance.



Colardarci and Breton (1997) conducted a study reviewing the application of Gipson and Dembo Teacher Efficacy Scale, modified for use in the unique situations of special education teachers. The authors pointed to the lack of research on measures of teacher efficacy, and teacher evaluation, within the realm of special education. The results of descriptive analysis revealed that special education teachers experienced minimal observation, feedback, or supervision within their classrooms and work. The frequency and utility of supervision efforts was found to impact the teacher's ratings of efficacy within the special education setting. Although limitations are noted within the study, research shows that a teacher's measure of self-efficacy impacts student achievement (Colardarci & Breton, 1997; Ford, Van Sickle, Clark, Fazio-Brunson & Schween, 2015).

Woolf (2013) conducted an empirical study designed to identify critical performance indicators in the evaluation of special education teachers. A quantitative analysis was used to measure the responses from three national stakeholder groups specific to special education: special education teachers, administrators, and individuals involved in special education teacher preparation programs. The participant groups were selected due to their role in providing, supervising, and preparing teachers. Participants rated the importance of the CEC's nationally endorsed standards for special education teachers, through the lens of teacher evaluation.

Woolf (2013) posited that within the realm of educational reform and focus on designing effective measures of teacher evaluation, specific measures should be designed to evaluate special education teachers. The unique nature of special education instruction, curriculum, and services require a special set of skills that should be considered in teacher evaluation to ensure teachers understand, apply, and at minimum meet the standards of the field. The results of this study reflected recommendations that special education teacher evaluations be sensitive enough

to support the unique role of special education teachers. Furthermore, it was recommended that teacher evaluation policies be developed collaboratively with education administrators, teachers from the field, and educators within teacher preparation programs (Woolf, 2013).

Coogan (2013) conducted a qualitative inquiry into teacher, administrators, and expert perceptions on the evaluation of special education teachers using a standard teaching rubric. The results of coding revealed the following themes:

- (a) that the unique roles of special educators must be acknowledged in their evaluations;
- (b) that curriculum may look different in special education;
- (c) that expected student behaviors may look different for students with disabilities;
- (d) that conferencing, to brief evaluators about the various delivery models and instructional strategies being employed to meet students' Individualized Education Program (IEP) goals, must be a prominent part of special educator evaluations; and
- (e) that teacher performance rubrics must contain indicators that document the Individualized Education Program (IEP) development and monitoring process and Response to Intervention (RtI) models (abstract)

The work of Coogan (2013) revealed that both teachers and administrators agreed that special education teachers cannot be effectively evaluated using a standard teaching rubric without substantial inference or interpretation. Furthermore, the standard teaching rubric does not distinguish between the special educators revolving roles as an interventionist and a classroom teacher; nor between the special education teacher's roles of a behavioral or social-emotional educator and that of an academic teacher. Further, standard teaching rubrics do not measure the special education teacher's primary role of developing and managing the IEP (Coogan, 2013).

Glowacki (2013) further examined the perceptions of principals in relation to the evaluation of special education teachers in Illinois. A quantitative and qualitative analysis of principal reports of self-efficacy in evaluating special education teachers revealed that evaluation

measures did not differentiate the unique roles and responsibilities of special education teachers; that administrators with special education experience rated their ability to provide quality feedback and support for professional growth at a statistically significant higher rate than those without special education experience, specifically within the context of the CEC standards; and respondents recommended revision to the evaluation rubrics that incorporate performance expectations for special education teachers.

Emerging themes from the research of Glowacki (2013) revealed that administrators would benefit from a checklist or revised tool that enumerated the specific roles and responsibilities of special education teachers to provide more effective feedback in areas of curriculum, instruction, and evaluation. Also noted was a need for measures to incorporate the special education teacher's ability to develop and manage an IEP, to facilitate meetings, and to address the unique learning needs of their students, develop measures of student progress, and address behavioral management. Administrators also indicated a need for additional training of evaluators on the unique roles of special educators in order to more effectively guide professional development, engage in professional conversations about student needs and evidence-based practices, and to understand the implications of special education law (Glowacki, 2013).

**CEC policy statement.** The CEC (2013) outlined specific recommendations for the evaluation of special education teachers. In light of teacher evaluation reform efforts, CEC acknowledges the need for rigorous models of teacher evaluation that incorporate components of student growth, provide feedback that supports professional growth and collaboration, support the use of evidence-based interventions, and are specific to the unique roles and responsibilities of special education teachers. Specifically, CEC believes that special education teacher

evaluations are only effective if they are based on an accurate understanding of special education teachers' diverse roles, measure and support the effective use of evidence-based interventions and practices, include accurate and reliable indicators of special education teacher contributions to student growth, and promote teaching as a profession in order to address the persistent problem of special education teacher retention. (p.74)

The recommendations from CEC (2013) highlight the need for special education teacher evaluations to be comprehensive, based on the specific roles and responsibilities of the special education teacher during the given year, acknowledge the specific needs of the population served, and incorporate measures of student growth in academic, as well as social-emotional and behavioral context. Furthermore, the recommendations stipulate that special education teacher evaluations should be conducted collaboratively with the special education teacher and performed by an administrator or supervisor with special education experience. Specific measures to be incorporated include responsibilities within the co-teaching context, collaboration with colleagues and families, IEP development and progress monitoring, identification and incorporation of appropriate learning strategies and programs, and classroom environment and management (CEC, 2013).

Woolf (2013) indicated in the research on special education teacher evaluation that four domains of the CEC's guidelines for practice were noted to be critical: instructional design, communication, collaboration, and ethics. Learning environment, instructional planning, and assessment were not found to be significantly different, although the study was not designed to determine order of importance. Glowacki (2013) reviewed principal perceptions of special education teacher evaluation in the context of the CEC standards of practice as well. These results indicated a statistically significant difference in the ability of administrators certified in

special education to evaluate teachers to these standards than those without special education certification. These standards are not incorporated within the evaluation tools in Illinois, but are considered to be the professional measure for special education teachers. Coogan (2013) distributed a survey and followed up with interviews of select participants. This research revealed that despite the alignment of teacher evaluation rubrics to the standards of professional practice, none were aligned to the CEC standards for special education teachers.

### **Summary**

Education reform efforts and policy development continue to place an emphasis on the need for high quality teacher evaluations that provide meaningful feedback, are standards based and provide guidance for professional development, as well as differentiate between effective and ineffective teachers in effort to improve outcomes for students. CEC, the governing body for special education services, maintains that teachers should be evaluated using the standards of practice specific to special education preparation and service delivery due to the disparities that exist in service delivery and responsibilities to students. While a review of state teacher evaluation models indicates reform efforts are incorporating standards that align preparation, practice, professional development, and efficacy for general education teachers, this is not prevalent or inclusive of evaluation models for special education teachers, despite research indicating this necessity in order to improve outcomes for students with disabilities.

## **Chapter 3**

### **Methodology**

The literature review indicates that teacher evaluations should be correlated to the standards of practice, aligned to the standards of teacher preparation, specific to the field in which the educator practices, based on multiple measures, and a tool to help improve the practice of teaching. In Arkansas, there is not a rubric specifically designed to evaluate the unique roles and responsibilities of special education teachers. This study examined the perceptions of using a teacher evaluation rubric, distinctive to special education teachers and aligned with CEC standards of practice, in a rural school district in Northwest Arkansas.

### **Research Design**

#### **Overview**

This study followed a multi-method design to assess special education teachers' and administrators' perceptions regarding Arkansas TESS as an evaluation tool for special education teachers, the perceived value of developing a special education teacher rubric due to the distinct differences in pedagogy and practice, and potential barriers to effective implementation of Arkansas TESS, such as providing effective feedback for teachers and planning and implementing professional growth plans. Variables such as gender, level of education, years of experience in education, teacher assignment, years in current assignment, role of educator, and content area specialty were identified and included in the analysis of quantitative data. The research, conducted through a brief survey, interviews, and observations guided the direction of the project.

Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005) describe qualitative research as a “systematic approach to understanding qualities, or the essential nature,

of a phenomenon in a particular context” (p.195). The authors assert that qualitative research produces scientific evidence that can effect policy design and practice. Furthermore, the authors posit that qualitative research is empirical, systematic, practical, and well reported in a context that allows the reader to determine generalizability to their setting or context. The authors further described qualitative research in special education as studies that explore the attitudes, opinions and beliefs of those involved in the field, in addition to examining personal reactions to contexts and strategies (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005).

Research design, in qualitative methods, develops as the study progresses and is dependent on the data collected. There are, however, certain design characteristics that may be contemplated as the study is in the initial development phases. Robert K. Yin (2010) describes these design characteristics as choices the qualitative researcher encounters through the process. These choices establish validity and reliability, concepts known in qualitative research as credibility and trustworthiness. This is achieved through the incorporation of techniques such as triangulation, disconfirming evidence, researcher reflexivity, member checks, collaborative work, external auditors, peer debriefing, audit trails, prolonged field engagement, thick, detailed descriptions, and particularizability (Brantlinger et al., 2005; Yin, 2010).

In this study, survey, interviews, and observation methods were used in efforts to establish triangulation through multiple means of data collection. As interviews were conducted, participants were afforded the opportunity to review transcriptions in order to ensure accurate representation through the process of member checks. Observations were a collaborative process with participants as is the nature of the teacher evaluation process. All interviews and observations were clearly documented, incorporating rich, thick details to create generalizability and particularizability for the readers, as well as to create an appropriate audit trail. The process

of peer debriefing was utilized to collaborate evidence and ensure appropriate conclusions were drawn through the interpretive process. Furthermore, throughout the process, the competing explanation, and that promoted by Danielson, was considered. Danielson has determined that special education teachers can be effectively evaluated using the standard Framework for Teaching, upon which the Arkansas TESS model is based. Danielson has developed a set of special education scenarios to assist teachers and administrators in analyzing specific examples under each domain (ADE, 2014; The Danielson Group, 2014).

The purpose of the study was to examine the perceived relevance of using a teacher evaluation rubric, distinctive to special education teachers, in a school district in Northwest Arkansas. The intention was to validate or disconfirm the addition of key indicators for special education teachers aligned with the current Arkansas TESS evaluation instrument, using a deductive approach within a qualitative study. This brought multiple levels of data collection units to be examined. The broader unit included the selected school district itself and its practices related to teacher evaluation. The narrow units are comprised of the district's self-contained special education teachers, in addition to the analysis of observations. The number of participants selected was determined through a purposive sample from the initial survey data collected, with 10 self-contained teachers indicating a willingness to participate in the qualitative portion.

Creswell (2007) describes qualitative inquiry as an exploration of how individuals perceive an event, process, or experience, describing what all participants have in common, depicting a universal essence of the variables explored. The researcher sets aside his views of the variables and analyzes the data (the text, statements, and observations) through a process of horizontalization, developing themes, a textural description and a structural description



(Creswell, 2012). In this study, the qualitative inquiry focused on the process of special education teacher evaluation using the standard Arkansas TESS rubric as compared to a modified rubric with CEC standards embedded as critical indicators within each domain for special education teachers. The perspectives of teachers were reviewed, as well as the process itself.

### **Research Questions**

Teacher evaluation systems do not address specific indicators for special education teacher evaluations. The viewpoint that special education teacher evaluations should fall under the same category as general education teachers, despite substantial pedagogical and administrative differences in execution of the distinct roles, has resulted in no differentiation of evaluation instruments for special education teachers. In an effort to further explore and address such concerns, the following research questions were developed:

1. Based on experience and role, what are the perceptions of special education teachers and administrators regarding Arkansas TESS in relation to the evaluation of special education teachers?
2. What pedagogical factors, specific to special education, do teachers perceive as being or not being effectively measured using the Arkansas TESS teacher evaluation process?
3. What do special education teachers perceive as barriers, if any, to effective implementation of the Arkansas TESS teacher evaluation process for special education teachers?

## Site Selection

Northwest Arkansas is a region comprised of four cities and several rural towns, seated in the Ozark Mountains. January 2015 report of demographics estimates a population of 494,636 for the region. The 2015 median household income was measured to be \$47,553 with a median age of 33.6. The total population above 25 years of age was estimated to be 311, 214. Of this population, 17.8% have a bachelor’s degree and 9.1% have a graduate/professional level degree (ESRI, 2015). The specific school district selected for this research is one of the four cities in this region. The estimated population in 2014 was 73, 385 with a median household income of \$41, 231 (ESRI, 2015).

This district in Northwest Arkansas was identified as appropriate suitable measure for this study due to the diversity of student and teacher population. The district reported 20,131 students enrolled in grades k-12 for the 2012-13 school year. In addition, 67.25% qualified for the federal free/reduced lunch program, 9.25% received special education services, and 43.73% had Limited English Proficiency. The district includes students of diverse ethnicities and cultures to include families from rural and urban Arkansas, from various regions around the country due to large corporations in the area, and a significant population of culturally diverse learners from a variety of Central and South American nations, Pacific Islanders, Asian and other nations (Springdale School District, 2012).

**Table 1. District Demographic Data**

<b>Category</b>	<b>n</b>
K-12 Population	20,131
Free/Reduced Lunch Eligibility	13,538
Gifted/Talented	1,923
Special Education	1,923
Migrant Students	204
Limited English Proficiency	8,805
Number of Home Languages	49
Total Certified Staff	1,444
Total Staff	2,410

The district's student population has increased over the last ten years, resulting in accelerated promotion of administration, a diverse mix of teacher experiences, and a diverse student population (Q&A: How Springdale Dealt With Population Change, 2014; Reide, 2008). The district has invested in high-quality professional development for teachers in efforts to develop high level teacher competencies. The ethnic and socio-economic diversity does not proportionally apply to the educators in the district (Q&A: How Springdale Dealt With Population Change, 2014; Reide, 2008). Additionally, this district was selected for study due to the specific nature of the population and the potential for generalizability of results.

At the time of the study, this district had 17 elementary schools, four middle schools, four junior high schools, two high schools, and two alternative high schools. There were 97 special education teachers and 28 administrators surveyed. A purposive sample was selected from the survey respondents to conduct the qualitative research components. Individuals included in the sample were special education self-contained teachers, teaching in a special class setting, who had completed a formal evaluation using the Arkansas TESS evaluation rubric and indicated willingness to participate further.

### **Human Rights Protection**

The dissertation proposal was presented to the committee. The committee determined the study was appropriate. A request for the University of Arkansas Institutional Review Board (IRB) to approve the study was submitted, following established protocols. After revisions were made to the study instruments and consent forms, school district approval was pursued. Consent from the participating school district was obtained after providing a copy of the IRB approval, a summary of the dissertation proposal, and copies of the instruments to be used in the study. Copies of the IRB and District Research Committee approval letters were included in the survey

email, as well as in the interview and observation processes. The school district requested that the Special Education Director be involved in all aspects of the study, providing approval for instruments and procedures at each step. The district also requested that interruption of the classroom for observations be minimal.

Participant information was de-identified following the qualitative portion of the research. In addition, information about participants is kept in a confidential location, available only to the researcher. Information collected through teacher observations was shared with the teachers observed, to be used for reflection by the teacher. Once all information was collected, participants were assigned a unique random number to keep their information confidential and this number attached to their survey responses, as well as interview and observation data. The University of Arkansas IRB forms and approval letter, along with the District Research Committee forms and approval letter and all consent forms are included in Appendix 2A, 2B, and 2C.

### **Instrumentation**

**Survey.** A survey was used in this study to collect descriptive statistics of the potential participants within the school district, as well as general perceptions regarding the Arkansas TESS teacher evaluation system. A purposive sampling procedure was used to select participants for the qualitative study from those who responded to the survey and met the criteria of having completed a formal evaluation using the Arkansas TESS evaluation rubric and were teaching in a special class setting.

The survey questions were developed for the purpose of gaining information regarding participants' roles in special education, years of experience in special education, level of education, settings in which the participants currently work, and the disabilities of students in

that setting, to be used in the purposive sample. Questions to gather information regarding participants' familiarity with the Arkansas TESS process, completion of relevant professional development, and their current evaluation track were included as well. In addition, questions regarding perceptions of Arkansas TESS as an effective evaluation measure, as well as perceived effectiveness in the application of Arkansas TESS to special education teachers were included.

Finally, questions exploring the relevance of evaluator experience in special education and perception of the importance in including critical indicators, ratings of selected indicators, and opinions as to whether teacher evaluation should be correlated to standards of special education teacher preparation and practice were incorporated. The indicators selected were taken from previous studies regarding special education teacher evaluation and the CEC standards of practice.

**Interview questions.** Interview questions were developed using a semi-structured interviewing process to allow for flexibility in gaining insight as additional questions, comments, or issues arose. Questions were related to the Arkansas TESS evaluation rubric, the "Scenarios for Special Education", developed by the Danielson Group (ADE, 2014), and the CEC standards of practice, with the intention of further exploring perceptions of the current teacher evaluation model and its impact on professional growth in special education.

Specifically, the interview questions focused on additional exploration of the selected teachers' perceptions regarding the current Arkansas TESS rubric, their individual experiences with the Arkansas TESS process, and the ability of Arkansas TESS to measure specific standards of preparation and practice for special education. The specific standards of practice selected for investigation were related to assessment and instruction, developing and monitoring an IEP, behavior management, and case management. Participant's knowledge and perceptions of the

“Scenarios for Special Education” presented by the Danielson group, was explored as well. Relevance of evaluator experience in special education was assessed, in addition to opinions on the utility of a specialty rubric or an observation checklist.

Follow-up questions were sent to a random sample of interviewees focused on further exploration of the revised specialty rubric, considering the most critical indicators for inclusion, the level of guidance and support it provides teachers in reflection of performance, meeting standards of practice, and identifying areas for growth, the level of guidance the teachers perceive it would provide administrators in evaluating special education teachers, and its viability as an evaluation instrument.

**Special education teacher evaluation rubric.** Participants selected through the purposive sample were observed using a modified rubric based on the Arkansas TESS model, with CEC standards for special education teacher preparation, practice, and advanced practice embedded. In addition, indicators of best practice and evidence-based instruction obtained from the QuILT, a rubric designed to observe life-skills based classrooms, were included.

All teachers and administrators used the Arkansas TESS teacher evaluation rubric, as required by Arkansas Department of Education regulations at the time of the study (ADE, 2014). The Arkansas TESS rubric used in developing the modified rubric for this study is the 2<sup>nd</sup> revision, dated July 27, 2013. Use of this revision of the rubric was approved by the Danielson Group and the Arkansas Department of Education. A more recent version is available through the electronic evaluation system in use by the state; permission was not granted to use this electronic version. The version of the Arkansas TESS rubric used at the time of the study for teacher evaluation purposes varies slightly from the rubric used in developing the modified instrument for the study. All domains and subdomains remain the same; however, the indicators were synthesized and

abbreviated prior to implementation in the electronic evaluation system. The essential nature of the indicators remains the same. The results from ratings using the modified rubric during this observation process were provided for teachers to use as reflection piece, as compared to the ratings prescribed to them through their administrator evaluation.

The standards and indicators included under each subdomain of the Arkansas TESS rubric were selected based on several conditions. First, consideration was given to specific standards identified as critical indicators for inclusion in previous research studies (Coogan, 2013; Glowacki, 2013; Johnson & Semmelworth, 2014; Woolf, 2013). Second, the CEC Professional Practice standards were reviewed to identify additional standards which correlated to the indicators within the subdomains of the existing Arkansas TESS rubric. Additionally, the CEC initial and advanced preparation standards for specific specialty areas were reviewed to identify additional criteria critical to implementing effective and advanced levels of instruction in service to special education students (CEC, 2015). See Appendix 3 for the full set(s) of standards from which indicators were selected for this research.

The inclusion of additional items from the QuILT were selected based on correlation to the indicators within the existing Arkansas TESS rubric, and their consideration as best practice or evidence-based practice in the field of special education that support the selected CEC standards by providing specific examples. The standards and practices identified in the initial review were organized according to the relevant subdomain. The selected standards were then unpacked to identify relevant components to differentiate between the Arkansas TESS ratings of Unsatisfactory, Basic, Proficient, or Distinguished. See Appendix 4 for the QuILT observation form.

## **Data Collection**

**Survey.** Once consent was obtained from the participating school district, names and email contact information were provided to the researcher. Potential participants identified included all special education teachers in the district, as well as the building level administrators acting as the special education designee. An email was distributed to the pool of potential participants briefly explaining the purpose, design, and timeline of the study, as well as addressing confidentiality, the voluntary nature of the study, and required consent. All information required by the IRB was included in the email. A copy of IRB and District approval letters were attached. A link to the survey was included in the email. A copy of the emails and survey questions can be found in Appendix 5A.

Survey Monkey, an online survey system that collects and analyzes responses, was used to collect data, maintaining confidentiality and security. A week after the initial email was distributed, a follow-up email was sent to the potential pool of participants. Fifty-three out of 125 potential participants responded to the survey, bringing a 42% completion rate, exceeding the number necessary for the survey to be statistically analyzed. The respondents included teachers and administrators from a variety of settings, with varying levels of experience in special education, and varying levels of education.

Participants who included contact information, indicating a willingness to participate further in the study, were identified. Of the 53 respondents, 18 (34%) indicated they were willing to participate in the interviews and observations. From these 18 respondents, 10 teachers were identified that met the criteria for inclusion. The teachers were assigned a number of one through ten, in order of survey completion. A random number generator in Microsoft Excel was used to select the initial five participants.



**Interviews.** As discussed, a purposive sampling procedure from survey respondents was used to identify participants to interview. A consent form was included as part of the interview process. Participant information was de-identified following observation and interview processes to protect confidentiality. Interview instruments were semi-structured, allowing the researcher flexibility in questions to be determined through listening to participants and investigating additional areas of interest that arose through the process. A copy of the interview questions can be located in Appendix 5B. Interviews were recorded to allow the researcher additional time to listen to and reflect on participant responses, during the transcription and coding processes.

Interview times were selected by the participants, to best meet their needs. Interviews lasted from 25 minutes to one hour and 15 minutes in duration. Interviewees focused their answers on a variety of areas. Some participants focused on the broad scope of special education teacher evaluation, citing examples from personal experience or knowledge. Other participants shared their experiences regarding the implementation of Arkansas TESS and their perceptions of the utility, fidelity, and reliability of the current measure. A few participants required additional prompting to understand the nature of specific questions. After interviews were completed and transcribed, the text was sent to randomly selected participants to complete member checks. This allowed participants an opportunity to clarify, expand upon, or reflect on statements made during the interview.

**Observations.** Participants identified through the purposive sampling process were provided the opportunity to be observed using the modified Arkansas TESS rubric. Participant information was de-identified following observation and interview processes to protect confidentiality. For the teachers who participated in the observation process, an informal

observation was conducted using the modified rubric, focusing on Domains 2 and 3, as is the process in Arkansas TESS. Additional observations related to critical indicators in Domains 1 and 2 were noted if observed. A copy of the modified rubric is in Appendix 5C.

The focus of observations varied to incorporate observations of classroom environment, instructional strategies and routines, student groupings, behavioral supports, and various components of the Arkansas TESS rubric. Teacher preferences or requests for areas of focus during the observation guided the process. Data obtained through the observations are maintained by the researcher in a secure location and available to the teacher upon request.

Participating teachers were provided the opportunity to select a preferred time for observation. A pre-observation conference was not required, nor were lesson plans or student information. However, a brief discussion regarding the lesson plan, classroom design, specific student needs, and teacher reflection was held prior to and immediately following the observation to allow for clarification of notations or questions of the observer. The observations lasted for a minimum of 30 minutes and up to 60 minutes, depending on time allotted and requested by the participating teacher.

If the teacher requested particular aspects of lesson design, strategy implementation, behavior management, or other areas of performance be observed, additional focus was placed in those areas and feedback provided. Two teachers did not want to be observed, although they did participate in the interview process. Although the observation processes used in this study did not meet all requirements of the Arkansas TESS procedures, insight was gained regarding the utility of the rubric, the depth and breadth of the rubric, and the potential impact of the rubric on individual evaluations.

**Timeline.** Research was primarily conducted during the 2014-2015 school year, beginning in April 2015 and continuing through June 2015. This included the survey distribution, interviews, and observations. Additional questions for clarification, member-checks, and reflections occurred during the 2015-2016 school year.

### **Data Analysis**

Information gathered through survey, interview, classroom observations, and analysis of evaluation were coded and analyzed according to themes identified. Results were presented in narrative and table format, with extended discussion of the results in the discussion section. All three research questions resulted in qualitative analysis.

**Survey.** Data obtained through the survey was downloaded into Microsoft Excel and organized to display demographic information of the participants, as well as to develop frequency tables and figures to present general perceptions and ratings of specific indicators. These can be found in Appendix 6A, with select figures in the results section for analysis. Appendix 6D is a copy of the raw data generated from Survey Monkey. Following a review of the frequency tables and figures, it was determined that additional analysis would benefit the study. The responses were analyzed further using the program Statistical Package for the Social Sciences (SPSS), a predictive and analytic statistical software program. The survey responses were imported into SPSS from Microsoft Excel. The variables were coded and values assigned. Initial frequency tables were generated to view response data. These tables are included in Appendix 6B, with all tables and figures derived from the SPSS analysis. Following this, data were recoded and redefined to combine variables for interpretation. A cross-tabular analysis was used to analyze perceptions of Arkansas TESS disaggregated by demographic data.

Specific comparisons included in the analysis focus on the comparison by role of all survey questions. Within the roles all elementary and secondary levels were combined with the new categories labeled as administrator, resource, inclusion, and self-contained. The following questions: (1) Arkansas TESS as an effective evaluation tool for all teachers; (2) perceptions of Arkansas TESS as an evaluative measurement for special education teachers; (3) perceptions of the potential impact the inclusion of indicators specific to special education standards of preparation and practice may have on the evaluation process for special education teachers; (4) perceptions as to the need for a specialized rubric compared to special education teacher perceptions; and (5) perceptions regarding the current Arkansas TESS rubric's measurement of teacher performance for ten specific CEC standards. Due to the number of respondents per category, as well as the omission of specific information regarding role, level of education and experience, responses were not able to be statistically analyzed by role, level of education, or experience. The cross-tabular analysis focused on the role of the respondent for each of the survey questions. Select results for the cross tabular analysis tables and figures are included in Chapter 4, with all included in Appendix 6C.

**Interviews.** The information obtained through participant portrayal of their experiences, the context and situations that influenced these experiences, and the discovery of correlations of Arkansas TESS to special education standards was transcribed verbatim. The transcriptions can be found in Appendix 7A. The unit of analysis in the interview process was the teachers' description of experiences being evaluated and self-reflection of their performance using the current Arkansas TESS rubric. The transcribed text was then reviewed multiple times by the researcher, focusing on identifying applicable statements, identifying codes, and developing themes. The review examined how the participants described Arkansas TESS as an evaluation

measure for teachers in general, as well as for special education teachers. Teachers' responses to questions regarding specific CEC standards assisted in further exploring whether Arkansas TESS is perceived by special education teachers as an effective evaluation measure of special education teacher performance.

Issues such as the purpose and value of the evaluation process, identifying what makes an evaluative tool or process an effective and meaningful practice that promotes reflection and growth, what teachers perceive as important in an evaluation relative to their reflection and growth, as well as the characteristics of a good evaluator were noted in the initial review of the transcripts. The text of the interviews was then placed in a table, with responses organized by interview question and teacher to further investigate the responses. This led to the first level of coding. See Appendix 7B for this table.

This first level of coding consisted of reviewing the table of responses by question and teacher. Relevant text was highlighted and notations added to begin identifying specific statements describing the participant experiences, statements expressing their thoughts, the contexts, and the essence of the evaluation process as they experienced it. Following the review of the transcripts with this focus, the highlighted text and annotations were analyzed to develop the first level of codes.

A review of the literature, research questions, and items included in the survey and interview questions was then conducted. A table was generated to organize the potential for each research question to be answered through the analysis of the survey data, interviews, and observations. Potential codes and themes, derived from the further exploration of the literature review, from the interview transcripts, and from the observations, were placed into a table for reference. This Table is included in Appendix 7C.

The second level of the coding process consisted of sorting the table containing the text of the interviews by the first level of codes. A list was generated, consisting of the first level codes with corresponding statements and annotations for additional analysis. Similar codes, statements, and annotations were combined to generate the second level codes. The table was sorted by the second level codes and the text reviewed again with notations made in regards to the emerging themes. The second level codes were then organized according to the potential themes.

Through this process of horizontalization, the interview text was coded and clusters of meaning were identified. These codes were then grouped by common themes that emerged through the analysis of the interviews. Specific verbiage and quotations that highlighted the identified themes were extracted from the text to be delineated in the results and discussion. As an additional step in efforts to connect the teachers' perceptions to the themes, a table was created that organized key statements from the interview transcripts by potential category or theme. An outline was then generated to further develop the narrative and present the results. The tables generated through the analysis are included in Appendix 7D. Two professors from the special education department participated in a peer review of the interview transcripts. We met and discussed our findings and determined we had identified similar codes and themes, further validating the process.

**Observations.** Data from the observation process included notations, quotes, and examples of potential evidence or artifacts identified during the observation. This was reviewed and organized into table format by teacher. The initial table developed identifies the number of indicators measured under each subdomain across teachers. After reviewing this table, a table organized by teacher that listed indicators noted as unsatisfactory or basic using the modified

rubric was developed (see Appendix 8B). A third review of this data lead to the identification of themes, corresponding to the themes identified through the interview analysis and discussed in chapter four.

To present the results, a table was developed that included the Arkansas TESS rubric with the number of indicators met under each category of the subdomains; this was designed to be used to compare the text of the Arkansas rubric to the number of indicators met using the modified rubric. A second table developed for presentation of the data organized measures of the critical attributes by subdomain, to note the number of participants that did not meet proficient or distinguished based on the critical attributes included in the rubric. In addition, notations from the observations which supported the teachers' perceptions were identified for inclusion in the review of the interview transcripts. This organization of the data presented an opportunity to review and analyze the utility of the process, within the context of the current Arkansas TESS rubric as compared to the modified rubric generated for this study, as well as within the context of the teachers' expressed perceptions.

### **Validity and Reliability**

**Researcher.** The researcher's credibility and trustworthiness is obtained through transparency, methodological nature of the analyses, and the adherence to data, as explained by Yin (2010). To achieve this, all processes, procedures, and data are included in the final report for participants, peers, or colleagues to review. The detailed description of the methods used in analysis, along with the presentation of all data obtained, permit review of the data by inquiring investigators leading to confirmation and potential refinement of the identified practices critical in special education teacher evaluation, reflection, and professional growth.

Within the interview process, a rapport was established between the researcher and participants through a relaxed, conversational tone. The process was explained in the opening exchange as a semi-structured interview, utilizing a general framework to organize the interview, while allowing the participant responses, thoughts, and experiences to navigate the conversational direction. Given the researcher inherently has a broader understanding of the philosophical nature of the issues being explored, the researcher attempted to suspend understanding through focusing on the participant sequencing. The researcher used open-ended questions, listened to participant responses, and asked follow-up questions to better understand the perspectives of the participants. While remaining neutral in overall tone, the researcher also validated the responses of the participants through sharing similar experiences, as well as providing connections and examples that expand upon the initial responses as a method of probing for additional information.

The observations using the modified Arkansas TESS rubric occurred after the initial interview, so rapport was previously established. To maintain that rapport and trustworthiness, the researcher presented the observation as an informal process designed to evaluate the tool, not the participant. The researcher allowed the participant to identify the focus of the observation, such as specific aspects of classroom or behavior management, instructional methods or implementation of evidence-based practices. Following the observation, the researcher and participant briefly reviewed the rubric, and discussed the area of interest the participant had indicated. The discussion highlighted the positive aspects of the observation and allowed the participant to identify areas for growth.

**Instrumentation.** While specific tools used in the study were not validated prior to research, the processes of the qualitative research provide components of validity and reliability.



The intention of the survey was to obtain respondent demographics and respondent opinions on topics related to special education teacher evaluation, as well as to obtain potential participants for the qualitative study through a purposive sample of participants for further exploration of their perceptions via interview and observation. The Arkansas TESS rubric is currently being analyzed for validity and reliability of measures through the ADE. The CEC standards of preparation and practice are reviewed on a structured schedule by experts in the field. The inclusion of the selected standards and indicators to improve special education teacher evaluation were evaluated by participants through the interview process, as well as by the researcher during the observation processes.

**Analysis.** Validity and reliability of the data analysis process was addressed through the inclusion of member checks, peer review, an audit trail, and triangulation of the data. A random sample of interview participants was selected to complete member checks. In this process, the participants were provided a copy of the interview transcription and given opportunity to review, revise, clarify, or expand upon their initial responses to ensure their intended descriptions and opinions were delivered.

The interview responses were compiled, disassembled, reassembled and interpreted as described in detail above. The delineation of specific processes, as well as the inclusion of results from all stages of analysis created an audit trail. This method in qualitative research ensures that participants, peers, or colleagues can replicate the process and receive similar results (Creswell, 2012). Furthermore, validity of findings was verified through the triangulation of data obtained from three different methods: the survey, the interviews, and the observations. Results and analysis of all three forms were compared for common themes to further identify significant findings and practices related to special education teacher evaluation processes.

A final step in obtaining reliability was the peer review process. The peer review process provided an opportunity for two experienced researchers to review the analysis of the survey, interview, and observation data to determine if similar themes, descriptions, and significant statements were identified. Similar textural description of the underlying, essential structures necessary to develop effective practices emerged.

### **Risks and Benefits**

There were no perceived risks with the implementation of this study. The potential benefits of the study included improved evaluation of special education teachers, leading to individualized professional development, and improved teaching and practice. More importantly, the students will benefit from improved teaching.

### **Summary**

This study as implemented was a multi-method inquiry incorporating a brief survey with qualitative inquiry for the purpose of examining the perceptions of special education teachers and administrators regarding Arkansas TESS as an effective evaluation measure for special education teachers, as well as their perceptions regarding the development and use of a teacher evaluation rubric distinctive to special education teachers, based on their experiences with the recently implemented teacher evaluation system. The study involved a survey of all special education teachers in the district who were inclined to participate. From the survey, a purposive sampling procedure was utilized to identify teachers in self-contained classrooms who had participated at various levels of the Arkansas TESS evaluation process. These teachers were interviewed and observed using the researcher developed specialized rubric aligned to CEC standards of practice. The perceived impact of using a specialized rubric was evaluated through the identification of themes throughout the survey, interviews, and observations.

The knowledge that state level teacher evaluation systems consistently do not address specific indicators for special education teacher evaluations, despite substantial pedagogical and administrative differences in execution of the distinct roles, drove the inquiry regarding the evaluation of special education teachers using the standard rubric under the Arkansas TESS process, as well as the potential impact and increased validity of using a specialized rubric.

## **Chapter 4**

### **Results**

The purpose of this study was to examine the perceptions of special education teachers and administrators regarding Arkansas TESS as an effective evaluation measure for special education teachers, as well as their perceptions regarding the development and use of a teacher evaluation rubric specific to special education teachers. This multi-method study incorporated a brief survey, sent to all special education teachers and special education building designees in a school district in Northwest Arkansas, interviews of select participants, as well as observations of those select participants' classrooms. The survey provided initial perceptions of Arkansas TESS as an evaluation measure for special education teachers from certified district staff providing special education services. A purposive sample was derived from the survey respondents to select teachers for interview and observation to further explore their perceptions regarding the use of a modified rubric, designed using CEC standards of practice for special education teachers as critical attributes. This rubric followed the format and domains within the Arkansas TESS teacher evaluation rubric with the critical attributes listed under each subdomain. The questions that guided this study were:

1. Based on experience and role, what are the perceptions of special education teachers and administrators regarding Arkansas TESS in relation to the evaluation of special education teachers?
2. What pedagogical factors, specific to special education, do teachers perceive as being or not being effectively measured using the Arkansas TESS teacher evaluation process?

3. What do special education teachers perceive as barriers, if any, to effective implementation of the Arkansas TESS teacher evaluation process for special education teachers?

The results from the analysis of the survey data, semi-structured interviews, and observations are presented, beginning first with an analysis of the survey data, then followed by analysis of the interview data organized within the framework of the identified themes. Following the results of the interview data, an analysis of information attained through observations using a modified Arkansas TESS rubric which incorporates critical attributes derived from the CEC standards of preparation and practice. The results of the survey indicate that the majority of the respondents agree that Arkansas TESS is an effective measure of teacher performance; however, the majority also agrees that Arkansas TESS is not an effective measure for special education teachers. Respondents agree that critical indicators or standards of practice specific to special education are not measured in Arkansas TESS and that a measure specific to special education would improve the evaluation process for special education teachers.

Through the analysis of the interview transcripts, three primary themes emerged: (1) teachers value the evaluation process and desire a means for measuring growth and identifying areas for advancing practice; (2) the perceived impact on the validity of TESS due to significant differences in competencies and practices for special education teachers as compared to general education teachers; (3) and the perceived challenges of implementing TESS with fidelity for special education teachers as it is written. The results from the interview transcripts are presented within the framework of these three themes, and supplemented with notes derived from the observation analysis.

Following the analysis of the interviews, a review of information gleaned through the observations is presented. These observations were conducted at a time the teacher selected. The teachers were given an opportunity to share the goal of their professional growth plans, to use as a guide for areas to focus during the observation, or to select an area of focus related to the lesson being delivered. The purpose of the observations was to evaluate the utility of the modified rubric as compared to the Arkansas TESS evaluation rubric, as well as to provide the teachers with potential areas for growth that are specific to the CEC standards. The intention of the observation was not to evaluate the teachers. Through the analysis of the observations, three primary themes emerged. The themes are as follows: (1) the differences in pedagogy and practice, as well as expectations of students, affect the utility of Arkansas TESS as an evaluation measure of teachers in the special class setting; (2) the modified rubric provided specific examples of pedagogy and practice to be used in evaluating performance within the subdomains, as well as meaningful feedback to teachers; and (3) the Professional Growth Plans developed by the teachers observed are consistent with the areas for growth noted in the observation. The results are presented within this framework.

The analysis of the survey, interview, and observation results is followed by a summary and conclusions, combining the information attained through all three sources of data and presenting it within the framework of the research questions. Chapter five includes a detailed discussion of the results within the context of connections to the literature review, limitations of the study, implications for current practice, and recommendations for future research.

## **Survey Results**

**Demographic data.** Table 2 delineates selected demographics of the survey participants, to include the role served in the school setting, the number of years of experience teaching in

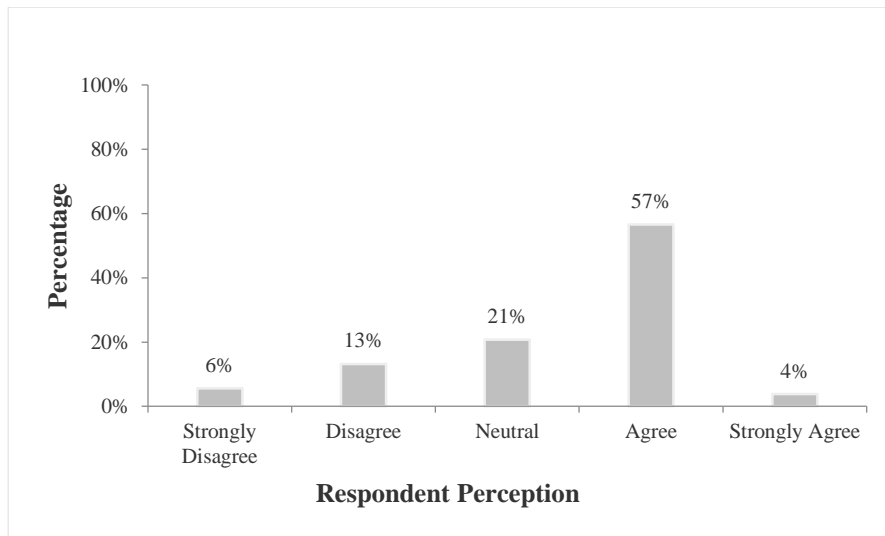
special education, and level of education. Of the 53 respondents, 32% were resource teachers, 34% self-contained teachers, 6% inclusion teachers, and 21% administrators. Those serving at the secondary level comprised 38% of the respondents, while 55% percent serve at the elementary level. As indicated, 34% have an undergraduate degree, while 66% have attained a graduate degree.

**Table 2. Selected Demographics of Survey Participants**

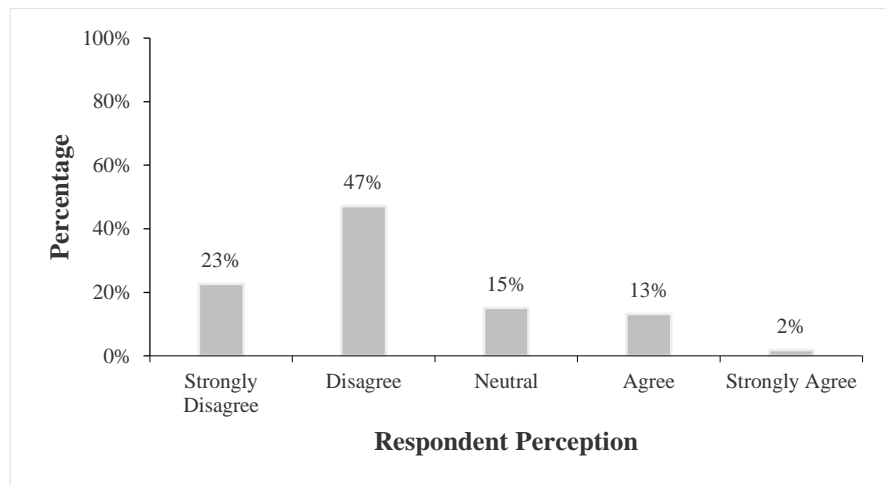
	Number	Percent
<b>Current role in special education</b>		
Special Education Resource Teacher - ELEMENTARY	9	19.1%
Special Education Resource Teacher - SECONDARY	6	12.8%
Special Education Self-Contained Teacher - ELEMENTARY	9	19.1%
Special Education Self-Contained Teacher - SECONDARY	7	14.9%
Special Education Inclusion Teacher - ELEMENTARY	0	0.0%
Special Education Inclusion Teacher - SECONDARY	3	6.4%
Building Level Administrator/Special Education Designee - ELEMENTARY	8	17.0%
Building Level Administrator/Special Education Designee - SECONDARY	2	4.3%
Other (please specify)	3	6.4%
<b>Years of experience teaching in special education</b>		
0-3 years	13	24.5%
4-6 years	4	7.5%
7-10 years	8	15%
11-15 years	9	16.9%
16-20 years	10	18.9%
>20 years	9	16.9%
<b>Level of education</b>		
Undergraduate Degree	16	34.0%
Master's Level Degree in Special Education	16	34.0%
Master's Level Degree in Education Administration	13	27.7%
Specialist Degree in Special Education Curriculum	1	2.1%
Specialist Degree in Education Administration	1	2.1%
PhD or ED. D in Education	0	0.0%

**Participant responses regarding perceptions of TESS.** The following figures indicate the percentage of respondents who agreed or disagreed, using a Likert rating scale of one to five, to general statements regarding Arkansas TESS. Figure 1 delineates responses to the question regarding respondents' general perceptions of Arkansas TESS as system of evaluation for teachers. While 61% of respondents agree that Arkansas TESS is an effective measure of teacher

performance, 70% do not agree it is an effective measure of special education teacher performance, as indicated in Figure 2 below.



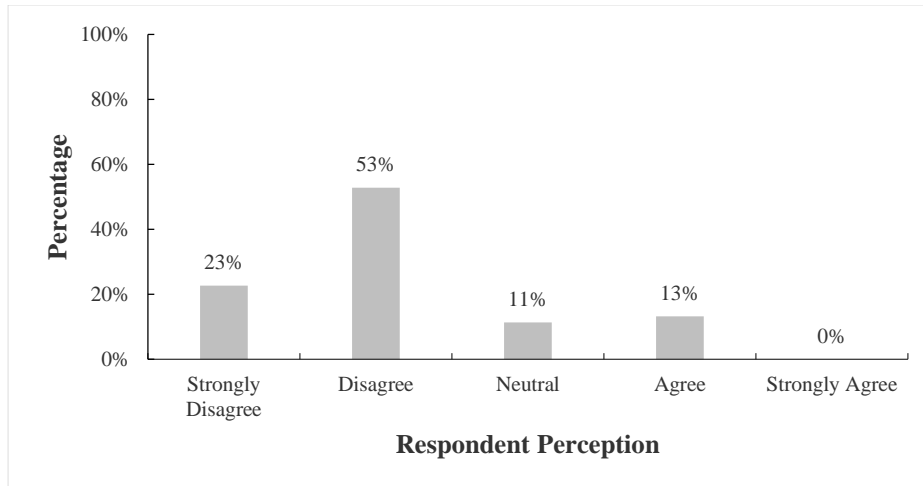
**Figure 1. Arkansas TESS is an effective measure of teacher performance**



**Figure 2. Arkansas TESS is an effective measure of teacher performance for special education teachers**

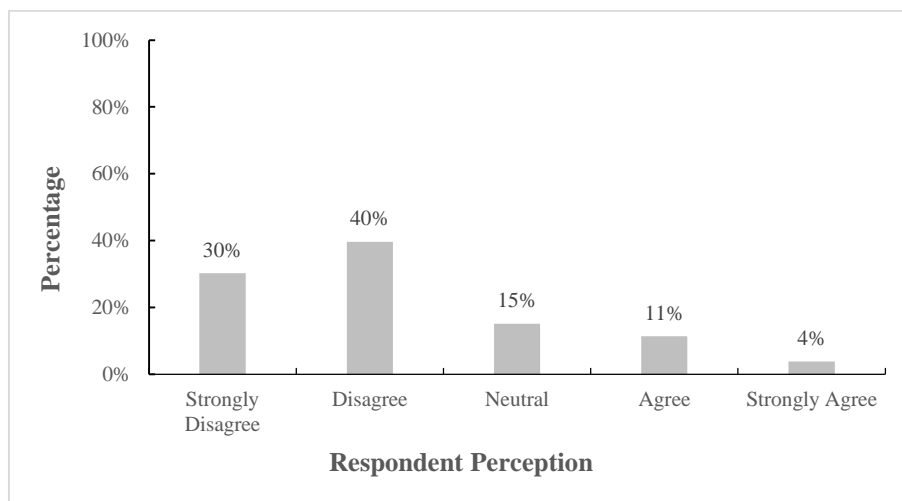
More specifically, Figure 3 represents the results of the question regarding perceptions of Arkansas TESS and its measure of critical attributes for special education teachers. As noted below, 76% of the respondents do not perceive Arkansas TESS to be a valid measure of factors specific to special education teachers.



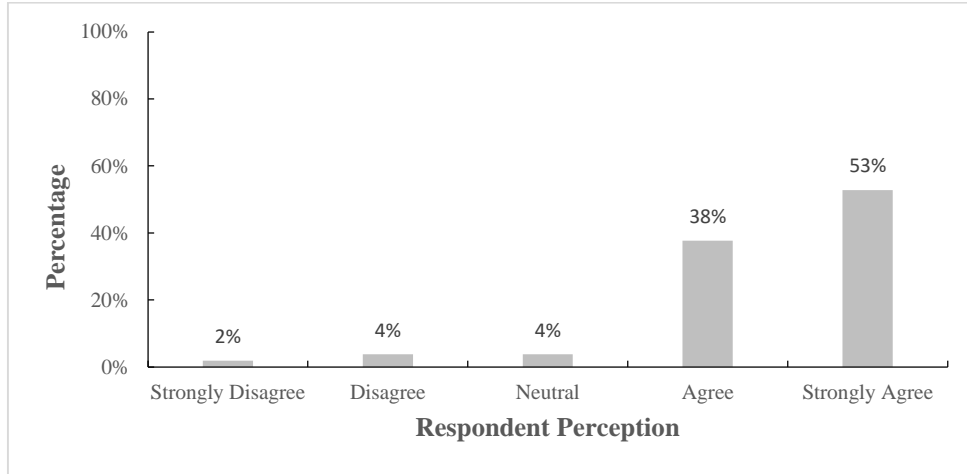


**Figure 3. Arkansas TESS addresses critical attributes for special education teachers**

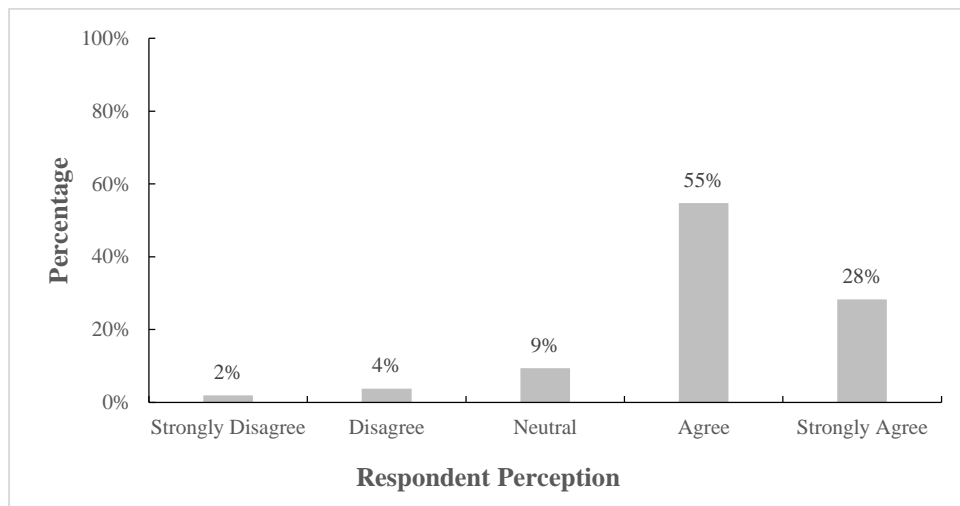
When asked whether the participants felt an evaluator that did not have direct experience providing special education services would be able to effectively evaluate a special education teacher using the Arkansas TESS rubric, 76% of participants did not agree (Figure 4). Figure 5 represents the 91% of respondents who agree that a rubric designed specifically for special education teachers would increase the fidelity of Arkansas TESS and Figure 6 shows the 84% of respondents who agree that an evaluation tool should be correlated to standards of preparation, practice, and advanced practice within that field.



**Figure 4. Evaluator experience in special education services affects special education teacher evaluation**



**Figure 5. A rubric specific to special education teachers would increase fidelity of Arkansas TESS**

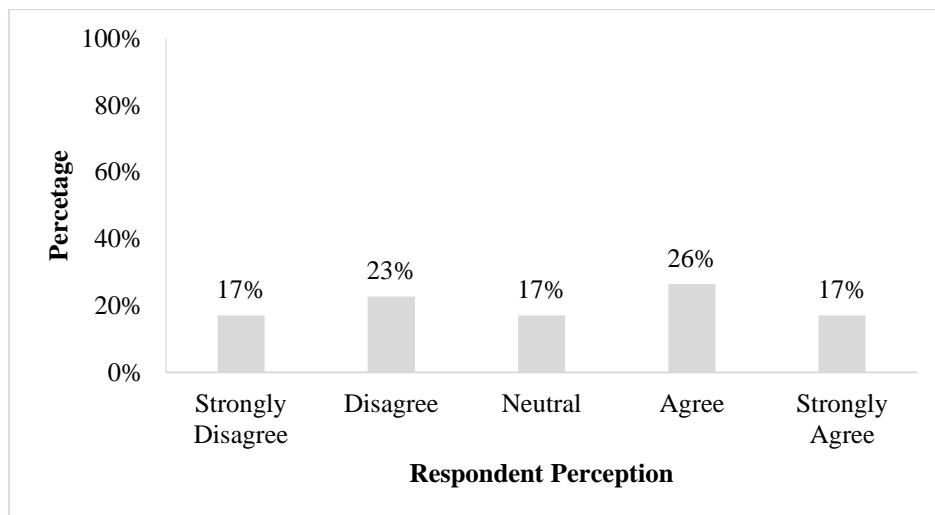


**Figure 6. Evaluation should be correlated with standards of preparation, practice, and advanced practice**

A majority of respondents indicated that a specialized rubric would more effectively measure performance of special education teachers, and a majority agreed that the current rubric did not measure critical attributes for special education. However, when asked about specific standards for special education teachers, the responses were varied across all questions. The standards selected for consideration include IEP development, uses evidence-based practices for

behavior support, regularly maintains and reviews progress data, designing instruction and assessment specifically to student needs, and implements appropriate evidence-based practices with fidelity. Due to the even distribution of responses across ratings and subgroups, further analysis using a cross-tabular function was conducted, differentiating responses between various groupings, as described in the section that follows.

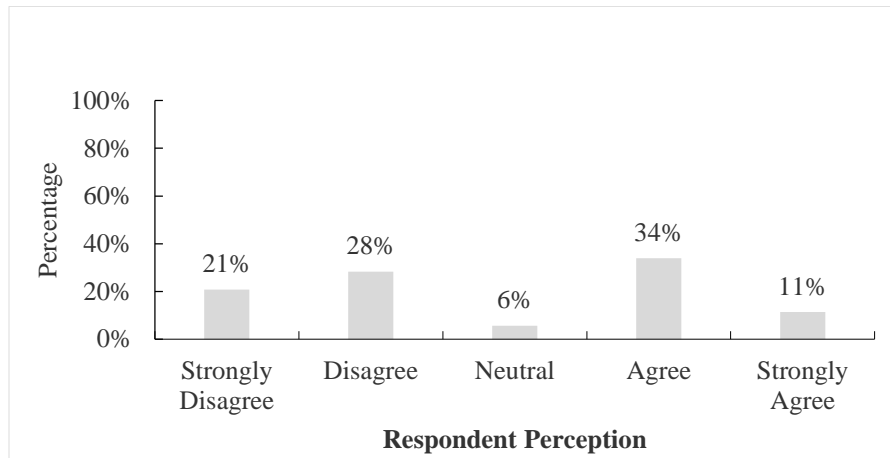
**Survey participant responses regarding CEC critical attributes.** Participants were asked to rate specific CEC standards of preparation and practice, as to their inclusion in Arkansas TESS. These standards were selected from the previous research and CEC policy statement discussed in the literature review. The figures below represent the percentage of respondent perceptions as to the inclusion of a few of these attributes, using a Likert rating scale of one to five. All figures are included in Appendix 6A. Figure 7 displays responses related to the provision of services that are appropriate and sensitive to specific disabilities.



**Figure 7. Provision of services is appropriate and sensitive to specific disabilities**

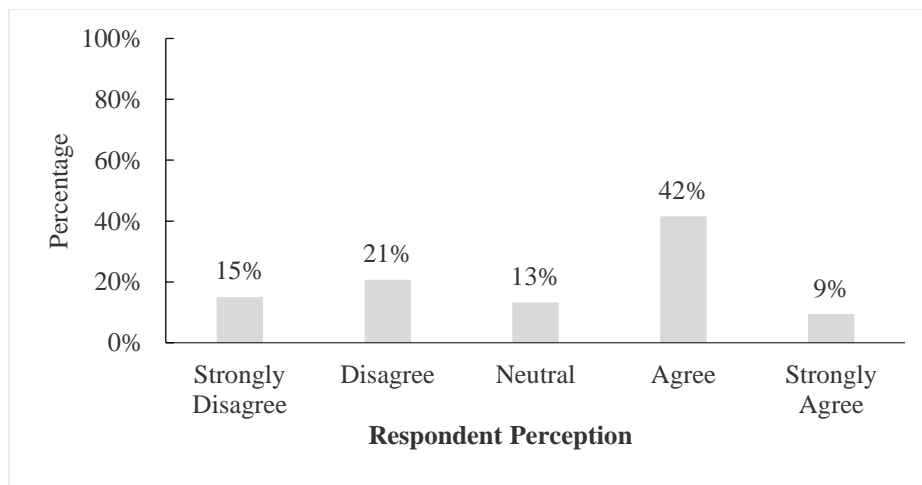
As indicated, responses occur across ratings, with 40% disagreeing that this standard is addressed in Arkansas TESS, while 43% agree that is considered in the current evaluation rubric.

Figure 8 provides responses related to the development of an IEP that is based on data and incorporates goals and objectives.

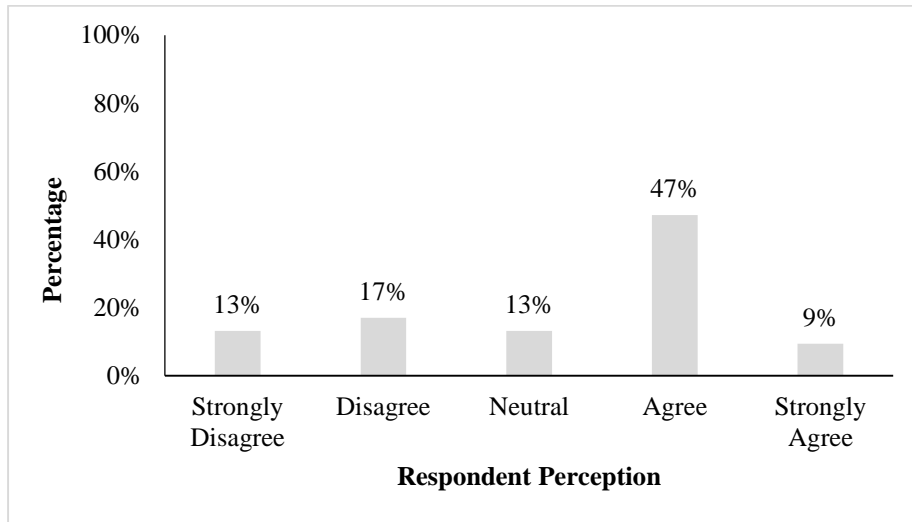


**Figure 8. Develops comprehensive IEP, based on student data, incorporating measurable goals and objectives**

Again, responses occur across ratings. 49% disagree that this is included in Arkansas TESS, while 45% agree it is addressed. Figure 9 provides participant perceptions regarding the standard that special education teachers engage in evidence-based strategies for behavior support and Figure 10 responses are related to engaging in evidence-based practices with fidelity.

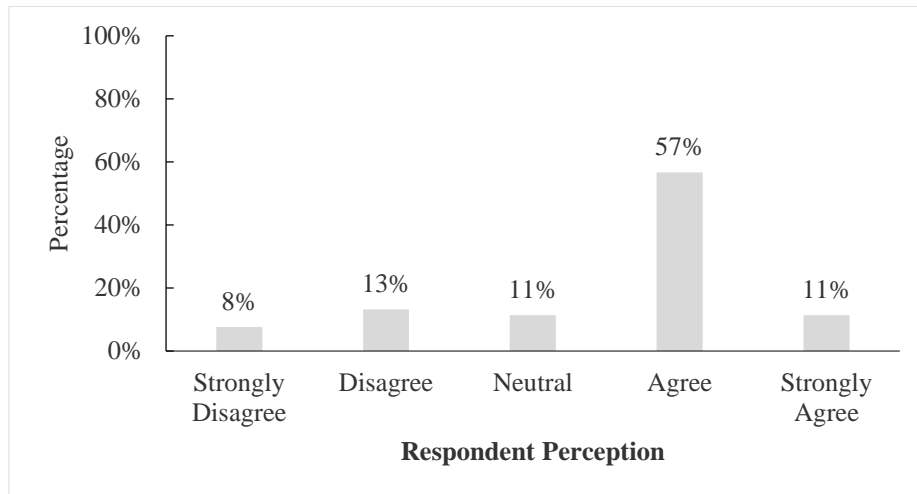


**Figure 9. Engages in evidence-based strategies for behavior support**



**Figure 10. Utilizes evidence-based practices with fidelity**

Responses regarding the standard for using evidence-based practices for behavior indicate that 51% agree that this is evaluated using the Arkansas TESS rubric, while 36% disagree and 13% being neutral. Utilizing evidence-based practices, in general, with fidelity was rated by 56% in agreement that this is addressed in Arkansas TESS and 30% disagreeing. Figure 11 includes responses regarding the collection and review of data.



**Figure 11. Regularly collects and reviews student progress**

Responses indicate that 68% of survey participants agree that the regular collection and review of data is addressed in Arkansas TESS.

Participants indicated in survey question seven, when providing a rating for perceptions regarding Arkansas TESS in general, that a specialized rubric would more effectively measure performance of special education teachers. Overall, the majority (83%) agreed with this statement. Additionally, a majority agreed (91%) that the current rubric did not measure critical attributes for special education. This information is indicated in Figures 5 and 6. When asked about whether or not participants perceived specific standards as addressed in Arkansas TESS, through survey question 8, the responses indicated a range of perceptions for each standard, with no standards having a significant majority in agreement or disagreement. To further analyze this, SPSS was used to run a cross-tabular analysis of the participants' perceptions of Arkansas TESS and its measurement of specific CEC standards to determine if the participants' role in special education affected perceptions.

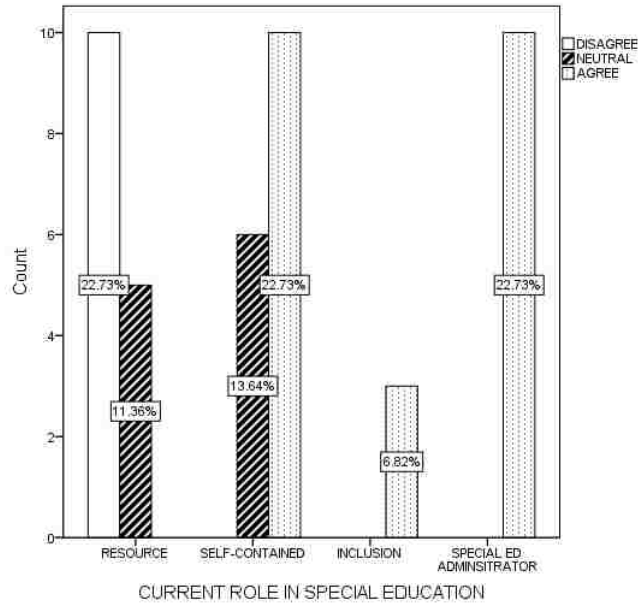
**SPSS analysis.** To evaluate the responses by current role in providing special education services using cross-tabular analysis, SPSS was used to organize and analyze the data. The survey responses were imported into SPSS from Microsoft Excel. The variables were coded and values assigned. Initial frequency tables were generated to view overall response data. These tables are included in Appendix 6B. Following this, data were recoded and redefined to combine variables for interpretation. Specifically, the response categories from the Likert scale were combined with the variable name and value redefined as follows: disagree/strongly disagree renamed disagree and coded as a -2; neither agree nor disagree was renamed as neutral and coded as 0; and agree/strongly agree was renamed as agree and coded as 2. In addition, the original category of "role" was categorized as administrator, inclusion teacher, resource teacher,

and self-contained teacher with the distinction of elementary and secondary level. This distinction further limited the sample size within each variable category, therefore they were combined with the new categories labeled as administrator, resource, inclusion, and self-contained.

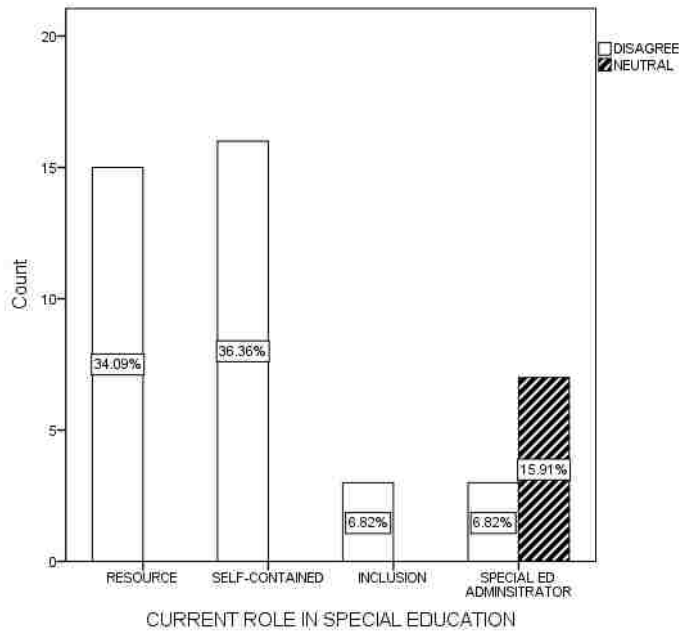
As noted, the sample size limits statistical analysis for significance by role, level of education, or years of experience; however, the cross-tabular analysis does provide a paradigm through which to view the data more closely with responses categorized by role. Below, in Figure 12 through Figure 20, bar graphs display responses to following questions: (1) Arkansas TESS as an effective evaluation tool for all teachers; (2) perceptions of Arkansas TESS as an evaluative measurement for special education teachers; (3) perceptions of Arkansas TESS in measurement of critical indicators specific to special education services; (4) perceptions as to the effect administrator experience in special education has on evaluation of special education teachers (5) perceptions as to the need for a specialized rubric compared to special education teacher perceptions; and (6) perceptions regarding the current Arkansas TESS rubric's measurement of teacher performance for the following CEC standards: IEP development, implementation of evidence-based practices to address behavior, provision of appropriate services, and provision of instruction across areas of functioning. The results of cross-tabular analysis for all survey questions regarding perceptions of Arkansas TESS for special education teachers and measurement of critical indicators, to include frequency tables, cross tabular analysis tables and figures, are included in Appendix 6C.

Reviewing the responses by category, it is clear that all administrators indicated agreement in TESS as an effective measure for general education teacher performance, as did all inclusion teachers and most self-contained teachers. Resource teachers, however, all disagreed

with this statement. This is noted below in Figure 12. In Figure 13, all special education teachers disagree with TESS being an effective measure for special education teachers, while administrators indicated disagreement or neutral.



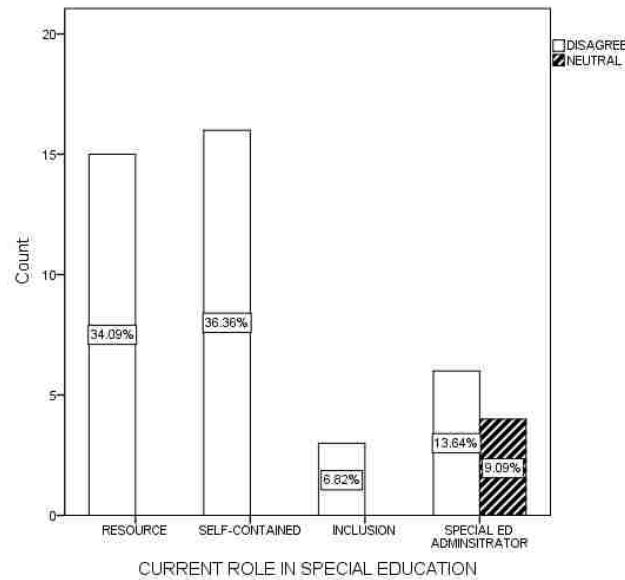
**Figure 12. TESS is an effective measure for general education teachers**



**Figure 13. TESS is an effective measure for special education teachers**

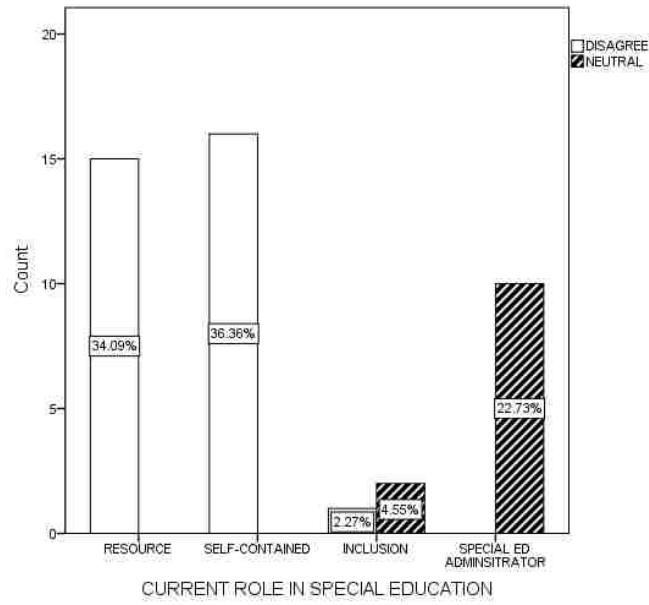


With regard to the critical attributes of special education practice being addressed in the Arkansas TESS measure, it is clear again the all special education teachers disagree, while administrators are again neutral or disagree (see Figure 14). Out of the respondents included in the analysis, no one indicated agreement with the critical attributes of special education teachers being effectively measured in Arkansas TESS, just as no one indicated agreement with the current measure being effective for special education teachers, as displayed in Figure 13.

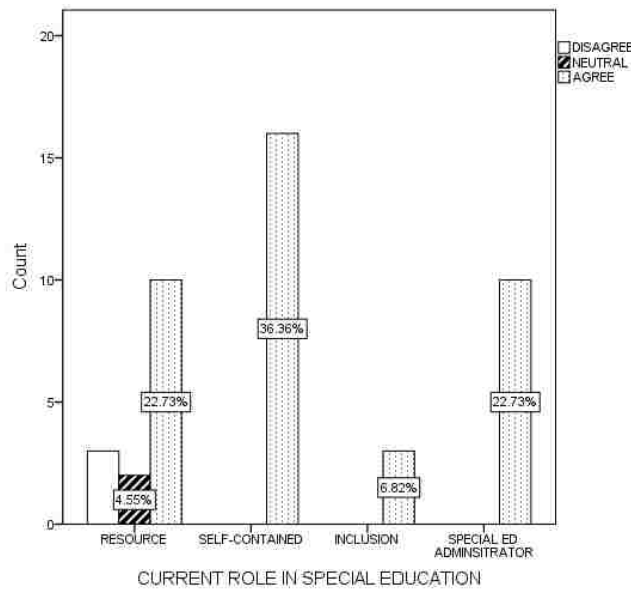


**Figure 14 TESS addresses critical attributes for special education teachers**

Figure 15 displays responses regarding the level of experience in special education that an evaluator has effecting the evaluation. Again, zero respondents agree that an administrator without direct experience in providing special education services could effectively evaluate a special education teacher. Administrators all responded with neutral, while all resource and self-contained teachers responding with disagree. Figure 16 represents the 88% of respondents across categories who indicated a specialty rubric would improve fidelity of special education teacher evaluation.

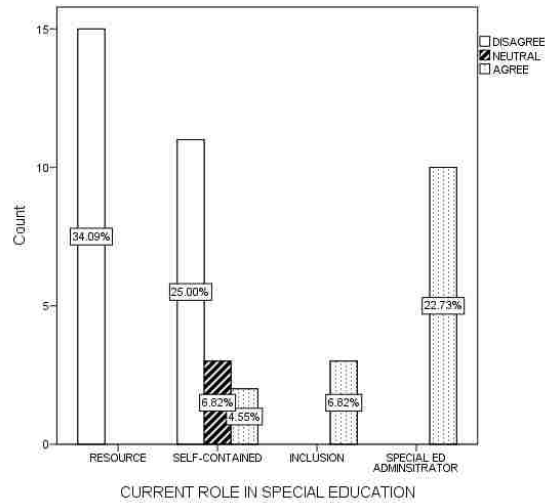


**Figure 15. Evaluator experience in special education effects evaluation**



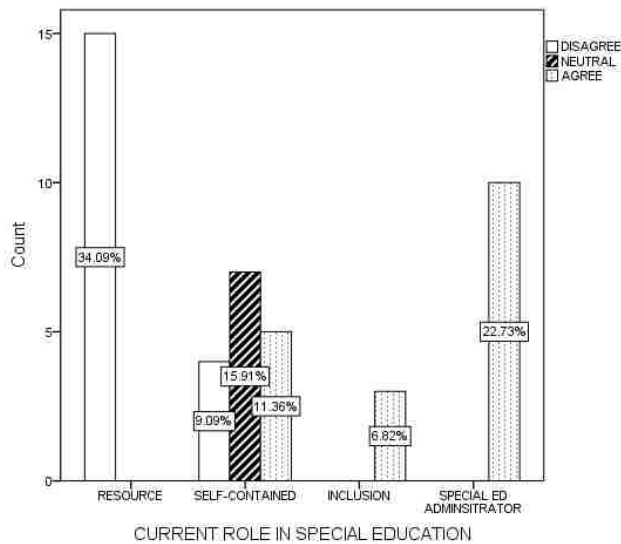
**Figure 16. A specialty rubric for special education is appropriate**

With regards to the measurement of specific indicators correlated to CEC standards, the responses again are divided.

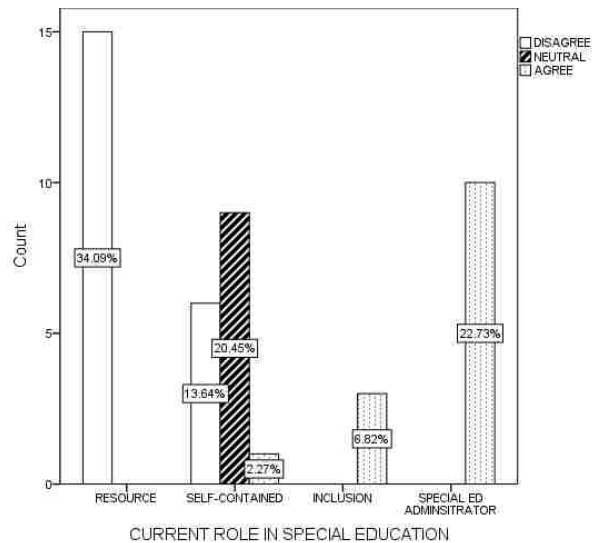


**Figure 17. Arkansas TESS effectively measures the development of an IEP**

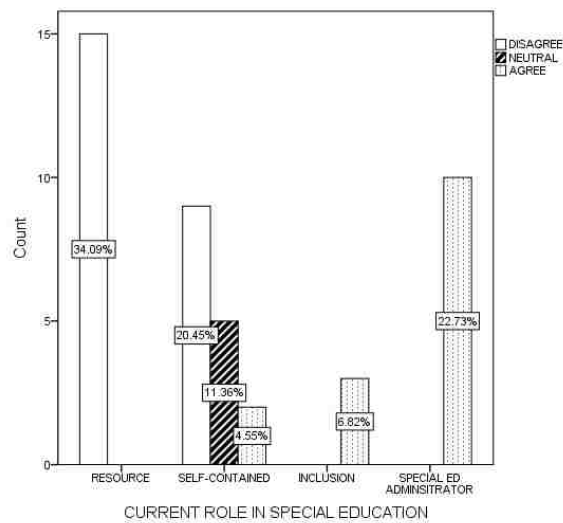
Figure 17 indicates responses with regard to the measurement of appropriate IEP development. Inclusion teachers and administrators all agree this is measured, resource teachers disagree, while self-contained teachers are divided. Figure 18 displays a similar pattern of responses with regards to the use of evidence-based practices to address behavior, as does Figure 19 in response to the provision of appropriate services based on disability and individual student needs and Figure 20 for the provision of appropriate instruction across areas of functioning.



**Figure 18. Uses appropriate evidence-based practices to address behavior**



**Figure 19. Provides appropriate services based on disability and individual needs**



**Figure 20. Provides appropriate social, emotional, and functional instruction**

All administrators agreed that each of the ten indicators listed are effectively measured in the current Arkansas TESS rubric, despite all agreeing a specialty rubric would be appropriate and either disagreeing or remaining neutral in responses regarding the current Arkansas TESS rubric addressing critical attributes or being an effective measure for special education teachers. Resource teachers appear to have strong opinions regarding the use of Arkansas TESS for special

education teachers as well as general education teachers. All resource teachers indicated that they disagree with all but two of the critical indicators being effectively measured in Arkansas TESS. The resource teachers remained divided regarding the indicators for appropriate data collection and using assessment data to plan instruction. Analyzing responses regarding perceptions of TESS for special education teacher evaluation through a cross-tabular process by role providing some additional insight. However, responses are still somewhat divided among special education teachers. Resource teachers appear to have the strongest opinion regarding the use of Arkansas TESS, indicating a need for further exploration. Resource teachers often provide services across a range of services, settings, and disabilities and this could be perceived as impacting effectiveness. However, the number of respondents who agreed to be interviewed from this category was limited to four of the 18 who responded a willingness to participate further. Administrators were not available to be interviewed, but inquiring further regarding the reasons for using a specialty rubric may provide insight into the development. The inclusion teacher population was limited to three respondents. Self-contained teachers, however, had a stronger sample size willing to participate, with 10 of the 16 survey respondents willing to participate in the qualitative study. With the unique nature of the pedagogy, roles and responsibilities of this category, these teachers were selected as the purposive sample.

### **Interview Analysis**

Ten respondents from the survey were selected for participation in semi-structured interviews using a purposive sample. Given the significant differences in pedagogy, roles, and responsibilities between the general education classroom and special classrooms, self-contained teachers were selected to interview and observe to provide a focus on their perspectives. Self-contained teachers, as referred to in the district and state where this study was implemented, are

those that teach students with low-incidence disabilities, students with a severe to profound manifestation of deficits across multiple areas of functioning, who are typically served in the special class setting. As defined in chapter 1, provision of services in a special class designates that no more than 40% of the students' services are provided in a general education setting. Those interviewed, and subsequently observed, include all survey participants whose primary role is to serve students in a special class who indicated an interest in participating in the qualitative portion of the study. The role of a self-contained teacher has a greater distinction than special education teachers in resource settings, inclusion or co-teaching settings, as well as general education settings. As described within the definitions section of chapter 1, services provided by the self-contained teacher are provided within a special class when the IEP committee determines the identified needs of the child are such that educational progress cannot be achieved in the general education setting even with supplementary aids and services. Furthermore, these teachers generally require additional specialized training and knowledge, as delineated in the CEC standards of preparation, practice, and advanced practice (CEC, 2015), as well as in IDEA (2004), and defined in 34 CFR D § 662(c) (3) (A) (B) (C).

Some distinctions regarding the nature and needs of students served in a special classroom include the nature and severity of the disabilities students they serve possess, with deficits ranging from a severe to profound impact across all areas of functioning. The educational needs of these students often leads to instruction focused heavily on the development of language and communication skills, adaptive behavior and daily living skills, social skills, and functional academics with an increased focus on addressing challenging behaviors. The ratio of teacher to student is significantly lower, most classrooms have at least one paraprofessional to support instruction, and the heterogeneity of student ability and general levels of functioning is

greater. Such heterogeneity and learning needs lead to the need for increased individualization of curriculum, as well as the design of curriculum itself that is specific to the individual students served. Due to the nature of the students they serve, self-contained teachers' classroom environment and management, measures and means of assessment, and methods of instruction looks different than that of students with and without disabilities served in the general education setting.

General demographic information of the interview participants is listed in Table 3.

**Table 3. Interview Participants' Demographic Information**

	Number	Percent
<b>Level of Education</b>		
Undergraduate Degree	7	70%
Masters' Degree	3	30%
<b>Years' Experience in Special Education</b>		
0-3 years	2	20%
4-6 years	0	0%
7-10 years	3	30%
11-15 years	1	10%
16-20 years	1	10%
>20 years	3	30%

As found in the previously described survey data, all 10 participants disagreed that TESS is an effective evaluation measure for special education teachers; 50% of them perceived TESS as an effective measure for teachers in general, while 20% disagreed and 30% did not have an opinion. In addition, all 10 teachers indicated that TESS does not address critical attributes for special education teachers, all 10 teachers felt an administrator with no direct experience in special education would not be able to effectively evaluate a special education teacher using TESS, and 80% indicated that a rubric specific to special education would improve the fidelity of the evaluation process.

The focus of the interview was to further explore perceptions of Arkansas TESS as it relates to special education teachers and the CEC standards for preparation and practice. Specific

standards that emerged through the literature review, to include the CEC Position Statement regarding teacher evaluation, were selected for interview participants to consider their inclusion in Arkansas TESS as currently written, as well as to explore further their opinion as to whether these factors should be included in a modified rubric. The standards selected for discussion include responsibilities with IEP development and monitoring, designing and implementing appropriate instruction, classroom and behavior management, as well as collaboration with families, agencies, and colleagues. Interview questions are included in Appendix 5B.

The narrative analyses of the interview transcripts are organized according to three significant themes which emerged through the analysis of the interview transcripts. Table 4 organizes the themes with the primary codes that emerged through the analysis and peer review process. The identified themes are: (1) teachers value the evaluation process and desire a means for measuring growth and identifying areas for advancing practice; (2) the impact on the validity of TESS due to the significant differences in competencies and practices for special education teachers as compared to general education teachers; and (3) the perceived challenges of implementing TESS with fidelity for special education teachers as it is written. All analysis charts are included in Appendix 7B, 7C, and 7D.

**Table 4. Development of Themes Through Identified Codes**

Theme	Codes
Teachers value the evaluation process and desire a means for measuring growth and identifying areas for advancing practice.	Value of evaluation process Reflection of teaching practices Self-awareness of strengths/weaknesses Accountability for performance Desire for meaningful growth measure Validity or relevance of current measure No standard expectations for practice Comprehensiveness of TESS for Special Education Apathy Attrition



**Table 4. Development of Themes Through Identified Codes (cont.)**

Theme	Codes
The impact on the validity of TESS due to the significant differences in competencies and practices for special education teachers as compared to general education teachers.	Differences in behavioral expectations Differences in classroom management Differences in teaching methods Differences in evidence-based practices Differences in curriculum focus Differences in assessment methods Differences in academic rigor (CCSS) Differences in student engagement IEP development and monitoring Case management Management of paraprofessionals Nature and needs of disabilities Difficulty connecting practices to TESS
Perceived challenges of implementing TESS with fidelity for special education teachers as it is written.	Fidelity of implementation Frequency of observations Fidelity of procedures Relevance of feedback Connections to PGP development Identifying appropriate training opportunities Pedagogical knowledge of administrators Experience of administrators in Special Education TESS not connected to Special Education pedagogy

**The value of the evaluation process.** A predominant message throughout the interviews illustrated the special education teachers’ desire to have an effective evaluation tool to improve their practice. This section reveals the findings related to the value of the evaluation process as described by the teachers interviewed with connections to insights gained from their observations. It is organized according to statements regarding self-awareness; an evaluation instrument specific to pedagogy and standards of practice for special education; and the effect this has on performance and job satisfaction.

The special education teachers interviewed acknowledged their strengths, as well as their areas for growth, expressed a desire to be reflective learners, and suggested that they are looking for support and guidance in their professional growth. During the opening portion of the interview, when discussing general perceptions about TESS as a measure of evaluation, Teacher 10 noted that “With something like TESS ... I could look at it as a teacher and say this is my weakness ... We all have our faults and we all need to grow in those faults.” Having an effective

measure to evaluate progress is a necessary component of professional growth. As teachers, they expressed the aspiration to continue learning and improving. If given a measure, with standards applicable to their practice, teachers are able to determine where they are and where they desire to be, and then can then set goals to reach that level. A rubric, such as TESS, provides “guidelines of what you need to do and changes you need -- what you need to aspire to to be distinguished and proficient...” (Teacher 2).

Teachers interviewed acknowledged the value of TESS, as applied to general education teachers, but also described the distinctions between general education and special education settings. They recognize these differences potentially influence the reliability of their ratings using the Arkansas TESS rubric. The teachers expressed that when the instrument used to evaluate performance does not support pedagogy, it is challenging for teachers to measure their growth, to feel supported, and to make improvements. As Teacher 1 noted, “my administrator, literally on every single area rated me higher than I rated, but had no comments. I had no ‘Hey, these are things you could improve on.’” Within the context of this conversation, Teacher 1 further illustrated that teachers rely on the outside observer to provide feedback, feedback that is consistent with standards of practice, aligned with the pedagogy within which they work each day, and that is constructive. Teachers realize there is always room for growth. “If you're proficient and distinguished in every area ... that's not a good place for educators ever to be ... We always need to be improving. Improving on our professional practice, improving on the strategies that we're using” (Teacher 1).

Two teachers acknowledged that the accountability ultimately relies within oneself, while also noting that having a system of accountability, ensuring all teachers are held to the same standards, whether it be in regards to modifying curriculum, collecting and monitoring student

progress, or developing an IEP that is unique to the needs of the child, will potentially improve practice across teachers. Specifically, Teacher 9 noted:

I feel like I'm very thorough in my paperwork ... I really try to individualize it so you get a really good picture of what the kid ... is like. And I don't feel like other teachers are held to the same standards as that. It's very frustrating when you get a file from a different school, and it's not complete, there's pieces missing, and, you know, you don't -- I mean it's more like a cookie cutter ... So if there's no accountability, then it's never going to get better. (Teacher 9)

This teacher went on to discuss the value of TESS further, and shared that “it can be a way to improve your teaching ability and your methodology. If ... you're actually getting feedback on observations and input from the information that you know you've given.”

As three teachers specifically noted, the lack of standardized measures specific to special education services potentially leads to teacher apathy and attrition. A measure of accountability, such as the modified rubric shared with teachers, which delineates expectations, would provide teachers with a focus and potentially reduce such apathy and attrition. Three teachers spoke specifically to these issues as it applies to this school district within the context of TESS. During the portion of the interview discussing a modified rubric, Teacher 7 noted that a modified rubric would be valuable to the evaluation process:

Because ... some of our teachers are just doing the bare minimum, which I know ... that's their prerogative. But I feel that they should be scored on that as well, and they should have to reflect on why they're doing just the basic minimum.

In a portion of the interview discussing evidence-based practices, Teacher 4 directly asked:

Do you think some of the exits in this district in the [self-contained classes] are leaving based some on this? ... [One teacher] said the administration put so much emphasis on this and they're putting a lot of pressure on her [to do things not consistent with best practices for her students] ... a revised rubric like this would help ... administrators would better understand the balance.

In a similar portion of the interview, discussing the implementation of evidence-based practices that may not align with expectations within TESS, another teacher shared that:

Seeing the division this could cause depending on the administrators, I could see where I could be putting my track shoes on and running to look for a good resource job. Or McDonald's, they're always hiring. We need a rubric to have an idea of where we need to place ourselves and based on what we're planning to do with our classrooms.

These teachers desire a tool that will lead to meaningful, constructive feedback that is specific to their pedagogy and practice. Without a measure of accountability and standards that match pedagogy, without evaluators that are knowledgeable regarding these standards and able to provide meaningful feedback, the evaluation process loses validity. This is illustrated further in the section that follows, discussing the significant differences that teachers noted between pedagogy and practice in special education settings as compared to that in general education settings, for which the TESS framework was designed, as well as where the professional development for teachers' focuses.

**Differences in competencies and practices.** A second message that was expressed across teachers highlights the differences between general education settings as compared to special classroom settings and how this impacts the evaluation process. This section is organized to represent the teachers' opinions regarding the value of TESS as written for general education teachers and as applied for special education teachers; the differences between general and special education classrooms and how this affects the application of TESS to the special education classroom; as well as the impact this has on the validity of the process, specifically in terms of meeting the criteria for proficient and distinguished.

Teachers interviewed expressed the value of the Arkansas TESS evaluation process and acknowledged that it is a good foundation for teacher evaluation. Specifically, Teacher 1 expressed that "TESS is a good idea in general ... it covers a pretty good section of what

teachers do every day, gives a pretty good outline for evaluation,” and Teacher 7 indicated that “TESS is good, or some form of TESS is good, because ... we need to be evaluated and given feedback on how we're doing and what we can do better, what we can change”, just as teacher 2 shared that “[TESS] for teachers in general it's -- it's an effective process.” As Teacher 1 further compared TESS to her classroom and evaluation, however, she noted that:

I did at least get observed [the second year], which that helped a little bit, but I feel like, especially for my classroom, that it didn't really apply very well ... So, I got pretty good scores on it. But it didn't really give me very good feedback on how to improve.

While this particular teacher achieved proficient or distinguished (in all but one indicator) when observed using the modified rubric, the feedback desired to improve performance is indicated within the standards, or critical attributes, incorporated in each subdomain. Results from this teacher's observation demonstrates, in one example from Domain 3b: Using questioning / prompts and discussion, the specificity that the modified rubric provides in relation to the current version used. The need to design and implement appropriate prompt-fading strategies was not apparent in the general description. Specifically, in the Arkansas TESS rubric, this subdomain describes distinguished as:

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognitions. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. (TESS, Subdomain 3b)

The attributes included in the modified rubric for this subdomain address the implementation of communication supports (or AAC), as well as the development and use of prompt-fading procedures to reduce dependency.

Given the Arkansas TESS rubric is targeted to practices in the general education classroom, teachers indicated concerns with the differences between the special classroom and the general education classroom. Specific concerns noted include distinctions in instructional

methods, content and curriculum, assessment, expectations, classroom and behavior management, level of student participation, and the additional roles and responsibilities of special education teachers. Table 5 below illustrates the participants’ perspectives on the differences between special classrooms and general education classrooms, as well as the differences in interpretation of practices.

**Table 5 Differences Noted Between General Education and Special Class Settings**

	<b>General Education Classrooms</b>	<b>Special Education Special Class Setting</b>
Instructional Methods	Various groupings (whole group lectures, small group project, independent seat work)	Various groupings (small group, one to one, structured teaching)
	Research-Based Strategies (collaborative discussions, project-based learning)	Evidence-Based Practices Different (Discrete Trial Teaching, Picture Exchange Communication, Pivotal Response Training, Reinforcement, Consequence Strategies)
Curriculum	CCSS elements clear to administrators	CCSS modified, elements less apparent
	Level of rigor (e.g., highly focused on academics, higher level questioning, higher order thinking, collaborative discussions)	Level of rigor (e.g., focus on functional academics, building independence, teaching behavior and social skills, developing basic communication)
Assessment	Student directed/developed assessments	Students not directly involved in developing assessments
	Standardized assessments of academics	Portfolio-based, teacher-driven; require significant accommodations and modifications
	Classroom-based tests, quizzes, assignments and projects	Driven by IEP, individual to students
	Criterion-referenced or norm-referenced assessments (MAPP, academic focus)	Criterion-referenced or norm-referenced assessments (VBMAPP, functional focus)
Progress Monitoring	Based on academic measures	IEP goal/objective focused
	Academic grades	Regular, ongoing data collection
Behavior Management	Verbal de-escalation or processing	Processing speeds, language and cognitive abilities affect de-escalation techniques
	Discipline referrals and removal from the setting	Focus on functional assessment and teaching interventions
	Punitive-based methods	Reinforcement principles and PBIS
	Student self-monitoring	Teacher monitoring, teaching self-monitoring
	Student monitoring of others’ behavior	Not able to monitor others’ behaviors
Roles and Responsibilities	Teaching to specific standards	Teaching focused on IEP
	Facilitating designated curriculum	Curriculum development based on implementation of IEP
	Student management (monitor grades in their class primarily)	Case management (developing IEP, monitoring progress, meeting procedural safeguards, ensuring due process, transition planning)

One teacher further illustrated the differences as shown in the above table in saying, “In my classroom there [are] behaviors that you would probably never ever see in a typical classroom,” (Teacher 10). Teacher 6 further illustrated this point when discussing the TESS subdomains related to classroom management by stating that:

It can be different in a general education classroom. But in our classroom, you know, it needs to be taken into consideration the disabilities that we deal with and how those children react, and what works for them. So classroom management looks, I think, a little bit different for us than it does for other teachers. (Teacher 6)

This was further described by teachers when discussing the use of positive behavior supports, reinforcement, and other strategies grounded in applied behavior analysis, versus the punitive nature of discipline in the school setting. During the observations, teacher implementation of these specific strategies were observed and noted on the continuum of the modified rubric. One example comes from the observation of Teacher 6, quoted above regarding the differences in classroom management. The observation using the modified rubric indicated several CEC standards falling within the unsatisfactory or basic range, specifically related to classroom management. These included issues with the use of aversive techniques over positive behavior interventions and supports; individual or class reinforcement systems not in place or implemented; lack of instruction or reference to strategies taught regarding self-awareness, self-regulation, or replacement behaviors; and a data collection system or method not utilized to address the behaviors observed. Attributes added to Domain 2 in the Arkansas TESS rubric addressed areas such as the implementation of visual schedules, visual cue cards, and instruction in functional routines. These were additional areas noted as unsatisfactory or basic on the modified rubric when observing this teacher.

In addition, several teachers discussed how the manifestation of behaviors and progress in improving behavior looks different with their students. Teacher 7 provided an example of progress that an administrator:

Might not see ... we have a kid now ... his behavior is like so drastically improved, he's great, or we have some teachers that think he's still like the most misbehaved young man ever. But if you look at where he started and where he is now, he's completely changed. (Teacher 7)

As teachers indicated the differences between special education classrooms, they also noted the differences in interpretation of practices and the lack of accountability for specific roles and responsibilities across schools.

[Given that] there's so much gray area between special ed and general ed, it's hard to be objective when you're looking at the two different populations. You just -- by human nature, you want to make my classroom look like general ed, because that makes more sense to an administrator, especially an administrator who does not have special education background. (Teacher 5)

Other examples given include discussion about assessments, standardized tests versus portfolio or functional skills checklists; data collection on skills versus unit tests; or participating in collaborative discussions versus the development of basic language skills. As Teacher 3 shared, “we have a [wide range and incorporate academic and functional skills] and sometimes it’s all behavior.” The special class setting looks different than the general education classroom, from classroom and behavior management, to assessment, instruction, and curriculum.

Curriculum in the self-contained classroom is different. Teacher 6 further explained this by stating that “When an administrator is looking at a general ed teacher, they know what that teacher is supposed to be teaching at that time because of Common Core. So they have that mindset.” She further explained:

When they walk into our classrooms, they have no idea most of the time what -- because we don't have those set guidelines. We don't have that set curriculum of what we're teaching. So walking in my classroom is going to be totally different than walking into another self-contained teacher's classroom ... I think that it's hard to -- for an



administrator to look at us and say okay, are they meeting this, can be distinguished, when they have no idea what we're focused on to begin with. (Teacher 6)

Within the context of discussing the development of professional growth plans, Teacher 9 conveyed how she attempted to align with Common Core Math for ninth grade.

In terms of like the math, for example. That's what I wanted to do this year for my professional growth plan ... [general education has] a curriculum in place for math ... I modified it for my kids ... made it a little easier. I will be quite honest with you. I mean Common Core for math was extremely hard to redesign for the 1 to 15 kids. (Teacher 9)

The connections are not clear, or easily aligned, and the burden lies on the special education teacher to redesign the curriculum to match the needs of the students. Despite the differences, Teacher 2 noted the concern that “there's still progress that has been made, and I'm not sure that my administrators see that.”

Participants expressed the magnitude of these differences impact the ability of the administrator to align what they observe in the special education classroom to indicators in Arkansas TESS. When discussing the subdomains of TESS regarding classroom management, which requires students monitor their behavior, as well as the behavior of others, Teacher 1 noted:

As far as monitoring other student behavior, that really doesn't take into account disabilities of certain students. So, for example, you have kids with autism who have social deficits ... TESS at that point is asking them not only to identify what appropriate behavior is, but to socially interact with other students ... and monitor their behavior. It makes more sense to try to make me fit their mold, and that does not always work.

In this example, the teacher was highlighting the point that the subdomains within TESS as written now are sometimes not possible for a teacher in a self-contained classroom to meet without specific indicators, or attributes, to connect best practices to the contents of the subdomain.

Multiple comments were made with regards to the difficulty of achieving proficient or distinguished if measured as Arkansas TESS is written, given these inconsistencies in the settings and pedagogy. A question repeated was:

So [can they see I am] actually meeting those needs? Am I actually a distinguished? Because I'm never going to get distinguished the way it is ... my distinguished is not going to be the same as a general ed teacher's distinguished because I don't have a lot of students that are going to be doing a lot of questioning and brainstorming on their own, and problem-solving on their own, without me modifying the work and pushing them and questioning them. My distinguished is going to look different than a regular teacher's. (Teacher 6)

In a similar context, Teacher 1 shared:

My students are working just on basic communication with requesting. And so the closest goal that we can tie that into is like an 11th grade standard, that's about collaborative discussions. So my students are so far away from collaborative discussions. But that's what we're saying that they're working on in common core.”

Table 6 provides an example of the continuum for the Arkansas TESS rubric. This represents a subdomain within Domain 3: Instruction, Subdomain 3b: Using questioning, prompts, and discussion. In a special classroom, students typically require additional supports and services to address significant language deficits. As both teachers indicated, making the connection to what they are doing in their classroom to what is in common core or how the TESS rubric describes distinguished, potentially impacts the teacher's evaluation score. Multiple teachers indicated that they, as well as administrators, had to “stretch” what was observed, or the evidence collected, to make it reflect the levels of the continuum within the Arkansas TESS rubric.

**Table 6 Using Questioning/Prompts, and Discussion**

<b>Domain 3: Instruction</b>				
<b>3b: Using questioning / prompts and discussion</b>	Unsatisfactory Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Basic Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another with uneven results.	Proficient While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Distinguished Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognitions. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

A major component of special education instruction is the development and monitoring of the IEP. Teachers noted that this is not addressed in TESS. An example given by Teacher 10 describes this as follows “I think special ed teachers need to be evaluated on how they run their IEPs ... I recently got a student in from another school district ... I did not know how to teach, what his behavioral [needs were].” Teacher 4 explained “the IEP is how you measure progress, through their goals. I assess every Monday, but I do it very differently using general academics, but also with the goals and objectives, and behavior.” Teacher 6 indicated that there is no measure in TESS that evaluates whether a teacher’s curriculum or lessons are connected to the individual needs of the students as outlined in their IEP. And Teacher 9 highlighted the importance of data collection and progress monitoring to measure progress and refine instruction. IEP development then relates to the additional responsibilities of special education teachers that are not addressed, to include case management, paperwork requirements, management of paraprofessionals, and procedural safeguards. “If the IEPs are not [written] right, then how can they truly teach the child what they need to teach.” (Teacher 10).

While teachers indicated a desire for an effective evaluation system, and value the foundation that Arkansas TESS provides, the differences in pedagogy present challenges that

could potentially be detrimental to teacher self-efficacy, as well as to student growth. The third theme that emerged through the coding process relates to the perceived challenges of implementing TESS with fidelity in the special class setting. Areas the teachers interviewed expressed as potentially impacting the implementation include the perceived impact of limited administrator knowledge and experience with special education; the limited support and accountability for the development of meaningful professional growth plans, as they experienced this; and challenges with the general procedures related to the implementation of TESS. This is addressed in the section that follows.

**Perceived challenges of implementing TESS with fidelity.** As discussed in the previous section, the teachers interviewed value the process of teacher evaluation and are seeking a means of accountability. However, they noted the incongruences of the current system, which is aligned with the practices and expectations of a general education setting, as compared to the specific pedagogy, roles and responsibilities of special education. This section further conveys the teachers' perceptions regarding the challenges of implementation, such as perceived limitations in knowledge and experience of administrators regarding special education services, execution of observations, pre- and post-conferences, the collaborative development of professional growth plans, training and resources regarding Arkansas TESS, and the provision of resources specific to special education professional development. Teachers also considered potential means for navigating these challenges.

**Potential limitations of Arkansas TESS.** One potential limitation repeated across interviewees reflects on the potential limitations of administrator knowledge and experience regarding special education pedagogy. This was discussed by teachers in the context of how such limitations potentially impede the administrator's ability to recognize and provide feedback

regarding specific teaching methods and practices for the special education classroom, thus impacting their ability to support teachers in developing and executing a professional growth plans.

Multiple references to this concern were mentioned by teachers, within the context of the impact this potentially has on the validity of their evaluation and the fidelity of implementation.

As Teacher 1 shared:

I do think most of our administrators have ... limited knowledge on what evidence-based practices look like, especially in a self-contained classroom. So I think a lot of times, they're kind of guessing if we're aligning with TESS, or they're assuming because the kids are working, we're kind of doing the right thing; but I don't think they could really identify okay, this is an appropriate practice. (Teacher 1)

Similar to the differences in practice discussed in the section above, these references were primarily in regards to the following factors: knowledge of evidence-based practices for the special education classroom; limited understanding by administrators regarding what instruction, supports, or practices should look like in a special education classroom as compared to a general education classroom; limited understanding of positive behavior supports and related practices grounded in applied behavior analysis; and the ability to recognize and provide feedback regarding specific teaching methods for the special education classroom. Table 7, below, provides an overview of the specific concerns noted with regards to limitations in administrator experience and knowledge in regards to special education pedagogy.

**Table 7 Codes Regarding Administrative Experience and Knowledge of Special Education Pedagogy**

Codes	Teacher Perceptions
Evidence-Based Practices	Administrators have limited knowledge on what evidence-based practices look like, especially in a self-contained classroom. [1,2,3,10] Administrators may not understand why we implement particular evidence-based practices or programs when it does not match TESS (STAR, PECS, Discrete Trial Teaching, Pivotal Response Training, Reinforcement, Task Analysis) [1,3,4,5,8]

**Table 8 Codes Regarding Administrative Experience and Knowledge of Special Education Pedagogy (cont.)**

<b>Codes</b>	<b>Teacher Perceptions</b>
Curriculum and Instruction	Administrators do not understand our practices: rigor looks different, connections to Common Core are different, do not understand purpose of visual schedules or supports [1,2,4,5,6,9] Administrator does not have knowledge regarding the implementation of PECS, the rules and procedures [3] Curriculum and expected outcomes are individualized [1,2,3,4,5,6,7,9] Administrator may not understand the intended learning during a discrete trial lesson [3] Self-contained teachers teach all content areas and align the content to individual student goals [6,7,8,9] An administrator may view the student as playing with blocks, when the focus may be on color identification, ordinal numbers, sorting, etc. [2,5,10] Administrators look for relation to common core, but instruction is scaffolded and not necessarily clearly connected (to an administrator); common core does not look the same [1,2,5,6,9]
Behavior and Classroom Management	Positive behavior support system versus a punishment-based model for addressing behavior is appropriate method for behavior management. [1,2,3,5,6,10] Administrators do not understand concepts related to behavioral interventions (e.g., planned ignoring, functional assessment, reinforcement principles) [1,2,3,5] Instructional groupings range from individual, 1:1, small group, and whole group with a variety of lessons or activities; not typical classroom lecture style [3,4] Self-monitoring looks different in the special education classroom [1,4,6,7,8] Student engagement looks different in the self-contained classroom [4,6]
Assessment Methods & Progress Monitoring	Limited understanding of the IEP as the ongoing assessment measure [1,2,3,4,5,6] Limited understanding of functional behavior assessment [3] Higher level questioning requires high level of support and prompting; looks different in the self-contained classroom [3,10] May not understand our assessments occur throughout the day and changes are made continuously in either direction to meet the student's needs in the moment [1,2,3,4,5,6,7] Student self-assessment looks different in the self-contained classroom [1,3,4,5] Assessments incorporate transition, functional, adaptive skills, behavioral skills, functional academics, IEP progress, portfolios [1,2,4,5,6,8,9,10]
Growth Measures of Students	Administrators may not connect growth to the IEP [1,3,2,4,5,7,8] Independence, behavioral and functional skill development take precedence over academics and growth occurs in smaller increments [2,3,6,10]
Connections to the IEP Development	Do not see connections of assessment, progress monitoring, or student outcomes relate to the IEP [1,2,3,5,6,9,10] Administrators are not looking at the level of adaptations the teacher makes to connect learning to the IEP [1,2,6,7,8,9]

As noted in Table 7, all teachers indicated that administrator knowledge regarding connections to the IEP development, from individualizing curriculum and instruction using evidence-based practices, to managing behavior using methodologies appropriate to the individual student's needs identified through functional behavior assessment, and using various assessment measures and progress monitoring of IEP goals and objectives to measure growth, is part of a valid and meaningful evaluation for special education teachers.

[TESS] is kind of sticky, when you apply it straight letter to the law, to self-contained environment. I can see where someone [would ask] 'Does this mean I shouldn't be doing what I know what these kids need?' and seeing the division this could cause depending on the administrators. (Teacher 3)

The perceived challenges this limitation in knowledge and experience imposes also impacts the level of assistance an administrator is able to provide a teacher in improving their practice, further influencing implementation. Teacher 2 provided the example that:

They would not necessarily see how what you are doing ... how your accommodation can be tied to Common Core ... They may not see how using things like the visual schedules is a way of letting the kids take control of their own education ... and it helps them know what to expect ... So basically if they don't understand, then they're not to be able to help you grow.

Several teachers further expressed perceptions as to how these limitations impact the ability of the administrator to assist in developing meaningful professional growth plans, as well as to provide the appropriate supports and resources connected to identified areas for professional growth. Specifically, Teacher 3 commented on her administrator's lack of knowledge regarding implementation of PECS, which was the focus of her professional growth plan, and how this affected the administrator's ability to support her growth "she couldn't walk in and tell me 'Look if you do this, your PECS lesson could go so much better' because she has no idea what the PECS rules are."

These factors, according to teachers interviewed, in addition to barriers related to general implementation processes, to include observations, pre- and post-conferences, and the provision of resources and training specific to special education, affect the fidelity of implementation. Procedural concerns or barriers were noted by an overwhelming majority of teachers. These statements were related to the number of observations, or lack thereof, the difficulty in aligning their specific areas for growth with domains in TESS, the difficulty for administrators in connecting practices observed to domains in TESS, limited feedback from administrators or the value of the feedback provided, as well as the resources available for professional growth.

Regarding the observation process, Teacher 9 shared that "My observation was not even done in my professional growth area ... So the feedback [was not connected and] there was

never a formal meeting. [The administrator's summary of the] observation was submitted online as an artifact." Three teachers indicated that they were observed the recommended number of times, while teachers 1, 7 and 8 indicated they had not been observed in a given year. Teachers 6 and 10 both mentioned the pre- and post-conferences. Teacher 6 felt that having a pre-conference would help address some of the concerns regarding expectations, while Teacher 10 shared that having the pre-observation conference was helpful in explaining what potentially may occur in the classroom during the observation and how these things may be addressed. Teachers 2 and 5 both shared that their administrators did not necessarily work with them to develop their professional growth plan, although Teacher 5 did note that her administrator came back after the observation to "stretch" what was observed "fit" to TESS. Teachers 3, 5, and 8 commented on the limited resources for special education teachers in improving their practice, to include appropriate Professional Learning Communities (PLC) groups and professional development opportunities connected to their professional growth areas. Teacher 9 further shared that "I don't think there's been any follow-up on ... what my professional plan is or where I am in it. It was kind of just left up to me to go in and look at it and update it."

***Potential solutions for Arkansas TESS.*** When discussing the perceived challenges that may arise from using the Arkansas TESS rubric as written, teachers were also asked questions regarding potential supports. A resource designed to address some of these barriers is provided on the ADE web page for Arkansas TESS. A link is provided to the "*Special Education Scenarios*" developed by the Danielson Group. These scenarios, as described by both ADE and the Danielson Group, are intended to support administrators and teachers in the evaluation of special education teachers. During the portion of the interview referencing these and inquiring as to their utility in their evaluation process, seven of the ten teachers were not aware that the



Special Education Scenarios were available, speaking to the limited training provided specific to special education for both teachers and administrators.

One teacher noted that she had looked over them at one point; however, she no longer was familiar with them and was not certain as to whether or not they connected to her classroom practice, the level of care required in her classroom, or whether they assisted with her evaluation (Teacher 2). Teacher 5 recollected that she had looked over the scenarios, but “thought it was a joke ... it just does not apply to what we're doing. I didn't go any further ... Maybe I should have ... gone through everything, but I didn't see that it was necessary or beneficial.”

The third teacher who had reviewed the scenarios felt the content was useful and applicable to certain levels of special education services. As she stated, “I really think ... the groups that they're looking at ... is really more of your resource-level kids, your inclusion-level kids, your higher-level kids. It just really doesn't fit with my classroom, like the self-contained level” (Teacher 1).

Given these concerns, teachers commented on potential solutions or supports to improve the system and connect it to their practice. “I think giving our administrators a tool so they could appropriately critique a special education teacher would be really helpful. And that's obviously going to help the students out when their teacher is making ... gains and better progress”

(Teacher 1). Some teachers felt a checklist would be beneficial to administrators and teachers for the observation, to provide specific indicators to look for. As Teacher 5 indicated, when stating that a checklist would be beneficial, “there are certain things that you need to see [for] best practice in a special ed classroom ... like in general ed, but they look a lot different here.”

Teacher 6 shared that a checklist would be easier to understand than a rubric, providing specific things to look for in a list format.

Developing a rubric with specific attributes for special education teachers based on standards of preparation, practice, and advanced practice, as Teacher 10 shared, would potentially show areas of growth as well as digression. While providing a checklist as an additional tool to assist in observation may be useful, according to Teacher 2, it does not necessarily need to take the place of an aligned rubric. An additional tool not only holds the administrator accountable for knowing what should be in place, it also provides a tool for the teachers to reflect on their practice; “designing a rubric for special education is a necessity ... especially the teachers who teach kids with significant disabilities. Because what we do is so different, and it can't be measured ... with this rubric as it is” (Teacher 2).

### **Observation Analysis**

A third method utilized to investigate teacher perceptions regarding the implementation of Arkansas TESS evaluation process incorporated classroom observations using a modified rubric. This rubric aligned critical attributes of special education services, derived from the CEC standards of preparation, practice, and advanced practice, with the subdomains of the Arkansas TESS rubric. This modified rubric is included in Appendix 5C. Participants selected for observation were the teachers who participated in the interview process. Two teachers who participated in the interview selected not to be observed. General demographic information of the interview and subsequent observation participants is listed in Table 8.

**Table 9 Interview Participants' Demographic Information**

	<b>Number</b>	<b>Percent</b>
<b>Level of Education</b>		
Undergraduate Degree	5	63%
Masters' Degree	3	37%
<b>Years' Experience in Special Education</b>		
0-3 years	2	25%
4-6 years	0	0%
7-10 years	3	38%
11-15 years	1	12%
16-20 years	0	0%
>20 years	2	25%

The focus of the observations was to use the modified Arkansas TESS rubric to observe the interview participants with a focus on specific area(s) requested by them, such as areas related to their professional growth plan or a specific strategy used in the lesson. *Domain 2: Classroom Management* and *Domain 3: Instruction* are the two domains within the Arkansas TESS framework that are measured during classroom observations. The following themes emerged from the analysis of the observations and corresponding notes: (1) the differences in pedagogy and practice, as well as expectations of students, affect the utility of Arkansas TESS as an evaluation measure of teachers in the special class setting; (2) the modified rubric provided specific examples of pedagogy and practice to be used in evaluating performance within the subdomains, as well as meaningful feedback to special education teachers; and (3) the Professional Growth Plans developed by the teachers observed are consistent with the areas for growth noted in the observations. The analysis of the observation data is presented within the framework of these three themes.

**Arkansas TESS in the special class setting.** Two themes that emerged through the interview process, discussed in the previous section, related to the notions that (1) the pedagogies and practices are significantly different in the special class setting than in the general education setting, and (2) the perceived limitations in knowledge and experience of administrators

regarding special education pedagogy and practices impacts the evaluation process using the Arkansas TESS rubric. Through the observation process, these notions were evident when attempting to measure teacher performance using only the original Arkansas TESS indicators within each subdomain. As a special educator, with knowledge and experience regarding special education pedagogy and practice, it was challenging to rate teacher performance with fidelity without referencing the critical attributes incorporated into the modified rubric. The descriptions in Arkansas TESS alone were difficult to match in terms of what was observed within the classroom and the actions taken by teachers to address academic, functional, social, or behavioral needs.

To illustrate the difficulty experienced, consider the distinguished measure of *Subdomain 2d, Managing student behavior*, which was referenced by multiple teachers in the interview process. The measure reads as follows:

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects student's dignity. (ADE, 2014)

During the interview process, teachers' comments focused on the notion that behavior will never be entirely appropriate in their classrooms and their perception was that administrators did not understand evidence-based practices such as reinforcement, functional behavior assessment, or other strategies and interventions they may put in place. Other comments were made regarding the difficulty students with significant cognitive delays or severe to profound developmental delays would have in monitoring their own behavior, and more so in monitoring the behavior of peers. The modified rubric addressed these concerns through the inclusion of critical attributes highlighting factors such as the use of functional behavior assessment, implementing strategies that increase self-awareness and self-regulation (such as schedules of

reinforcement), ensuring the strategies in place are based on appropriate data collection methods, and the interventions match the nature and needs of the individual student. The inclusion of these attributes provided a means for effectively measuring performance against standards of practice.

In addition, teachers expressed concern in the interview process that it would not be possible to meet proficient or distinguished as Arkansas TESS is written. The teachers articulated that this is due to the expectations of students in the general education setting, and the difference between general education students and those with low incidence disabilities. To meet proficient or distinguished, the administrators, according to teachers interviewed, would have to “stretch” what they observed to make it fit within the continuum of Arkansas TESS. Table 9 provides the rubric for the subdomains within Domains 2 and 3. Below each subdomain is a total number of the critical attributes noted during the observations, listed for each category of the continuum within the given subdomains. This is intended to provide a snapshot of the language used in the Arkansas TESS rubric in order to compare to the roles of the self-contained teachers and students being served in the special class setting.

In Table 9, the total number of attributes in each subdomain category that was noted during observation using the modified rubric is included below each subdomain category. There is potential for measurement, when incorporating such attributes specific to special education services, is different. Note that each subdomain has a different number of attributes listed, so totals may not compare across subdomains. In addition, this is not intended to indicate that teachers did or did not meet overall criteria for proficient or distinguished in any given subdomain, as scoring teacher performance was not the intention of the observation. A copy of the modified rubric used for observations is included in Appendix 5C.

**Table 10 TESS Domains 2 & 3 with Total Number Attributes Identified within each Category using Modified Rubric**

TESS Evaluation Rubric				
With Total Number of Attributes Identified using Modified Rubric for Each Category				
Subdomain	Unsatisfactory	Basic	Proficient	Distinguished
<b>Domain 2: Classroom Management</b>				
<b>2a: Creating an environment of respect and rapport</b>	Patterns of classroom interactions, both between the teacher and students among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the student. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
<b>2a: Total Scores w/ Modified Attributes</b>	<b>4</b>	<b>13</b>	<b>24</b>	<b>31</b>
<b>2b: Establishing culture for learning</b>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students through to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding details and/or helping peers.
<b>2b: Total Scores w/ Modified Attributes</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>12</b>
<b>2c: Managing classroom procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

**Table 9. TESS Domains 2 & 3 with Total Number Attributes Identified within each Category using Modified Rubric (cont.)**

Subdomain	TESS Evaluation Rubric			
	With Total Number of Attributes Identified using Modified Rubric for Each Category			
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<b>2c: Total Scores w/ Modified Attributes</b>	<b>6</b>	<b>16</b>	<b>9</b>	<b>9</b>
<b>2d: Managing Student Behavior</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects student's
<b>2d: Total Scores w/ Modified Attributes</b>	<b>8</b>	<b>30</b>	<b>19</b>	<b>7</b>
<b>2e: Organizing physical space</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teachers makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use of adaptation of the physical environment to advance learning.
<b>2e: Total Scores w/ Modified Attributes</b>	<b>1</b>	<b>12</b>	<b>21</b>	<b>14</b>

**Table 9. TESS Domains 2 & 3 with Total Number Attributes Identified within each Category using Modified Rubric (cont.)**

TESS Evaluation Rubric				
With Total Number of Attributes Identified using Modified Rubric for Each Category				
Subdomain	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<b>Domain 3: Instruction</b>				
<b>3a: Communicating with students</b>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation the content contains major errors. The teacher’s spoken or written language contains errors of grammar and syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to the students, including where it is situated within the broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
<b>3a: Total Scores w/ Modified Attributes</b>	<b>0</b>	<b>7</b>	<b>16</b>	<b>9</b>
<b>3b: Using questioning / prompts and discussion</b>	Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognitions. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>3b: Total Scores w/ Modified Attributes</b>	<b>6</b>	<b>9</b>	<b>18</b>	<b>7</b>



**Table 9. TESS Domains 2 & 3 with Total Number Attributes Identified within each Category using Modified Rubric (cont.)**

TESS Evaluation Rubric				
With Total Number of Attributes Identified using Modified Rubric for Each Category				
Subdomain	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<b>3c: Engaging students in learning</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>3c: Total Scores w/ Modified Attributes</b>	<b>2</b>	<b>21</b>	<b>15</b>	<b>10</b>
<b>3d: Using Assessment in Instruction</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
<b>3d: Total Scores w/ Modified Attributes</b>	<b>8</b>	<b>14</b>	<b>19</b>	<b>7</b>

**Table 9. TESS Domains 2 & 3 with Total Number Attributes Identified within each Category using Modified Rubric (cont.)**

TESS Evaluation Rubric				
With Total Number of Attributes Identified using Modified Rubric for Each Category				
Subdomain	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning for all student, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<b>3e Total Scores w/ Modified Attributes</b>	<b>4</b>	<b>9</b>	<b>20</b>	<b>15</b>

**Inclusion of standards of pedagogy and practice.** A second theme that emerged when analyzing the observation data focuses on the provision of examples, or critical attributes, of pedagogy and practice specific to special education. The intention of including the critical attributes is to assist administrators in measuring teacher performance, as well as a means of providing teachers in the special class setting specific feedback related to their practice. Through the interview process, teachers expressed a desire for an effective evaluation tool that would provide meaningful feedback that is applicable to their pedagogy and practice. Teachers indicated a self-awareness and the acknowledgement of their individual strengths as well as areas for growth, but were looking for guidance and feedback from evaluators and an evaluation measure to do so effectively and efficiently.

As discussed in the previous section, the modified rubric provides specific examples through the inclusion of critical attributes related to the CEC standards of preparation and practice. The essence of each standard progresses across the continuum to provide a range for measuring performance. Given these standards are specific to special education pedagogy and practice, and given that the design incorporates these standards within the continuum, from unsatisfactory, to basic, to proficient, and then to distinguished, the modified rubric provides a range for measuring implementation of specific pedagogy aligned with the Arkansas TESS rubric. Through the observation process, and brief reflections with teachers following the observation, the modified rubric provided an applicable measure as well as areas for specific feedback.

The measurement of teacher performance and specific feedback derived from use of the modified rubric is reflected in the results of the observations. Table 10 provides a complete listing of all critical attributes rated as unsatisfactory or basic by subdomain. A notation is

included to identify the number of teachers who received an unsatisfactory or basic score on at least one of the indicators within the subdomain. Again, this does not reflect the overall rating of the teachers' performance; however, it does provide a representation of general performance across teachers observed. In addition, Appendix 8B provides a listing of attributes identified as unsatisfactory or basic by teacher.

**Table 11 Areas for Professional Growth**

Subdomain	Critical Attribute by Subdomain	Unsatisfactory/ Basic Score
Domain 2a: Creating an environment of respect and rapport	Implements positive behavior supports; identifies realistic expectations for personal and social behaviors across settings; redirects challenging behaviors effectively; monitors intragroup behaviors across subjects and activities; uses effective and varied behavior management strategies; uses a variety of non-aversive techniques to control targeted behaviors and maintain attention; incorporates knowledge that teacher attitudes and behaviors influence behavior; teacher consistently integrates affective, social, and life skills with academic curricula; integrates academic instruction and behavior management for individuals and groups with exceptionalities.	Unsatisfactory or Basic [2,3,6,8,10]
2b: Establishing culture for learning	<i>[Incorporates knowledge of]</i> Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development; Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior; creates visual activity schedules and visual supports for behavior and social skills for individual students; ensures visual supports are used appropriately and consistently throughout the day	Unsatisfactory or Basic [2,3,4,5,6,8,10]
2c: Managing classroom procedures	<i>[Implements]</i> Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings Design and manage daily routines <i>[i.e., designs, teaches, monitors progress, and individualizes functional routines based on progress data];</i> Teacher creates <i>[and provides instruction on]</i> visual schedules appropriate for each student's age and level of support needed; visual schedules are in place across all environments; ensures all staff know how, when, where, and by whom each student's IEP objectives will be taught <i>[i.e., comprehensive instructional routines, or zoning plans, are in developed and monitored]</i>	Unsatisfactory or Basic [2, 3,4,5,6,8,10]
2d: Managing Student Behavior	Only use evidence-based behavior change practices appropriate to preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities; use the least intensive behavior management strategy; refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials; conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior; identify evidence based strategies to increase self-awareness, and ability to self-regulate <i>[and implements direct instruction systematically and consistently]</i> ; has appropriate behavioral data collection sheets available for staff and ensures that staff knows how to collect such data; ensures that on-going data is collected about all challenging behaviors to determine function of behavior prior to implementing behavior intervention strategies; systematically reviews behavioral data before implementing behavior intervention plans or making changes to behavior interventions	Unsatisfactory or Basic [2,3,4,5,6,8,10]
2e:Organizing physical space	Design learning environments that are multisensory and facilitate active participation, self-advocacy, and independence of individuals in a variety of group and individual learning activities; makes adaptations of physical environment to provide optimal learning opportunities for individuals; modifies learning environment to manage behaviors; use performance data and information from all stakeholders to make or suggest modifications in learning environments; develop and use a technology plan based on adaptive technology assessment	Unsatisfactory or Basic [2,3,5, 6,8,10]
3a Communicating with students	<i>[The teacher will]</i> Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder; design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders; and secures students' attention before beginning instruction or before delivery of the discriminative stimulus	Unsatisfactory or Basic [4,5,6,10]

**Table 12 Areas for Professional Growth (cont.)**

Subdomain	Critical Attribute by Subdomain	Unsatisfactory/ Basic Score
3b Using questioning / prompts and discussion	[ <i>The teacher</i> ] selects, designs, and uses technology, materials and resources required to educate individuals whose exceptionalities interfere with communication; arranges program environments to facilitate spontaneous communication [ <i>i.e., incorporates strategies for discrete trial teaching, naturalistic teaching strategies, pivotal response training, incidental teaching with fidelity</i> ]; uses strategies that maximize student opportunity for success as well as increase student independence by appropriate prompting procedures for level of learning, student motivation, and difficulty of task [ <i>strategies are implemented consistently and systematically</i> ]; implements appropriate prompt-fading procedures based on level of learning, student motivation, and difficulty of task	Unsatisfactory or Basic [1,2,3,4,6,8,10]
3c Engaging students in learning	Systematically implements instructional strategies that promote the generalization of skills across domains and settings; teaches individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs; provides prompts and reinforcement separately from the discriminative stimulus; provides prompts quickly when necessary	Unsatisfactory or Basic [2,3,4,5,6,8,10]
3d Using assessment in instruction	Uses assessment information in making eligibility, program, and placement decisions; modifies instructional practices in response to ongoing assessment data; obtains or creates data collection sheets that match the stated criteria on each IEP objective; trains paraprofessionals on data sheets for each student; monitors data collection to ensure that data is recorded regularly and accurately; addresses any issues with data collection immediately and professionally	Unsatisfactory or Basic [2,3,4,5,6,8,10]
3e Demonstrating flexibility and responsiveness	Uses periodic assessments to accurately measure learning progress and individualize instruction variables in response to assessment results; adjusts instruction to match student’s ability, motivation, or need; develops programs, including the integration of related services, based upon a thorough understanding of individual differences; provides mass practice or varies tasks based on level of learning, student motivation, and difficulty of task; deliver Discrete Trial Instruction based on protocol; delivers incidental teaching procedures based on protocol	Unsatisfactory or Basic [4,5,6,8,10]

The majority of teachers observed had multiple attributes falling within the unsatisfactory or basic range, with the exception of one teacher. Given the observation portion of the evaluation process focuses on *Domain 2: Classroom Environment* and *Domain 3: Instruction*, the attributes noted as unsatisfactory and/or basic were generally related to the following: implementation of evidence-based instructional practices specific to special education; implementation of appropriate behavior management and intervention strategies based on data and functional assessment; antecedent interventions such as visual schedules, visual supports, and environmental modifications; as well as prompting strategies, prompt fading strategies, and data collection.

As noted in the summary table, Table 10, the modified rubric provides specific targets for professional growth. Although not indicated within the summary table, the modified rubric also provides the teachers with areas for growth within the proficient and distinguished range. In

addition, the measures of critical attributes potentially provide value to the feedback provided, as indicated in the interview analysis and survey analysis. As discussed, the measures are connected to specific pedagogy; teachers indicated this as desirable in the interview process. As one teacher noted in the interviews, her administrator had scored her high in all areas, higher than she scored herself. She expressed that there was not any applicable feedback provided and it felt meaningless to have all areas score within the distinguished range. She was aware she had areas for growth, but did not receive feedback in those areas. In addition, multiple teachers commented on the value of feedback and the connection the observation process has on progressing within their selected area for professional growth, as discussed in the following section.

**Connecting the professional growth plan.** The observation process highlighted the applicability of the modified rubric to meet the desire of the teachers interviewed to have a meaningful professional growth plan, developed collaboratively with their evaluators, monitored throughout the year, with the provision of resources and training applicable to their identified growth plan. As indicated in Table 10, and discussed above, the areas noted as unsatisfactory and/or basic are related to key components of a special education program, as defined by the CEC standards of preparation and practice. These standards of practice include, but are not limited to, the use of prompting strategies, in conjunction with prompt-fading plans; the development and implementation of a data collection plan related to the student's IEP; ensuring appropriate instruction and supports are in place to address language and communication needs; incorporating evidence-based practices to address behavior (reinforcement systems, functional behavior assessments, etc.); and implementing antecedent interventions such as visual schedules, visual supports, and environmental modifications. As noted in Table 10, the majority of the

teachers observed had some level of difficulty with these core aspects to classroom management and instruction.

Finally, through the analysis of the observation data, it was noted that the attributes identified as unsatisfactory or basic are consistent with the teachers' professional growth plans. The teachers' professional growth plans are listed in Appendix 8B, which organizes unsatisfactory and basic measures of attributes by teacher. For example, Teacher 2 indicated her professional growth plan focused on facilitating her students' work on independent tasks. The critical attributes relevant to this plan which were measured as unsatisfactory or basic in her observation are as follows: prompting systems and hierarchy not developed; high levels of prompt dependency; prompt-fading techniques not planned or implemented; data collection system not in place; data not used to develop interventions; data not systematically reviewed; does not monitor use of visual supports; teaching for mastery and generalization not systematic; spontaneous communication not facilitated. As measured using the Arkansas TESS rubric alone, these specific targets for improvement would not be indicated, thus impacting collaboration between the administrator and teacher, as well as overall growth in this area if not provided specific targets for improvement.

### **Summary**

The purpose of this study was to examine the perceptions of special education teachers and administrators regarding Arkansas TESS as an effective evaluation measure for special education teachers, as well as their perceptions regarding the development and use of a teacher evaluation rubric distinctive to special education teachers. Through survey, interview, and observations, the following issues were addressed: special education teacher and administrator perceptions of Arkansas TESS as designed for special education teachers; the identification of

specific pedagogy or practices, if any, that are perceived as measured, or not, with Arkansas TESS as written; and potential barriers, if any, to effective implementation of Arkansas TESS for special education teachers. The results of the survey, interview, and observation analyses are summarized within the context of each question in the sections that follow.

### **Perceptions of Arkansas TESS for Special Education Teacher Evaluation**

The results of the survey indicate that the majority of teachers perceive Arkansas TESS to be an effective measure of teacher performance in the general education setting. The majority perceive Arkansas TESS to be an ineffective measure of special education teacher performance. Respondents did not agree that Arkansas TESS measures critical indicators related to special education and the majority did agree that a rubric specific to special education would improve the evaluation process. Further analysis, obtained through the interview of ten special education teachers serving students with moderate to severe disabilities in the special class setting, highlights the factors contributing to this phenomenon as experienced through their personal evaluations with Arkansas TESS as the measure of performance.

Specifically, the teachers interviewed spoke to the value of the evaluation process for improving practice and their desire for a valid means for measuring growth. The teachers indicated that they are aware of their strengths, as well as areas for improvement. However, they noted their self-reflections do not match what is indicated on their evaluations completed by administrators. This is attributed, by the teachers interviewed, to the lack of specific standards for special education practice across the district and state. In addition, the teachers attributed the inconsistencies to the distinct differences in pedagogy, practice, and roles and responsibilities in the general education setting, to which TESS is written, as compared to the special class setting.



## **Measures of Pedagogy Specific to Special Education in Arkansas TESS**

The interviews revealed that teachers perceive meaningful growth cannot occur when the instrument used does not reflect or support the practices in which special education teachers engage daily. According to the teachers interviewed, while Arkansas TESS provides a solid foundation it does not address the specific pedagogy of special education. This includes the varying methods of instruction and assessment, such as the implementation of evidence-based practices that do not align with the methods or expectations outlined in the Arkansas TESS rubric. Teachers also highlighted the distinct differences in curriculum, and the level of scaffolding and development necessary for student learning in the special class setting. Another distinction emphasized by the teachers, that is not measured in Arkansas TESS, is the connection between assessment, curriculum development, instructional design, and progress monitoring to the development and monitoring of the IEP.

Given these differences, the teachers indicated it is difficult to truly reach proficient or distinguished implementing TESS as it is written. Teachers and administrators work to “stretch” their practice to fit the measure being used, providing teachers with ratings of proficient or distinguished despite the disconnect in indicators described within the subdomains. However, given that it is not reflective of the standards of practice those measures, according to the teachers interviewed and the survey results, are not meaningful to their professional growth.

Analysis of the observations provided similar results, with the themes that emerged surrounding the notions that (1) the differences in pedagogy and practice, as well as expectations of students, affect the utility of Arkansas TESS as an evaluation measure of teachers in the special education setting; (2) the modified rubric provided specific examples of pedagogy and practice to be used in evaluating performance within the subdomains, as well as meaningful

feedback to special education teachers; and (3) the Professional Growth Plans developed by the teachers observed are consistent with the areas for growth noted in the observations.

The modified rubric provides indicators specific to special education pedagogy and practice, aligned with the current Arkansas TESS teacher evaluation rubric. These indicators, or critical attributes, provide a means for connecting the practices observed in the special education setting, as well as the artifacts submitted, to the descriptions within the current rubric. These indicators also allow for a wider range within the continuum. Teachers are able to meet proficient and distinguished levels based on the relevant attributes that connect their students and their work to that in the general education setting. The indicators provide specific targets for the teachers to improve their practice and provide a means for evaluators with limited experience or knowledge of special education practices to measure performance of special educators. This leads to professional growth plans that are collaborative, relevant to the special education teacher's practice, and connected to the measure used to evaluate their performance.

### **Barriers to Effective Implementation of Arkansas TESS for Special Education**

The effect of these distinctions in pedagogy and practice is further impacted by the perceived limitations in knowledge and experience administrators have in regards to special education. Not only does this impact the ratings administrators provide through the observations and evaluation of evidence submitted for TESS, teachers also feel it hinders the validity of feedback provided in post-conference reflections or observation summaries, the collaborative development of professional growth plans, the provision of resources, and the assurance of professional development opportunities specific to special education.

Teachers indicated that additional tools, such as a checklist to assist in observations and/or a rubric with attributes specific to CEC standards of preparation and practice, aligned with

the current Arkansas TESS domains and subdomains, would enhance the evaluation process for special education teachers. Such support, teachers indicated, would provide accountability for administrators to be knowledgeable of the pedagogy and responsibilities of special education teachers. Furthermore, it would provide teachers with a tool specific to their practice, allowing for meaningful reflection and identification of areas for growth. As discussed above, this was reflected in the analysis of the observations conducted using such a modified rubric.

### **Conclusions**

The purpose of this study was to examine the perceptions of special education teachers and administrators regarding Arkansas TESS as an evaluation measure for special education teachers, as well as their perceptions regarding a teacher evaluation rubric distinctive to special education standards. The results of the survey, interview, and observation analyses indicate that special education teachers do not perceive the Arkansas TESS teacher evaluation rubric to be an effective measure of performance in the special education setting. The survey results further indicated that respondents did not feel critical indicators specific to special education services are addressed in Arkansas TESS, and the majority agree that a measure specific to special education pedagogy and practice would be a more effective measure.

Teacher perceptions of Arkansas TESS were further explored through semi-structured interviews of ten special education teachers serving students in a special class setting. Through the analysis of the interviews, three primary themes emerged. These themes highlighted the value of the evaluation process and the desire of the teachers interviewed for a more meaningful measure of growth; the significant differences in competencies and practices between special education and general education settings and how these differences are perceived to impact the utility of the Arkansas TESS rubric; as well as the perceived challenges of effectively

implementing the Arkansas TESS evaluation process for special education teachers. The teachers interviewed further explored the Arkansas TESS rubric, as compared to CEC standards of preparation and practice. The teachers shared opinions as to how a modified rubric or checklist would address the concerns they noted. Specifically, teachers discussed the differences in pedagogy and practice, the knowledge and experience of administrators with regard to special education services, as well as the impact that the nature and needs of their students and classrooms has on measurement of performance using the Arkansas TESS rubric.

Through the observation process, and subsequent analysis, the themes which emerged align with the context of the themes which emerged from the analysis of the interviews. The observation data further highlights the differences in pedagogy and practice and the impact this has on the evaluation process using the Arkansas TESS rubric. The potential benefits of using a modified rubric with specific indicators of pedagogy and practice for measuring performance, providing feedback, and improving the process of developing and monitoring professional growth plans were noted as well. Chapter 5 further discusses these results within the context of these questions, as well as the context of the professional literature.

## Chapter 5

### Discussion

#### Overview

The complex nature of the roles and responsibilities of a special education teacher requires specific pedagogical knowledge regarding the nature and needs of disabilities; not only in the educational setting, but also within the community and home environments and across all areas of functioning. This pedagogical knowledge includes an awareness of the range of evidence-based practices with the understanding of which practices to apply for individual students; the ability to utilize appropriate social, emotional, and behavioral management teaching strategies; expertise regarding various alternatives for evaluation and assessment, data collection, and progress monitoring; as well as knowledge of and individualization of educational programs for students with diverse academic and social needs.

The State of Arkansas recently adopted the TESS model for evaluating teachers and other professional educators, based on the work of Charlotte Danielson's *A Framework for Teaching and Learning* (Danielson, 2007). While various specialty models have been developed to assist administration in evaluation, to include teachers of gifted and talented students, instructional facilitators, English as a second language instructors, speech language pathologists, and school psychology specialists, a model specific to the special education teacher that delineates information specific to classrooms on the continuum of services, has not been developed. Despite the substantial pedagogical and administrative differences in roles and responsibilities, special education teacher evaluations have been implemented using the same rubrics as general education teachers.

This study examined perceptions of using a teacher evaluation rubric, distinctive to special education teachers, in a school district in Northwest Arkansas. The survey, interviews, and observations explored teacher and administrator perceptions regarding the use of the Arkansas TESS rubric as a performance measure for general education teachers, as well as a performance measure for special education teachers; perceptions regarding the rubric's measure of specific indicators or attributes of the special education teacher based on standards of practice, and the perceived relevance of this; as well as any perceived barriers or challenges that potentially exist with the use of the current system for special education teachers. A special education teacher evaluation rubric was designed, incorporating CEC standards of preparation, practice, and advanced practice for special education teachers. This modified rubric was aligned and inclusive of the domains within the Arkansas TESS teacher evaluation rubric. The following questions guided the study:

1. Based on experience and role, what are the perceptions of special education teachers and administrators regarding Arkansas TESS in relation to the evaluation of special education teachers?
2. What pedagogical factors, specific to special education, do teachers perceive as being or not being effectively measured using the Arkansas TESS teacher evaluation process?
3. What do special education teachers perceive as barriers, if any, to effective implementation of the Arkansas TESS teacher evaluation process for special education teachers?

## **Discussion of Results**

As presented in the summary of the results, the teachers interviewed expressed an appreciation of the evaluation process. Teachers are generally lifelong learners searching for

ways to improve their practice. Those interviewed indicated a desire for a means to measure their progress, to identify areas of strength, as well as to identify areas for growth. Additionally, multiple examples of the significant differences in the competencies and practices necessary for success in the special education setting, as compared to the general education classroom, were shared.

According to the teachers' perceptions, an administrator's level of knowledge and experience in special education services influences the evaluation measures, particularly due to the differences in classroom size, student behaviors, and instructional methods, as well as their distinctive roles and responsibilities. The teachers interviewed indicated a self-awareness of personal areas of strengths and weaknesses, with the realization of the divide between their self-reflection and that of their evaluation. A means for measuring practice, in respect to the pedagogy specific to the services they provide, would assist in this search for meaningful professional growth.

This final chapter reviews the results of the research within the context of relevant literature, focusing on the application of Arkansas TESS to special education teacher evaluation, measuring pedagogy specific to special education services, and overcoming challenges to special education teacher evaluation. This is followed by a brief discussion of the limitations, recommendations for future research and implications for current practice and policy change. The summary and conclusion sections reiterate the need for teachers, administrators from the school, district, state, and national levels, and policy makers to consider the implications of continuing the practice of using an evaluation measure that is not specific to the specific nature of special education services and the impact this has on the children served.

**Applying Arkansas TESS to special education teacher evaluation.** Ritter & Barnett (2016) conducted a qualitative study, interviewing teachers on the value of an evaluation system. Teachers indicated that they valued evaluation measures that produce meaningful feedback and thus meaningful collaboration. The teachers interviewed for this current research also spoke to the value of the evaluation process for improving practice and their personal desire for a valid means for measuring growth. As noted, the teachers indicated a self-awareness of individual strengths and weaknesses; but expressed that the evaluations completed by administrators did not match self-reflections. For student outcomes and teacher practices to improve, performance measures should hold value to the teacher, reflect practices and pedagogy, and be collaborative in promoting professional growth. Multiple teachers interviewed expressed that feedback from administrators was not meaningful or connected to the specific practices being implemented or identified as areas for professional growth. The teachers attribute this, in part, to the lack of specific standards for special education practice across the district and state, as well as the distinctions in special education pedagogy, practice, roles and responsibilities. The majority of survey respondents and interview participants perceive Arkansas TESS to be a valid measure of general education teacher performance, but not of special education teacher performance. A clear connection to special education pedagogy and practice is necessary to improve teacher self-efficacy, value, and therefore effectiveness in the classroom.

**Measuring pedagogy specific to special education.** Ruppert et al. (2015) indicated that the evaluation of special education teachers serving students with low-incidence disabilities is an area that is under-researched. The authors specify the potential negative effect this factor has on teacher self-efficacy and self-value, as well as the impact it has on accountability and professional growth. Three primary characteristics of teachers serving students with significant



disabilities were identified: that they are lifelong learners, strong advocates, and collaborative by nature. Ford, Van Sickle, Clark, Fazio-Brunson & Schween (2015) found that positive ratings of self-efficacy and professional commitment are critical to the success of a performance evaluation measure. If these components are absent, and if a teacher questions the validity of the measure being used, professional commitment begins to wane and ultimately student outcomes are negatively impacted.

Johnson & Semmelroth (2014) expressed the notion that the varying roles and responsibilities of special education teachers pose challenges to the evaluation of special education teachers. Specific differences noted include case management, additional testing and evaluation requirements, specially-designed instruction for a range of student needs, paperwork requirements, and management of support staff, as well as the heterogeneous population, the variability in classroom environments, and the provision of instruction across settings. Ruppert et al., (2015) further delineate that teachers of students with significant cognitive and developmental disabilities have increased demands, to include: meeting significant health and medical needs of students; balancing functional, social, and academic curriculum; and engaging in evidence-based practices and systematically programming for behavior intervention based on individual characteristics.

Similar sentiments were expressed in the teacher interviews from this research, with teachers suggesting that the extent of their roles and the purpose behind the practices they implement are not consistently evaluated using the current measure. Additionally, the participants in the survey and interviews agreed that Arkansas TESS does not measure critical indicators related to special education. This was reflected in the observations as well. Table 7 outlines some of the distinctions the teachers noted in interview. If the performance measure in

place does not evaluate the critical components of the program, the measure loses value, stifles teacher efforts, creates a negative perception, and ultimately impacts student outcomes.

“An effective special education teacher is someone who is able to identify a student’s needs, implement evidence-based instructional practices and interventions, and demonstrate student growth.” (Johnson & Semmelroth, 2014). The work of Johnson & Semmelroth (2014) specifically supports the inclusion of CEC standards into a rubric such as Danielson’s *Framework*, as well as incorporating instructional strategies specific to special education as critical indicators. For an evaluation measure to be effective in improving teacher practice, and thus student outcomes, the system must take into account the specific nature of the teacher’s practice. In their survey of key stakeholders across states and districts, Holdheide et al. (2010) found the majority of participants agreed that the role of the special education teacher is distinctly different than that of the general education teacher and thus should be measured using a differentiated instrument. As Danielson (2012) notes, “unless there is a clear and accepted definition of good teaching, teachers won’t know how their performance will be evaluated and administrators will not know what to look for.”

Aligned with the work of Johnson & Semmelroth (2014), as well as the CEC Policy Statements (2013), Holdheide et al. (2010), and Darling-Hammond (2013), the results from the survey data indicate that the inclusion of performance standards, or critical indicators, specific to special education would improve performance measures for special educators. The inclusion of critical attributes based on CEC standards was also supported through the analysis of the interviews and observations. Teachers expressed an awareness that meaningful growth cannot occur when the instrument used to measure performance does not reflect or support the practices within which they engage daily. Through an analysis of the observation data, it was evident that

the design of the current model does not appropriately measure the specific nature of instruction, the heterogeneity of the students, or the range of practices inherent in the special education setting. The inclusion of CEC standards and critical attributes, however, assisted with making meaningful connections to practices observed and aligned with the areas for growth expressed by the teachers participating in the qualitative study.

The teachers and administrators surveyed agree that the current Arkansas TESS model provides an effective measure for teacher evaluation in the general education setting; but the perception of the majority indicated that this model is not an effective measure for special education teachers. Through interview and observation, it was evident that measuring pedagogy specific to special education was challenging without the inclusion of specific indicators aligned with standards of practice. As the teachers articulated, the current model requires the evaluator to “stretch” what is observed to match the criteria. If the evaluator does not engage in the “stretch”, it is not possible for a special education teacher to reach distinguished. Using the aligned rubric, however, special education teachers are able to meet proficient and distinguished levels based on the relevant attributes that connect their students and their work to that in the general education setting. In addition, the indicators provide specific targets for the teachers to improve their practice and provide a means for evaluators with limited experience or knowledge of special education practices to measure performance.

**Overcoming challenges of special education teacher evaluation.** Darling-Hammond, a researcher in the field of teacher evaluation for several decades, continues to emphasize the critical component of teacher evaluation systems: an effective evaluation system promotes a continuum of learning throughout the career, from preparation, to new teacher induction, to practice, and to advanced practice (2014). Successful teacher evaluation systems are based on

standards of practice, with multiple measures specific to practice, provide meaningful and timely feedback to teachers, and connect to professional development opportunities (Darling-Hammond, Amrein-Bearadsley, Haertel, and Rothstein, 2012; Ritter & Barnett, 2016). In essence, they are functional and formative in nature (Ford et al., 2015; Leahy, 2014; Smylie, 2014). However, if the evaluator is not aware of or familiar with the diverse roles, responsibilities, or specific pedagogy connected to special education services, they cannot effectively evaluate a special education teacher (Holdheide et al., 2010). This was noted as a fundamental challenge to effectively implementing the Arkansas TESS evaluation system to special education practice through the survey, interviews, and observations of this research.

Incorporating a rubric or checklist that highlights standards and pedagogy specific to special education and connects to teacher preparation programs would assist in improving administrator awareness of pedagogy and practice specific to special education services (Holdheide, et al., 2010). As teachers expressed through survey and interview, the inclusion of a rubric or checklist incorporating attributes specific to CEC standards of preparation and practice while aligned with the current Arkansas TESS domains and subdomains would increase administrator accountability for, and measurement of, the differences between general education classrooms and special education classrooms. Not only would this address the perceived affect potential limitations in knowledge and experience have on administrator evaluation of observation and evidence, but would essentially increase the value of the performance measure itself, provide more meaningful feedback, provide a tool for teacher self-reflection, allow for collaborative conversations regarding professional growth, the provision of resources, and the assurance of professional development opportunities specific to special education.

## **Limitations of Research**

Limitations to the application and generalizability of the data and analysis potentially exist. The primary limitations that were identified as the study progressed from theory, to design, to implementation and analysis, address the parameters of the study, the incorporation and comparison of all aspects of the evaluation process, varying perceptions of additional stakeholders, the potential generalizability of the results, and the researcher's role in the school district.

The first limitation noted was in regards to the general parameters of the study. The Arkansas TESS model for teacher evaluation incorporates four domains, multiple observations, pre-/post-conferences, teacher reflections and the submission of artifacts/evidence. This study did not fully address all facets of the evaluation system, thus does not allow for a full comparison the Arkansas TESS evaluation system. A second limitation addresses administrator participation and perspectives. At the time the study was implemented, administrators were not able to collaborate with the researcher to observe the special education teachers using the modified rubric, and were not selected to participate in interviews. In addition, the sample size of administrators that responded to the survey did not provide a significant sample for analysis of perceptions generated from the survey data. Finally, the researcher was not trained in administration of Arkansas TESS, which is a potential limitation as well.

A third limitation addresses the generalizability of the results. While the diversity, size, and range of educators' roles, experience, and education provides for generalization of the results to other settings, there are many small, rural districts throughout the state of Arkansas, as well as larger districts, to which these results may not generalize. The fourth limitation identified is in regards to the researcher. At the time of the study, the researcher worked in the school district as

a district level Board Certified Behavior Analyst. This position, due to the frequent classroom observations, consultations, and professional development to teachers in the district, brought prior knowledge of teachers' strengths and areas for growth, as well as prior knowledge regarding some of the indicators that may not have been observed in that given observation.

A final limitation noted through this research involves the modified rubric utilized. Simple revisions to the modified rubric should be made, to make the rubric viable as a supplement to the current evaluation system. Through the analysis of survey data, interviews, and observations, several notations were made regarding the modified specialty rubric used in this research. To make the rubric practical for formal and summative evaluations, as well as meaningful teacher reflection, reducing the number of critical attributes under particular subdomains is recommended. For the development of a scoring system, an equal number of attributes should be incorporated under each subdomain. When using the modified rubric in this research, it was noted that some of the attributes selected appeared to be more subjective in nature than others. Reviewing the indicators through this paradigm would potentially reduce the subjective nature of a standards-based measure such as this.

To increase clarity and improve connections between the CEC standards and subdomain descriptions of the evaluation rubric, several attributes could be moved to different subdomains where they would potentially better support a different measure. One such area was the attributes focusing on the development of appropriate prompting systems. This would be an appropriate measure to include in the subdomain focusing on the incorporation of questioning and discussion techniques or using assessment in learning. Currently, prompting strategies are included in multiple subdomains. This also serves as an example of the final revision derived from the research; combining and/or removing attributes that are repetitive both within the same

subdomain, as well as across subdomains. The repetitive nature of critical attributes potentially may lead to conflicting measures of performance, creating a more subjective evaluation.

### **Recommendations for Future Research**

Given the results of the study, as well as the identified limitations, several areas for additional research emerged. To accurately gain perspectives from all stakeholders, a variety of studies could be developed. Designing a study wherein the researcher works closely with select teachers, administrators, and district special education administrators throughout the school year would provide many benefits. This includes the implementation of the specialty rubric and potentially additional supporting documents, throughout the entirety of the TESS evaluation process. A study of this depth would generate an appropriate comparison between the use of the two rubrics, as well as perceptions of a wider range of stakeholders. Similarly, a state-wide study, designed to implement use of the rubric across a variety of district sizes, diversity levels, and educator experiences would improve generalizability.

Additional investigations on a smaller scale include using the themes identified through this research to develop additional survey models for quantitative analysis across a range of stakeholders. Examining the perspectives of special education teachers in other roles or providing services in additional settings would benefit the research as well, to determine if a specialty rubric would apply to resource, co-teaching, or indirect services, as well as to teachers serving in special schools or hospital programs. A study, quantitatively or qualitatively exploring the perceptions of building and district level administrators would potentially provide additional insight as to the tools and training that would support their evaluation of special education teacher performance.

The study of additional evaluation systems, in place in districts and states across the nation, would provide additional information regarding the perceived impact of using a rubric designed for teachers in the general education setting to evaluate special education teachers. To ensure the specialty rubric addresses critical components, as perceived by a variety of stakeholders, in a manner that is socially valid, focus group studies should be implemented. The focus group studies could identify specific standards, indicators and attributes to include in the development of a specialty rubric for special education teachers that aligns with current models for teacher evaluation. Finally, designing validity and reliability studies of the specialty rubric, once developed, would be a critical step in the process of implementation.

### **Implications for Current Practice**

As discussed in the introduction of this research, perhaps the most important benefactor of this study is the population of special education students. As presented in the literature review, the factor that is attributed most to student growth is the classroom teacher. Teacher evaluation systems are designed and implemented, in theory and in practice, to promote teacher self-reflection and growth. Given a clear set of roles and responsibilities for special education teachers, with an instrument for administrators to objectively and informatively measure effectiveness and collaboratively identify areas for professional growth with teachers, the students will foreseeably benefit through improved teaching and learning.

Although the design and implementation of additional research will potentially take time, mindful participants, and resources, there are several implications derived from this research which could be implemented in the immediate future. The first of these implications requires no modification to the current evaluation system, but rather the development of focused professional development for administrators comprised of the distinctions in expectations, roles and



responsibilities of the special education teacher. These distinctions should be addressed through discussion of the CEC standards of preparation, practice, and advanced practice as aligned with the domains of the current evaluation rubric. In addition, an overview of evidence-based practices, specific information regarding the nature and needs of disabilities, administrative responsibilities of the special education teacher, and specific connections to the development and monitoring of the IEP should be incorporated. Professional development should be designed at the state level, for consistency across districts. Training should then be incorporated into the current training models in place, with videos specific to the special class setting, the resource setting, and the co-teaching environment to ensure clear distinctions are evident to participants.

A second implication for current practice, derived from this research, which should be implemented expeditiously, is the development of supporting documents for special education teacher evaluation, particularly when using a rubric designed for implementation in the general education setting. Such supporting documents include guiding questions for the teacher and administrator to be used in preparation for the pre- and post-conferences as well as the observations. A brief observation checklist, similar to a classroom walk-through instrument, should be developed to guide teachers and administrators in the observation process, to be implemented long term as support for the informal observations. While such an instrument is broad and does not provide a measure for growth, it would assist with the evaluation process by providing concrete measures of expected practices and environmental considerations. Last, generating a list of potential artifacts to include as evidence of planning, preparation, and professional responsibilities specific to special education services, as well as additional supports for identifying evidence regarding the classroom environment and instruction is necessary to support both teachers and administrators.

Perhaps the most critical implication derived from this research, supported by a rich history of teacher evaluation research, is the need for a teacher evaluation system that is specific to special education services. In this case, as well as in other states or districts using a standards-based teacher evaluation system with a rubric for measurement, this entails implementing the implications above, as well as designing a specialty area rubric for special education teachers that is clearly connected to the distinct pedagogy and practice of special education teachers through the incorporation of national standards of special education teacher preparation, practice and advanced practice.

Currently, the state of Arkansas has developed specialty rubrics for speech language pathologists, school psychology specialists, teachers of gifted and talented students, teachers of English language learners, and fine arts. Teachers of students with disabilities serve a distinctly different role as educators, with responsibilities for which they must be held accountable. A specialty rubric, designed at the state level with input from administrators, teachers, and teacher educators must be developed to ensure our students are receiving the services appropriate to their identified needs. The expertise of the Danielson Group would benefit the development of the specialty rubric, in turn supporting the work they engage in with states and school districts across the country.

With the recent passing of Every Student Succeeds Act (ESSA, 2015), to replace NCLB, the responsibility of teacher evaluation systems has moved back to the state level. It is imperative that states begin to take the responsibility to design and implement teacher evaluation measures that meet the needs of special education teachers and, more importantly, reflect the services and supports necessary for students with disabilities to lead successful, rich lives as they transition from school to life. Substantial research exists to support the need for the development of a

specialty rubric for special education teachers; this research provides additional information regarding the implementation of such a specialty rubric, further informing the necessity.

Additionally, the application of current CEC standards of preparation, practice, and advanced practice to existing and developing models of standards-based teacher evaluation systems would potentially provide additional insight into the connections between special education and general education pedagogy. This application would provide opportunity for practitioners and researchers to refine the current special education standards to align more fluently between service models. The potential with this application leads to improved services for special education students across settings, with additional accountability and clear alignment of services.

Furthermore, the alignment of pedagogies provides the opportunity for special education practices to further inform general education practices. This would assist not only at the level of practitioner, but also at the preparation level. Many states have developed alternative pathways to special education certification; and more students with disabilities are being served in the general education setting. Therefore, all steps we take as professionals to strengthen the preparation and support of general education teachers benefits students with disabilities as well as students without disabilities. Continued alignment of pedagogy, through preparation and practice, will assist in closing the gap between general and special education. Consideration should be made during future revisions of IDEA as well. Incorporating requirements for special education teacher evaluation, to supplement the language regarding teacher training, would add another layer of support to ensure that our students receive the supplementary aids and services that are appropriate to their educational needs.

## Summary

The findings in this research support and expand upon the findings in recent research regarding special education teacher evaluation. A review of recent literature regarding teacher evaluation indicates the necessity for teacher evaluations to include multiple standards-based measures that are closely aligned with their preparation, standards of practice, and guide them towards meeting standards of advanced practice through professional development (Danielson, 2007; Darling-Hammond, 2013; Darling-Hammond, 2014; Kane et al., 2011; Marzano, 2013; Taylor & Tyler, 2012; USDOE, 2010). Additional recommendations, such as those made by the Council for Exceptional Children (CEC, 2013) specify the importance of connecting special education teacher evaluation measures to the specific nature and needs of the students they serve; connect to the responsibility of the special educator to implement evidence-based practices specific to student needs; manage complex social, emotional, developmental, health, and academic needs in addition to the unique and complex paperwork requirements; and provide meaningful feedback in a timely manner that has a clear connection to professional development (Holdheide et al., 2010; Johnson & Semmelroth, 2014; Ruppert et al., 2015).

Specifically, Woolf (2013) performed a quantitative study exploring the opinions of special education teachers, administrators, and individuals involved in special education teacher preparation regarding the inclusion of critical performance indicators in the evaluation of special education teachers. Participants rated the importance of the CEC's nationally endorsed standards for special education teachers and identified the significance of including content-specific standards in special education teacher evaluation to capture the unique roles and responsibilities inherent in the practice of serving students with disabilities. This research indicated that policies

regarding performance evaluation be developed collaboratively across stakeholders in efforts to ensure teachers understand, apply and work towards meeting the standards of the field.

Consistent with the current research, the research of Coogan (2013) revealed that both teachers and administrators agreed that special education teachers cannot be effectively evaluated using a standard teaching rubric without substantial inference or interpretation. This qualitative inquiry analyzed teacher, administrators, and expert perceptions on the evaluation of special education teachers using a standard teaching rubric. Themes similar to those found in this research are consistent with the following themes identified through the work of Coogan (2013). Specifically, the research noted the importance of addressing the unique pedagogy, nature and needs of students served, as well as teacher roles and responsibilities for special education teachers in measures of their performance. In addition, this work indicated that special education teacher evaluations consist of additional measures, to include conferencing and/or interviews regarding practices.

Glowacki (2013) implemented a mixed-methods study exploring the perceptions of principals in relation to the evaluation of special education teachers. This research indicated that the principals who participated in the study agree that current evaluation measures did not differentiate the unique roles and responsibilities of special education teachers; that administrator knowledge and experience in delivering special education services is a factor in special education teacher evaluation; and that participants suggested revision to performance measures of special education teachers that incorporate specific indicators related to practice. Another similar finding, but more specific to the evaluator, revealed that administrators acknowledged the benefit a checklist or revised measure which incorporated the specific roles and responsibilities of special education teachers would enable them to provide more effective, meaningful feedback

in areas of curriculum, instruction, behavior management, case management, and evaluation. Finally, the work indicated that administrators identified a need for professional development of evaluators, specific to the pedagogy, practices, roles and responsibilities of special educators. Such professional development for the evaluator would enable them to provide more guidance in the areas of professional development. (Glowacki, 2013).

This research explored the findings of Woolf, Coogan, and Glowacki, as well as CEC policy and teacher evaluation reform research. However, this study moved beyond the perceptions regarding the use of a general education teacher evaluation system to measure special education teacher performance. The development, inquiry, and implementation of a modified rubric, aligned with the general standards-based model while incorporating CEC standards as critical attributes under the various subdomains creates an evaluation system that reflects both pedagogies, ensuring students with disabilities have access to the same curriculum and opportunities as their non-disabled peers while also receiving the supplementary aids and services identified as appropriate to their individual needs. The perceptions and opinions of those surveyed and interviewed were further explored via observation, with each step highlighting the critical need for an individualized rubric.

### **Conclusions**

Meaningful teacher performance measures are critical to improving teachers' perceptions of self-efficacy, value, and effectiveness. Decades of research indicate the significant role teacher evaluation systems contribute to improving practice, and thus improving student outcomes. Research repeatedly highlights the necessity of developing measures that are aligned with teacher preparation programs, as well as standards of practice specific to pedagogy. With this, effective measures are clearly connected to systems for professional growth.

Education reform efforts continue to improve teacher preparation programs, teacher evaluation measures, and professional growth systems for teachers across settings. The research behind these efforts must be applied to special education services in order to improve recruitment, preparation, and retention of teachers with the specialized knowledge necessary to educate students with disabilities. Current models of teacher evaluation promote a standards-based model with multiple measures of performance. Aligning these models to the practices specific to special education will promote the growth necessary to improve outcomes for students with disabilities. Abraham Lincoln once said “If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it.”

Research informs us that the single-most critical factor in ensuring student success is the teacher delivering instruction. Students with disabilities simply cannot afford additional barriers to improved outcomes. The special education teacher is responsible for addressing the impact of disabilities across settings and across areas of functioning. This role requires specific knowledge regarding the nature and needs of students with disabilities, as well as a range of instructional practices to address these needs with fluidity and flexibility. Due to the multiple challenges of providing special education services, a system of performance evaluation that is connected to their pedagogy, aligned with preparation models, and promotes professional growth specific to their practice is essential. Inclusion of these factors is proven to improve self-efficacy, perceived value, and therefore practice. Given that the teacher is a clear connection to ensuring student success, policy and procedure for teacher evaluation must support the unique roles of special educators.

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## Appendices

### Appendix 1: Arkansas TESS

#### 1A: Arkansas TESS rubric



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Teacher: \_\_\_\_\_  
 District: \_\_\_\_\_  
 School Year: \_\_\_\_\_  
 Conference Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_  
 School/ Building: \_\_\_\_\_  
 Grade and/or Subject Area: \_\_\_\_\_  
 Track:  Probationary/Novice  Experienced  1A  1B1  1B2  Intensive

#### Summative Evaluation

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a:</b> <i>Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b>1A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1b:</b> <i>Demonstrating Knowledge of Students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<b>1B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 1: PLANNING AND PREPARATION</b> <i>(continued)</i>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c:</b> <i>Setting Instructional Outcomes</i>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.  Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<b>1C</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1d:</b> <i>Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>1D</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1e:</b> <i>Designing Coherent Instruction</i>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure, the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<b>1E</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 1: PLANNING AND PREPARATION</b> <i>(continued)</i>				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1f:</b> <i>Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
1F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b>				



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2a:</b> <i>Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
<b>2A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2b:</b> <i>Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<b>2B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2c:</b> <i>Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<b>2C</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i></b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d:</b> <i>Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects student.
<b>2D</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e:</b> <i>Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students, teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<b>2E</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b>				



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 3: INSTRUCTION</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a:</b> <i>Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors, some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<b>3A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b:</b> <i>Using questioning / prompts and discussion</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.  Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>3B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 3: INSTRUCTION</b> <i>(continued)</i>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c:</b> <i>Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning; and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>3c</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3d:</b> <i>Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
<b>3d</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 3: INSTRUCTION</b> <i>(continued)</i>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3e:</b> <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<b>3E</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b>				



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a:</b> <i>Reflecting on Teaching</i>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>4A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4b:</b> <i>Maintaining Accurate Records</i>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
<b>4B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4c:</b> <i>Communicating with Families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program, as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<b>4C</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <i>(continued)</i>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d:</b> <i>Participating in a Professional Community</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<b>4D</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e:</b> <i>Growing and Developing Professionally</i>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<b>4E</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## AR Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <i>(continued)</i>				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>4f: Showing Professionalism</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<b>4f</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b>				



## AR TESS SUMMATIVE SCORING REPORT

*AR TESS Summative Scoring Worksheet should accompany this document.*

Summary of Commendations	Recommended Area(s) of Growth	Expectations

\_\_\_\_\_  
TEACHER'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EVALUATOR'S SIGNATURE

\_\_\_\_\_  
DATE

*An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) domain of the evaluation framework. An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of components in a teacher evaluation domain of the evaluation framework.*

1B: TESS Domains chart

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>  <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> </p> <p><b>1b Demonstrating Knowledge of Students</b>  <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> </p> <p><b>1c Setting Instructional Outcomes</b>  <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> </p> <p><b>1d Demonstrating Knowledge of Resources</b>  <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul> </p> <p><b>1e Designing Coherent Instruction</b>  <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> </p> <p><b>1f Designing Student Assessments</b>  <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul> </p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>  <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> </p> <p><b>2b Establishing a Culture for Learning</b>  <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> </p> <p><b>2c Managing Classroom Procedures</b>  <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> </p> <p><b>2d Managing Student Behavior</b>  <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> </p> <p><b>2e Organizing Physical Space</b>  <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul> </p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>  <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> </p> <p><b>4b Maintaining Accurate Records</b>  <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> </p> <p><b>4c Communicating with Families</b>  <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul> </p> <p><b>4d Participating in a Professional Community</b>  <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul> </p> <p><b>4e Growing and Developing Professionally</b>  <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> </p> <p><b>4f Showing Professionalism</b>  <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul> </p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>  <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> </p> <p><b>3b Using Questioning and Discussion Techniques</b>  <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> </p> <p><b>3c Engaging Students in Learning</b>  <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> </p> <p><b>3d Using Assessment in Instruction</b>  <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> </p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>  <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> </p>

## Appendix 2: IRB and District Approvals and Forms

### 2A: IRB Request and Approval



Office of Research Compliance  
Institutional Review Board

April 28, 2015

#### MEMORANDUM

TO: Tiffany Mrla  
Peggy Schaefer-Whitby

FROM: Ro Windwalker  
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 14-11-300

Protocol Title: *Perceived Relevance of Special Education Performance Indicators: Arkansas Teacher Evaluation Support System*

Review Type:  EXEMPT  EXPEDITED  FULL IRB

Approved Project Period: Start Date: 04/27/2015 Expiration Date: 04/26/2016

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscp/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

**This protocol has been approved for 133 participants.** If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or [irb@uark.edu](mailto:irb@uark.edu).

## 2B: District Research Review Committee Request and Approval

FROM: Dr. Megan Witonski, Assistant Superintendent

DATE: April 23, 2015

SUBJECT: Research Request

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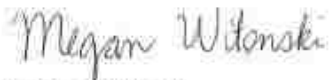
Ms. Mria,

Thank you for your submission to the Springdale School District to conduct research in our district.

The committee has reviewed your proposal and has provided conditional approval based on the agreed upon parameters for this study between you and Dr. Christy Smith.

You have permission to move forward with the documents submitted to conduct research in the Springdale School District. We ask that you review in advance any potential materials for distribution or publication with Dr. Smith prior to submission to the University of Arkansas or other entity.

Sincerely,



Dr. Megan Witonski  
Assistant Superintendent  
Springdale School District

## 2C: Approved Consent Forms

Survey Consent Form

Tiffany Mrla

**Title:**

*Perceived Relevance of Special Education Performance Indicators: Arkansas Teacher Evaluation Support System*

**Investigator:**

*Tiffany Mrla, PhD Student  
College of Education and Health Professions  
University of Arkansas  
Room 324 Graduate Education Building  
Fayetteville, Arkansas 72701  
Telephone: 479-575-3208  
Fax: 479-575-3119*

**Dissertation Advisor:**

*Peggy Schaefer-Whitby, PhD, BCBA-D  
College of Education and Health Professions  
University of Arkansas  
308 Arkansas Ave  
Fayetteville, AR 72701  
Telephone: 479-575-3302  
Fax: 479-575-3119  
Email: [pschauf@uark.edu](mailto:pschauf@uark.edu)*

**Compliance Contact Person:**

*Ro Windwalker, CIP, IRB Coordinator  
Office of Research and Compliance  
University of Arkansas  
109 MLKG  
Fayetteville, AR 72701  
Telephone: 479-575-2208  
Fax: 479-575-6527  
Email: [irb@uark.edu](mailto:irb@uark.edu)*

**Purpose of Study:**

The purpose of the study is to examine the perceived relevance of using a teacher evaluation rubric, distinctive to special education teachers, in a school district in Northwest Arkansas. The intention is to validate or disconfirm the addition of key indicators for special education teachers aligned with the current Arkansas TESS evaluation instrument, using a deductive approach within a phenomenological study. A special education teacher evaluation rubric has been designed using CEC standards of practice for special education teachers. This will follow the format and domains within the Arkansas TESS Teacher Evaluation Rubric and supporting documents. Special Education Teachers, building, and district administrators will be engaged in evaluating the rubric design prior to implementation.

This is a research project being conducted by Tiffany Mrla at University of Arkansas. You are invited to participate in this research project because you are currently working as a special education teacher or administrator in the district selected for this study.

**Voluntary Participation:**

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research study, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. There are no payments for college credits for participating. If you indicate you are interested in consideration for participation in the interview(s), observation(s), and reflective evaluations, you may be contacted following a criterion-referenced sampling procedure.

*Adapted from Survey Monkey (the source to be used for the survey portion of the pilot study).*

IRB #14-11-390  
Approved: 04/27/2015  
Expires: 04/26/2016

**Description of Study:**

The initial portion of the study involves a simple survey, expected to take 15 minutes. There are 9 questions regarding general demographics and work experience, 5 questions regarding your experience with TESS, 10 questions regarding the implementation of TESS, and 10 questions regarding critical indicators for special education teachers. All questions are multiple choice or Likert ratings.

The final question on the survey inquires as to your interest in participating in the qualitative portion of the study. Participation is voluntary and participants are selected using a criterion-referenced sampling procedure. The qualitative portion, as explained within the question, involves the following:

- Interview with researcher regarding the implementation of Arkansas TESS specific to special education;
- Observation of your classroom practice using a TESS rubric, revised with indicators specific to special education (process aligned with Arkansas TESS procedures);
- A post-observation interview regarding the revised rubric, review of your TESS portfolio, your observed classroom practices, and reflection on your current TESS score with the score using the revised rubric.

This process is expected to occur prior to the end of the 2014-15 school year. Expected time is 3 hours total for interviews and observations (1 hour maximum each), with potential for follow-up interview to review transcriptions and analysis during the month of June, 2015.

**Confidentiality:**

You will be assigned a code number that will be used to match the survey, interview, and evaluation reflection data collected, if identified through the criterion-referenced sample for additional interview, observation, or reflective interview/evaluation. All information will be kept confidential to the extent allowed by law and University policy. Results from the research will be reported as aggregate data. The survey questions will include general demographic information regarding your work history and current assignment, as well as perceptions of the TESS rubric with regard to special education teacher evaluation and opinions of CEC standards.

We will work to keep your information confidential within the scope of the law and University policy. All data is stored in a password protected electronic format. The results of this study will be used for scholarly purposes only and may be shared with University of Arkansas representatives.

**Risks and Benefits:**

There are no perceived risks with the implementation of this study. The potential benefits of the study include improved evaluation of special education teachers, leading to individualized professional development, and improved teaching and practice. More importantly, the students will benefit from improved teaching.

**Right to Withdraw:**

You are free to refuse to participate in the research and to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences — no penalty to you.

**Questions:**

*Adapted from Survey Monkey (the source to be used for the survey portion of the pilot study).*

IRB #14-11-300  
Approved: 04/27/2015  
Expires: 04/26/2016



If you have any questions about the research study, please contact Tiffany Mrla at [tmrla@uark.edu](mailto:tmrla@uark.edu). This research has been reviewed according to University of Arkansas IRB procedures for research involving human subjects.

**ELECTRONIC CONSENT:** Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- ELECTRONIC CONSENT:** Please select your choice below. Clicking on the "agree" button below indicates that: • you have read the above information • you voluntarily agree to participate • you are at least 18 years of age If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

agree     disagree

## INTERVIEW INFORMED CONSENT

### Title:

*Perceived Relevance of Special Education Performance Indicators: Arkansas Teacher Evaluation Support System*

### Investigator:

*Tiffany Arla, PhD Student  
College of Education and Health Professions  
University of Arkansas  
Room 324 Graduate Education Building  
Fayetteville, Arkansas 72701  
Telephone: 479-575-3208  
Fax: 479-575-3119*

### Dissertation Advisor:

*Peggy Schaefer-Whitby, PhD, BCBA-D  
College of Education and Health Professions  
University of Arkansas  
308 Arkansas Ave  
Fayetteville, AR 72701  
Telephone: 479-575-3302  
Fax: 479-575-3119  
Email: [pschae@uark.edu](mailto:pschae@uark.edu)*

### Compliance Contact Person:

*Ro Windwalker, CIP, IRB Coordinator  
Office of Research and Compliance  
University of Arkansas  
109 MLKG  
Fayetteville, AR 72701  
Telephone: 479-575-2208  
Fax: 479-575-6527  
Email: [rb@uark.edu](mailto:rb@uark.edu)*

### Description:

The purpose of the study is to examine the perceived relevance of using a teacher evaluation rubric, distinctive to special education teachers, in a school district in Northwest Arkansas. The intention is to validate or disconfirm the addition of key indicators for special education teachers aligned with the current Arkansas TESS evaluation instrument, using a deductive approach within a phenomenological study. A special education teacher evaluation rubric has been designed using CEC standards of practice for special education teachers. This will follow the format and domains within the Arkansas TESS Teacher Evaluation Rubric and supporting documents. Special Education Teachers, building, and district administrators will be engaged in evaluating the rubric design prior to implementation.

Your participation in this portion of the study is voluntary. Participants were selected if they answered yes to the final question on the survey regarding willingness to participate in the qualitative portion. As a result of criterion-referenced sample of participants surveyed, your name was selected. The qualitative portion incorporates the following components:

- Interview with researcher regarding the implementation of Arkansas TESS specific to special education;
- Observation of your classroom using a TESS rubric, revised with indicators specific to special education (process aligned with Arkansas TESS procedures);
- A post-observation interview regarding the revised rubric, review of your TESS portfolio, your observed classroom practices, and reflection on your current TESS evaluation score as compared with the evaluation score using the revised rubric.

Adapted from <http://vpre@uark.edu/IRB-Policy-Procedures20020228.pdf>

IRB #14-11-300  
Approved: 04/27/2015  
Expires: 04/26/2016

This process is expected to occur prior to the end of the 2014-15 school year. Expected time is 3 hours total for interviews and observation (1 hour each maximum), with potential for follow-up interview to review transcriptions and analysis during the month of June, 2015. The interviews and observation will take place at your building, at a time selected by you, with permission from your building level administrators.

Interview instruments will be semi-structured, allowing the researcher flexibility in questions to be determined through listening to participants and investigating additional areas of interest that arise through the process. Interviews will be video recorded to allow researcher to spend time listening to participants, then transcribing and coding in a different setting. Information gathered through the interview, classroom observation, and evaluation reflections will be coded and analyzed according to themes identified. Results will be presented in table format with expansion within the results and discussion sections.

**Risks and Benefits:** There are no perceived risks with the implementation of this study. The potential benefits of the study include improved evaluation of special education teachers, leading to individualized professional development, and improved teaching and practice. More importantly, the students will benefit from improved teaching.

**Voluntary Participation:** Your participation in the research is completely voluntary. There are no payments for college credits for participating.

**Confidentiality:** You will be assigned a code number that will be used to match the survey, interview, and evaluation reflection data collected. All information will be reported aggregate. Assigned code numbers linking survey responses to interviews and evaluations will be destroyed upon completion of the project. All recordings will be destroyed following transcription and the identification code will be destroyed once interview, observation, and evaluation data is linked. All information will be kept confidential to the extent allowed by law and University policy. Results from the research will be reported as aggregate data.

**Right to Withdraw:** You are free to refuse to participate in the research and to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences — no penalty to you.

**Informed Consent:** I, (please print) \_\_\_\_\_, have read the description, including the purpose of the study, the procedures to be used, the potential risks, the confidentiality, as well as the option to withdraw from the study at any time. Each of these items has been explained to me by the investigator. The investigator has answered all of my questions regarding the study, and I believe I understand what is involved. My signature below indicates that I freely agree to participate in this study and that I have received a copy of this agreement from the investigator.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Adapted from <http://vpreed.uark.edu/IRB-Policy-Procedures20020228.pdf>

IRB #14-11-300  
Approved: 04/27/2015  
Expires: 04/26/2016

## Appendix 3: CEC Standards

### 3A: CEC Standards of Professional Practice

#### Council for Exceptional Children Special Education Professional Practice Standards<sup>1</sup>

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##### 1.0 Teaching and Assessment

###### Special Education Professionals:

- 1.1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities
- 1.2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
- 1.3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.
- 1.4. Create safe, effective, and culturally<sup>2</sup> responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.
- 1.5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.
- 1.6. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.
- 1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities
- 1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
- 1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.
- 1.10. Do not engage in the corporal punishment of individuals with exceptionalities.
- 1.11. Report instances of unprofessional or unethical practice to the appropriate supervisor.
- 1.12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

<sup>1</sup> Approved October 2011

<sup>2</sup> Throughout this document wherever "culture" and its derivatives are used to mean the sum of a group's socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values, and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.

##### 2.0 Professional Credentials and Employment

###### Special Education Professionals:

- 2.1. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment.
- 2.2. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential.
- 2.3. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed.
- 2.4. Provide notice consistent with local education agency policies and contracts when intending to leave employment.
- 2.5. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary.
- 2.6. Advocate for appropriate and supportive teaching and learning conditions
- 2.7. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including paraeducators, does not result in the denial of special education services.
- 2.8. Seek professional assistance in instances where personal problems interfere with job performance.
- 2.9. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency.
- 2.10. Objectively document and report inadequacies in resources to their supervisors and/or administrators and suggest appropriate corrective action(s).
- 2.11. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.
- 2.12. Resolve professional problems within the workplace using established procedures.
- 2.13. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment.
- 2.14. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect
- 2.15. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program.
- 2.16. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.
- 2.17. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals

##### 3.0 Professional Development

###### Special Education Professionals:

- 3.1. Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.
- 3.2. Maintain current knowledge of procedures, policies, and laws relevant to practice.
- 3.3. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
- 3.4. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans.
- 3.5. Participate in systematic supervised field experiences for candidates in preparation programs.
- 3.6. Participate as mentors to other special educators, as appropriate.

#### 4.0 Professional Colleagues

Special Education Professionals:

- 4.1. Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.
- 4.2. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.
- 4.3. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.
- 4.4. Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities.
- 4.5. Intervene professionally when a colleague's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.
- 4.6. Do not engage in conflicts of interest.

#### 5.0 Paraeducators

Special Education Professionals:

- 5.1. Assure that special education paraeducators have appropriate training for the tasks they are assigned.
- 5.2. Assign only tasks for which paraeducators have been appropriately prepared.
- 5.3. Provide ongoing information to paraeducators regarding their performance of assigned tasks.
- 5.4. Provide timely, supportive, and collegial communications to paraeducators regarding tasks and expectations.
- 5.5. Intervene professionally when a paraeducator's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

#### 6.0 Parent & Families

Special Education Professionals:

- 6.1. Use culturally appropriate communication with parents and families that is respectful and accurately understood.
- 6.2. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process.
- 6.3. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.
- 6.4. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.
- 6.5. Inform parents of relevant educational rights and safeguards.
- 6.6. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.
- 6.7. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

#### 7.0 Research

Special Education Professionals:

- 7.1. Do not knowingly use research in ways that mislead others.
- 7.2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.
- 7.3. Protect the rights and welfare of participants in research.
- 7.4. Interpret and publish research results with accuracy.
- 7.5. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.
- 7.6. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities.

#### 8.0 Case Management

Special Education Professionals:

- 8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.
- 8.2. Follow appropriate procedural safeguards and assist the school in providing due process.
- 8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.
- 8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.
- 8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

## 9.0 Non-Educational Support

### Special Education Professionals:

- 9.1. Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided, and the professional liability for assuming the task is disclosed.
- 9.2. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

### 3B: CEC Standards of Initial and Advanced Preparation

#### CEC Initial Level Special Educator Preparation Standards<sup>1</sup>

Among the sine qua non characteristics of mature professions are the identification of the specialized knowledge and skill and the assurance to the public that practicing professionals possess the specialized knowledge and skill to practice safely and effectively (Neville, Herman, & Cohen, 2005). Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice.

Reflective of the personalized needs of individuals with exceptionalities, agencies prepare and credential special educators in a variety of specialty areas. To address these important specialty preparation areas, CEC has developed the seven CEC Preparation Standards on a three-step foundation. CEC uses a rigorous consensual validation process to identify sets of knowledge and skills for entry-level and advanced special educators in the variety of specialty areas. These specialty sets capture the professional knowledge base, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise for each proposed knowledge and skill. As a part of the validation process, CEC uses a rigorous consensual validation process (CEC Validation Study Resource Manual, 2010).

CEC synthesizes the specialty sets into seven major preparation standards organized under four areas of focus: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition.

Headings and Foci for the CEC Initial Preparation Standards	
<b>Learner and Learning</b>	
1	Learner Development and Individual Learning Differences
2	Learning Environments
<b>Content Knowledge and Professional Foundations</b>	
3	Curricular Content Knowledge
<b>Instructional Pedagogy</b>	
4	Assessment
5	Instructional Planning and Strategies
<b>Professionalism and Collaboration</b>	
6	Professional Learning and Practice
7	Collaboration

While the CEC Preparation Standards cross special education specialty areas, CEC uses the specialty sets to inform and differentiate the content, contexts, and issues among and between the respective specialty areas (e.g., early childhood,

<sup>1</sup> NCATE approved November 2012.

1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

#### Supporting Explanation

From its roots, special educators have placed the learning needs of the individual at the center of special education instruction. Historically, pedagogy or teaching skill has been at the heart of special education. Whether helping individuals with exceptionalities master addition, cooking, independent living, or philosophy, special educators have altered instructional variables to optimize learning for individuals with exceptionalities. The *raison d'être* for special education lies in the specialized professional knowledge and skills to individualize<sup>2</sup> access to learning in both specialized and general curricula for individuals with exceptionalities. Development of expertise begins with a thorough understanding of and respect for similarities and differences in human growth and development. Like all educators, beginning special educators first respect individuals with exceptionalities within the context of human development and individual learning differences.

Additionally, beginning special educators understand the characteristics between and among individuals with and without exceptionalities. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life.

Moreover, beginning special educators understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, the experiences of individuals with exceptionalities can influence families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

<sup>2</sup> As used herein the term "individualize" is used as synonymous with terms such as "personalize", "customize", "adaptive", and "differentiated."

However, beginning special educators' knowledge of human development goes beyond listing and ordering developmental milestones, and reciting legal definitions of exceptionalities. Beginning special educators understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities. Beginning special educators are active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning special educators individualize instruction to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

**CEC Initial Preparation Standard 2 Learning Environments**

<b>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</b>	
<b>Key Elements</b>	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

**Supporting Explanation**

Like all educators, beginning special educators develop safe, inclusive, culturally responsive learning environments for all students. Beginning special educators also collaborate with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

Beginning special educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality, guides the special educator in modifying learning environments, and providing for the maintenance and generalization of acquired skills across environments and subjects.

Beginning special educators structure environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals

with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

Frequently, special educators safely intervene with individuals with exceptionalities in crisis. Special educators are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

**CEC Initial Preparation Standard 3 Curricular Content Knowledge**

<b>3.0 Beginning special education professionals use knowledge of general<sup>3</sup> and specialized curricula<sup>4</sup> to individualize learning for individuals with exceptionalities.</b>	
<b>Key Elements</b>	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**Supporting Explanation**

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline, and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to special educators.

Within the general curricula, beginning special educators demonstrate in their planning and teaching, a solid base of understanding of the central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with general educators in:

- Teaching<sup>5</sup> or co-teaching the content of the general curriculum to individuals with exceptionalities across a wide range of performance levels.

<sup>3</sup> As used "general curricula," means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

<sup>4</sup> As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.



- Designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

Additionally, beginning special educators use a variety of specialized curricula, e.g. academic, strategic, social, emotional, and independence curricula, to individualize meaningful and challenging learning for individuals with exceptionalities.

**CEC Initial Preparation Standard 4 Assessment**

<b>4.0</b>	<b><i>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i></b>
<b>Key Elements</b>	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

**Supporting Explanation**

Like all educators, beginning special educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Like their general education colleagues, beginning special educators regularly monitor the learning progress of individuals with exceptionalities in both general and specialized content and make instructional adjustments based on these data.

Beginning special educators also use assessment information to support a wide variety of decisions within special education. Beginning special educators understand the legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, program planning, individualized instruction, learning, and

<sup>5</sup> Because of the significant role that content specific subject matter knowledge plays at the secondary school level, special education teachers routinely teach secondary level academic subject matter content classes in consultation or collaboration with one or more general education teachers appropriately licensed in the respective content area. However, whenever special education teachers assume sole responsibility for teaching a general curriculum academic subject matter course at the secondary level, the special educators possess a solid subject matter content knowledge base sufficient to assure the students can meet state curriculum standards.

placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Beginning special educators understand the appropriate use and limitations of various types of assessments; and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

Beginning special educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias.

Beginning special educators use assessment information to identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

Beginning special educators integrate the results of assessments to develop long-range individualized instructional plans anchored in both general and special education curricula, and translate these individualized plans into carefully selected shorter-range goals and objectives. They also have a central role integrating the results of assessments in developing a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

Beginning special educators use available technologies routinely to support their assessments. With the rapid advance and use of technology, special educators use technologies to support and manage assessment of individuals with exceptionalities. The appropriate and efficient use of technology to support assessment tasks is rapidly becoming an essential tool for special education professionals.

**CEC Initial Preparation Standard 5 Instructional Planning and Strategies**

<b>5.0</b>	<b><i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>6</sup> to advance learning of individuals with exceptionalities.</i></b>
<b>Key Elements</b>	
5.1	Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support

<sup>6</sup> Instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.

	the communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**Supporting Explanation**

Whether in individualizing access to general and specialized content, individualized decision-making and individualized instruction are at the center of special education practice. In the selection, development, and adaptation of learning experiences for individuals with exceptionalities, beginning special educators consider an individual's abilities, interests, learning environments, and cultural and linguistic factors. The interactions of these factors with the implications of an individual's exceptionality guides the special educator's selection, adaptation, and use of a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

Beginning special educators teach personalized literacy and numeracy to individuals with exceptionalities who are often non-responsive Individuals in tiered intervention models. In their planning and teaching with these individuals, beginning special educators emphasize explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span through approaches such as cross curricular lesson planning. Moreover, they enhance 21<sup>st</sup> Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increase their self-awareness and reliance, self-management and control, and self-efficacy and advocacy.

Beginning special educators provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not English. Beginning special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Beginning special educators are familiar with augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities, and use individualized strategies to enhance their language development and teach communication skills to individuals with exceptionalities.

Beginning special educators implement a variety of individualized learning plans across a wide range of settings and a range of different learning experiences, including individualized family service plans, individualized transition plans, individualized behavior change plans.

Transitions are specific points of potential difficulty for individuals with exceptionalities. Beginning special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

For individuals with exceptionalities in early childhood, special educators focus the individualized instruction plan within the context of family services taking into account the needs, priorities, and concerns of families, as the primary providers of instruction.

Beginning special educators facilitate all personalized instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Beginning special educators use technologies routinely to support all phases of instruction planning. With the rapid advance and use of technology, special educators use technologies to support and manage all phases of planning, implementing, and evaluating instruction.

**CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice**

<b>6.0</b>	<b><i>Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i></b>
<b>Key Elements</b>	
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**Supporting Explanation**

Beginning special educators practice in multiple roles and complex situations across wide age and developmental ranges that requires ongoing attention to legal matters and serious consideration of serious professional and ethical issues. The Ethical Principles and Professional Practice Standards of the Council for Exceptional Children guide beginning special education professionals. These principles and standards provide benchmarks by which special educators practice and evaluate each other professionally.

Beginning special educators understand special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, historical points of view that continue to influence the field of special education and the education of and services for individuals with exceptionalities and their families in both school and society. Beginning special educators understand how these factors influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

Beginning special educators are sensitive to the aspects of diversity with individuals with exceptionalities and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of special education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective special education services for ELL with exceptionalities and their families.

Beginning special educators understand the relationships of the organization of special education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. Beginning special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning special educators engage in professional activities and participate actively in professional learning communities that benefit individuals with exceptionalities, their families, colleagues, and their own professional growth. Beginning special educators view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. Beginning special educators plan and engage in activities that foster their professional growth and keep them current with evidence-based practices. Beginning special educators also know how to recognize their own skill limits and practice within them.

There has been substantial growth in the use of special education paraeducators over the past few years, and beginning special educators frequently provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**CEC Initial Preparation Standard 7 Collaboration**

**7.0** *Beginning special education professionals collaborate with families, other educators, related service providers, individuals with*

<b><i>exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i></b>	
<b>Key Elements</b>	
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**Supporting Explanation**

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21<sup>st</sup> century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Special educators view general educators as possessing knowledge and expertise in curriculum, and general educators reciprocally view special educators as having knowledge and expertise in the education of individuals with exceptionalities. Beginning special educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

Beginning special educators collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement. Additionally, special educators use collaboration to facilitate personalized instruction planning and transitions of individuals with exceptionalities in promoting the learning and well-being of individuals with exceptionalities across a wide range of settings and different learning experiences.

Beginning special educators routinely collaborate with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

Special educators have long recognized the positive significance of the active involvement of individuals with exceptionalities and their families in the education process, and special educators involve individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

**CEC Special Education Specialist Advanced Preparation Standards<sup>1</sup>**

Among the sine qua non characteristics of mature professions are the identification of the specialized knowledge and skill and the assurance to the public that practicing professionals possess the specialized knowledge and skill to practice safely and effectively (Neville, Herman, & Cohen, 2005).

Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice.

Reflective of the personalized needs of individuals with exceptionalities, agencies prepare and credential special educators in a variety of specialty areas. To address these important specialty preparation areas, CEC has developed the seven CEC Preparation Standards on a three-step foundation. CEC uses a rigorous consensual validation process to identify sets of knowledge and skills for entry-level and advanced special educators in the variety of specialty areas. These specialty sets capture the professional knowledge base, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise for each proposed knowledge and skill. As a part of the validation process, CEC uses a rigorous consensual validation process (CEC Validation Study Resource Manual, 2010).

CEC synthesizes the specialty sets into seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition.

Headings and Foci for the CEC Advanced Preparation Standards	
Learner and Learning	
1	Assessment
Content Knowledge and Professional Foundations	
2	Curricular Content Knowledge
Instructional Pedagogy	
3	Program, Services, and Outcomes
4	Research and Inquiry
Professionalism and Collaboration	
5	Leadership and Policy
6	Professional and Ethical Practice
7	Collaboration

While the CEC Preparation Standards cross special education specialty areas, CEC uses the specialty sets to inform and differentiate the content, contexts, and issues among and between the respective specialty areas (e.g., early childhood, mild/moderate, developmental disabilities, and learning disabilities). Preparation program faculties align their program assessments to the seven preparation standards with the key elements and program reviewers review for alignment between the program assessments and the seven preparation standards with the key elements.

**Glossary**

**Individuals with Exceptionalities:** Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

**Special Education Services:** Special education services are personalized, i.e. individualized, services that appropriately credentialed special educators provide directly or indirectly to individuals with exceptionalities.

<sup>1</sup> NCATE approved November 2012

CEC Advanced Preparation Standard 1 Assessment

<b>1.0</b>	<i>Special education specialists use valid and reliable assessment practices to minimize bias.</i>
<b>Key Elements</b>	
1.1	Special education specialists minimize bias in assessment.
1.2	Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

**Supporting Explanation**

The raison d'être for special education lies in the specialized professional knowledge and skills to individualize<sup>2</sup> or personalize learning in both specialized and general curricula for individuals with exceptionalities.

Since its earliest days, special education has been based on the understanding of individuals and the contexts in which they live and learn in order to plan for the education of individuals with exceptionalities. This begins with the understanding of and respect for similarities and differences in human growth and development, and it extends to designing and implementing assessments to evaluate the effectiveness of practices and programs. To assure relevant and valid assessment information, nonbiased procedures are critical in the selection of assessment instruments, methods, and procedures for both individuals and programs. Frequently, special education specialists are a resource to school teams in selecting accommodations in assessments to minimize bias and ensure validity.

Special education specialists bring experience and engage in reflection to inform their understanding of human diversity and its influence on families, cultures, and schools, and their interaction with the delivery of education services. They use this experience to personalize instruction for individuals with exceptionalities. The identification and use of strategic accommodations and modifications depend on the understanding of specific individuals and their contexts.

With respect to assessment of individuals with exceptionalities, special education specialists apply their knowledge and skill to all stages and purposes of assessment in decision-making including: prereferral and screening, preplacement for special education eligibility, and monitoring and reporting learning progress in the general education curriculum and in other individualized educational program goals.

CEC Advanced Preparation Standard 2 Curricular Content Knowledge

<b>2.0</b>	<i>Special education specialists use their knowledge of general<sup>3</sup> and specialized<sup>4</sup> curricula to improve programs, supports, and services at classroom, school, community, and system levels.</i>
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<sup>2</sup> As used herein the term "individualize" is used as synonymous with terms such as "personalize", "customize", "adapt", and "differentiate".

<sup>3</sup> As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

<b>Key Elements</b>	
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

**Supporting Explanation**

Special education specialists have a comprehensive knowledge of special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have influenced and continue to influence special education and the education of and services for individuals with exceptionalities both in school and in society. Special education specialists use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptionalities to support all individuals with exceptionalities to access challenging curriculum standards.

Special education specialists work within the limits of their professional skill, and facilitate access to the general education curricula and special supplementary curricula, e.g. academic, strategic, social, emotional, transition, independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, assistive technologies, curriculum standards, and effective teaching strategies to support learning.

CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes

<b>3.0</b>	<i>Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</i>
<b>Key Elements</b>	
3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Special education specialists apply knowledge of theories, evidence-based practices,

<sup>4</sup> As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

	and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
3.4	Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
3.5	Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

**Supporting Explanation**

Special education specialists apply their knowledge of cognitive and behavioral science, learning theory, evidence-based practice, and instructional technologies to improve programs, services, and supports for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, and assistive technologies, curriculum standards, and effective teaching strategies to support access to learning.

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of a continuum of programs and services to ensure the appropriate instructional supports for individuals with exceptionalities and their families

Special education specialists have a sufficient facility with the breadth and scope of instructional augmentative, assistive technologies so that they select alternatives that will improve programs, supports, and services for individuals with exceptionalities and their families, and facilitate others' selection and use.

**CEC Advanced Preparation Standard 4                      Research & Inquiry**

<b>4.0</b>	<i>Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</i>
<b>Key Elements</b>	
4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

**Supporting Explanation**

Research and inquiry inform the professional practice of special education specialists. As professionals, special education specialists view science as the principal source for information on effective practice.

Special education specialists know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education, and they use research to improve instructional techniques, intervention strategies, and curricula.

Special education specialists evaluate the appropriateness of research methodologies in relation to the validation of practices, and use the literature to inform professional practice.

Special education specialists foster a collegial environment supportive of continuous instructional improvement, and engage in the design and implementation of research with professional colleagues.

In addition, special education specialists design and implement research and evaluation activities to evaluate progress toward the organizational vision, mission, and goal, and the effectiveness of programs, services, and supports for individuals with exceptionalities.

**CEC Advanced Preparation Standard 5                      Leadership and Policy**

<b>5.0</b>	<i>Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.</i>
<b>Key Elements</b>	
5.1	Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
5.2	Special education specialists support and use linguistically and culturally responsive practices.
5.3	Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

**Supporting Explanation**

Special education specialists model respect for all individuals and encourage challenging expectations for individuals with exceptionalities. Special education specialists use their knowledge of the needs of different groups in a pluralistic society to support and use linguistically and culturally responsive practices.

Special education specialists hold high professional self-expectations and help others more completely understand the needs of individuals with exceptionalities.

Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

They support quality education for individuals with exceptionalities, and advocate for policy based on solid scientific evidence. In addition, they advocate for appropriate resources to ensure that all personnel involved have effective preparation.

Special education specialists use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptionalities.

They mentor others and promote high expectations for themselves, other professionals, and

**CEC Advanced Preparation Standard 6 Professional and Ethical Practice**

<b>6.0</b>	<i>Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</i>
<b>Key Elements</b>	
6.1	A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
6.2	Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
6.3	Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
6.4	Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.6	Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
6.7	Special education specialists actively promote the advancement of the profession.

**Supporting Explanation**

A deep understanding of the history of special education, legal policies, ethical standards, and emerging issues informs the leadership of special education specialists. They use this broad foundation to construct their own professional understanding of special education professional practice and to facilitate others' understanding of the education of and services for individuals with exceptionalities and their families in both school and society.

Special education specialists understand how and why special education organizes its programs and services in relation to school systems and other agencies. They model and facilitate high professional expectations and ethical practice to create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

They design and deliver ongoing professional development designed to improve practice at all relevant organizational levels. Special education specialists plan, present, and evaluate

professional development based on models that apply the principles of adult learning theory and focus on the use of effective practice at all organizational levels.

Special education specialists view themselves as lifelong learners, and model their commitment to improving their own professional practice by participating in professional development continuously. Special education specialists actively plan and engage in activities that foster their own as well as their colleagues' professional growth with evidence-based practices. In addition, they develop and use personalized professional development plans and facilitate the development and use of personalized professional development plans of colleagues.

Special education specialists recognize their responsibility to promote the advancement of the profession including facilitating and participating in the preparation and induction of prospective special educators.

**CEC Advanced Preparation Standard 7 Collaboration**

<b>7.0</b>	<i>Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</i>
<b>Key Elements</b>	
7.1	Special education specialists use culturally responsive practices to enhance collaboration.
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

**Supporting Explanation**

Special education specialists have a deep understanding of the significance of collaboration for education colleagues, families, related service providers, and others from the community and use collaboration to promote understanding, resolve conflicts, and build consensus.

Based on the theory and research on elements and models of effective collaboration, special education specialists use their skills to improve programs, services, and outcomes for individuals with exceptionalities. They possess current knowledge of the related ethical and legal issues, and use culturally responsive practices to enhance collaboration.

**Glossary**

**Individuals with Exceptionalities** Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected whose needs differ sufficiently so as to require personalized special education services in addition to or in tandem with regular educational services available through general education programs and other human service delivery systems.

**Special Education Service** Special education services are personalized services that appropriately credentialed special educators provide directly or indirectly to individuals with exceptionalities.



### 3C: CEC Initial and Advanced Specialty Sets Used

Specialty Set: Advanced Special Education Developmental Disabilities and Autism Specialist

CEC Advanced Preparation Standard 1		Assessment
Revised	Present	
<b>Knowledge</b>		
ACSI1_K1	ACC4_K1	Evaluation process and determination of eligibility.
ACSI1_K2	ACC4_K2	Variety of methods for assessing and evaluating the performance of individuals with exceptionalities.
ACSI1_K3	ACC4_K3	Strategies for identifying individuals with exceptionalities.
ACSI1_K4	ACC4_K4	Evaluate an individual's success in the general education curriculum.
SEDAS1_K1	DDA4.K1	Criteria used to diagnose or identify the continuum of developmental disabilities/autism spectrum disorders as defined by the most current version of the Diagnostic and Statistical Manual of Mental Disorders.
SEDAS1_K2	DDA4.K2	Ethical implications and obligations related to diagnosis and identification of an individual suspected of having developmental disabilities/autism spectrum disorders.
SEDAS1_K3	DDA4.K3	Comprehensive assessment including specialized terminology and assessment tools.
SEDAS1_K4	DDA4.K4	Importance of ongoing evaluation of strengths and needs in varied contexts.
SEDAS1_K5	DDA4.K5	Conditions for individuals who are dually diagnosed with developmental disabilities/autism spectrum disorders and mental health.
SEDAS1_K6	DDA4.K6	Comprehensive transition assessment including identification of external agency assessment sharing.
<b>Skills</b>		
ACSI1_S1	ACC4_S1	Design and use methods for assessing and evaluating programs.
ACSI1_S2	ACC4_S2	Design and implement research activities to examine the effectiveness of instructional practices.
ACSI1_S3	ACC4_S3	Advocate for evidence based practices in assessment.
ACSI1_S4	ACC4_S4	Report the assessment of individuals' performance and evaluation of instructional programs.
SEDAS1_S1	DDA4.S1	Describe the core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders.
SEDAS1_S2	DDA4.S2	Describe the distinguishing features of disorders on the autism spectrum.
SEDAS1_S3	DDA4.S3	Identify conditions that co exist between developmental disabilities and autism spectrum disorders.
SEDAS1_S4	DDA4.S4	Conduct non biased assessment.
SEDAS1_S5	DDA4.S5	Use information from assessments and educational records to design instruction.
SEDAS1_S6	DDA4.S6	Collect, interpret and use data to document outcomes for individuals with developmental disabilities/autism spectrum disorders; and change programming-as indicated with family and team.
SEDAS1_S7	DDA4.S7	Share a thorough profile of the individuals with developmental disabilities/autism spectrum disorders with their family and the current and future educational team(s).
SEDAS1_S8	DDA4.S8	Conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior.
SEDAS1_S9	DDA4.S9	Uses assessments information from a variety of school and external agency resources to make transition recommendations.

SEDAS1.S10	DDA4.S10	Articulate awareness of and the impact of mental health disorders on individuals with developmental disabilities/autism spectrum disorders in collaborating with family and colleagues.
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CEC Advanced Preparation Standard 2		Curricular Content Knowledge
<b>Knowledge</b>		
SEDAS2.K1	DDA5.K1	Benefits of low- to high-technology across all areas of development.
SEDAS2.K2	DDA5.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities/autism spectrum disorders.
<b>Skills</b>		

CEC Advanced Preparation Standard 3		Programs, Services, and Outcomes
<b>Knowledge</b>		
ACSI3_K1	ACC2_K1	Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
ACSI3_K2	ACC2_K2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
ACSI3_K3	ACC2_K3	Continuum of program options and services available to individuals with exceptionalities.
ACSI3_K4	ACC2_K4	Prereferral intervention processes and strategies.
ACSI3_K5	ACC2_K5	Process of developing Individual Educational Programs (IEP).
ACSI3_K6	ACC2_K6	Developmentally appropriate strategies for modifying instructional methods and the learning environment.
SEDAS3.K1	DDA2.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders.
SEDAS3.K2	DDA2.K2	Range of environmental supports that maximize learning for individuals with developmental disabilities/autism spectrum disorders.
SEDAS3.K3	DDA2.K3	Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder.
SEDAS3.K4	DDA2.K4	Activities and techniques for developing independent living skills.
<b>Skills</b>		
ACSI3_S1	ACC2_S1	Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences.
ACSI3_S2	ACC2_S2	Connect educational standards to specialized instructional services.
ACSI3_S3	ACC2_S3	Improve instructional programs using principles of curriculum development and modification, and learning theory.
ACSI3_S4	ACC2_S4	Incorporate essential components into individualized education plans.

SEDAS3.S1	DDA2.S1	Apply inclusive principles in the education of individuals with developmental disabilities/autism spectrum disorder.
SEDAS3.S2	DDA2.S2	Develop and implement program plans to transition individuals with developmental disabilities/autism spectrum disorder between settings across the life-span.
SEDAS3.S3	DDA2.S3	Identify match between job requirements and individual's skills, preferences, and characteristics.
SEDAS3.S4	DDA2.S4	Provide individuals with multiple job experiences.
SEDAS3.S5	DDA2.S5	Implement instructional strategies that promote the generalization of skills across domains and settings.
SEDAS3.S6	DDA2.S6	Arrange program environments to facilitate spontaneous communication.
SEDAS3.S7	DDA2.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders.
SEDAS3.S8	DDA2.S8	Provide varied instruction and opportunity to learn play and leisure skills.
SEDAS3.S9	DDA2.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments.
SEDAS3.S10	DDA2.S10	Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum.
SEDAS3.S11	DDA2.S11	Identify evidence based strategies to increase self-awareness, and ability to self-regulate.
SEDAS3.S12	DDA2.S12	Identify evidence based strategies to increase an individual's self-determination of activities, services and preferences.
SEDAS3.S13	DDA2.S13	Design and implement program activities and techniques for developing independent-living skills.
SEDAS3.S14	DDA2.S14	Plan and implement individualized and intensive programming that matches the individual's needs.

**CEC Advanced Preparation Standard 4 Research & Inquiry**

**Knowledge**

ACS4.K1	ACC3.K1	Evidence-based practices validated for specific characteristics of learners and settings.
SEDAS4.K1	DDA3.K1	Current etiology and practice based research specific to developmental disabilities/autism spectrum disorders.

**Skills**

ACS4.S1	ACC3.S1	Identify and use the research literature to resolve issues of methodical practice.
ACS4.S2	ACC3.S2	Evaluate and modify instructional practices in response to ongoing
ACS4.S3	ACC3.S3	Use educational research to improve instruction intervention strategies, and curricular materials.
SEDAS4.S1	DDA3.S1	Interpret and relay research findings in layperson terms or jargon free language.
SEDAS4.S2	DDA3.S2	Remain informed of current research, legislation and debate concerning developmental disabilities/autism spectrum disorders.

**CEC Advanced Preparation Standard 5 Leadership and Policy**

**Knowledge**

ACS5.K1	ACC1.K1	Needs of different groups in a pluralistic society.
ACS5.K2	ACC1.K2	Evidence-based theories of organizational and educational leadership.

ACS5.K3	ACC1.K3	Emerging issues and trends that potentially affect the school community and the mission of the school.
ACS5.K4	ACC1.K4	Federal and State education laws and regulations.
ACS5.K5	ACC1.K5	Current legal, regulatory, and ethical issues affecting education.
ACS5.K6	ACC1.K6	Responsibilities and functions of school committees and boards.
SEDAS5.K1	DDA1K1	Electronic print and organizational resources on developmental disabilities/autism spectrum disorders.

**Skills**

ACS5.S1	ACC1.S1	Promote a free appropriate public education in the least restrictive
ACS5.S2	ACC1.S2	Promote high expectations for self, staff, and individuals with exceptionalities.
ACS5.S3	ACC1.S3	Advocate for educational policy within the context of evidence-based practices.
ACS5.S4	ACC1.S4	Mentor teacher candidates, newly certified teachers and other colleagues.
SEDAS5.S1	DDA1.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities/autism spectrum disorders.
SEDAS5.S2	DDA1.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs.
SEDAS5.S3	DDA1.S3	Provide structure, on-going training, and support to families, professionals, and paraprofessionals.
SEDAS5.S4	DDA1.S4	Oversee and monitor routines, schedules, and sequences of events and activities.
SEDAS5.S5	DDA1.S5	Act as a positive role model for the acceptance, treatment and interaction with individuals with developmental disabilities/autism spectrum disorders and their families.

**CEC Advanced Preparation Standard 6 Professional and Ethical Practice**

**Knowledge**

ACS6.K1	ACC5.K1	Legal rights and responsibilities of individuals, staff, and parents/guardians.
ACS6.K2	ACC5.K2	Moral and ethical responsibilities of educators.
ACS6.K3	ACC5.K3	Human rights of individuals with exceptionalities and their families.
SEDAS6.K1	DDA5.K3	Impact of core and associated characteristics of developmental disabilities/autism spectrum disorders on family dynamics and functioning.
SEDAS6.K2	DDA5.K4	Critical social and ethical issues that impact the education of individuals with developmental disabilities/autism spectrum disorders, families and professionals.

**Skills**

ACS6.S1	ACC5.S1	Model ethical behavior and promote professional standards.
ACS6.S2	ACC5.S2	Implement practices that promote success for individuals with exceptionalities.
ACS6.S3	ACC5.S3	Use ethical and legal discipline strategies.

ACSI6.S4	ACC5.S4	Disseminate information on effective school and classroom practices.
ACSI6.S5	ACC5.S5	Create an environment which supports continuous instructional improvement.
ACSI6.S6	ACC5.S6	Develop and implement a personalized professional development plan.
SEDAS6.S1	DDA5.S1	Teach others to actively engage individuals with developmental disabilities/autism spectrum disorders in individualized education and life planning.
SEDAS6.S2	DDA5.S2	Teach others to use individual strengths to reinforce and maintain skills.
SEDAS6.S3	DDA5.S3	Model use of and implementation of assistive technology and augmentative alternative communication to aid in individual's comprehension and level of engagement.
SEDAS6.S4	DDA5.S4	Mentor others to teach unstated rules and customs that govern social behavior.
SEDAS6.S5	DDA5.S5	Provide professional service through leadership in the field of developmental disabilities/autism spectrum disorders.
SEDAS6.S6	DDA5.S6	Provide service to the profession through leadership activities in professional organizations.

**CEC Advanced Preparation Standard 7 Collaboration**

**Knowledge**

ACSI7.K1	ACC6.K1	Methods for communicating goals and plans to stakeholders.
ACSI7.K2	ACC6.K2	Roles of educators in integrated settings.

**Skills**

ACSI7.S1	ACC6.S1	Collaborate to enhance opportunities for learners with exceptionalities.
ACSI7.S2	ACC6.S2	Apply strategies to resolve conflict and build consensus.
SEDAS7.S1	DDA6.S1	Coordinate processes that encourage collaboration needed for transition between settings.
SEDAS7.S2	DDA6.S2	Provide leadership in collaborating with individuals and families around the issues of sexuality.
SEDAS7.S3	DDA6.S3	Collaborate with families and other team members in non-judgmental ways to make informed decisions about interventions and life planning.
SEDAS7.S4	DDA6.S4	Promote collaborative practices that respect the family's culture, dynamics, and values and the impact the diagnosis may have on the family.
SEDAS7.S5	DDA6.S5	Connect families and professionals to educational and community resources.

Specialty Set: Initial Special Education Individualized General and Independence Curriculum Combined

**Preparation Standard 1 Learner Development and Individual Learning Differences<sup>1</sup>**

Revised	IGC Previous	IIC Previous	
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**Knowledge**

ISCI.1.K1	ICC.2.K1	ICC.2.K1	Typical and atypical human growth and development.
ISCI.1.K2	ICC.2.K6	ICC.2.K6	Similarities and differences among individuals with exceptionalities.
ISCI.1.K3	ICC.2.K2	ICC.2.K2	Educational implications of characteristics of various exceptionalities.
ISCI.1.K4	ICC.2.K4	ICC.2.K4	Family systems and the role of families in supporting development.
ISCI.1.K5	ICC.3.K4	ICC.3.K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
ISCI.1.K6	ICC.3.K3	ICC.3.K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling.
ISCI.1.K7	ICC.2.K3	ICC.2.K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family.
ISCI.1.K8	ICC.2.K5	ICC.2.K5	Similarities and differences of individuals with and without exceptionalities.
ISCI.1.K9	ICC.2.K7	ICC.2.K7	Effects of various medications on individuals with exceptionalities.
ISCI.1.K10	ICC.3.K1	ICC.3.K1	Effects an exceptional condition(s) can have across an individual's life.
ISCI.1.K11	ICC.3.K2	ICC.3.K2	Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development.
ISCI.1.K12	ICC.3.K5	ICC.3.K5	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences.
ISCI.1.K13	ICC.6.K1	ICC.6.K1	Effects of cultural and linguistic differences on growth and development.
ISCI.1.K14	ICC.6.K2	ICC.6.K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

<sup>1</sup> The knowledge described in this Standard is applied to skills in other Standards.

ISC1 K15	ICC 6 K3	ICC 6 K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
IGC1 K1 IIC1 K1	IGC2 K1	IIC2 K1	Etiology and diagnosis related to various theoretical approaches
IGC1 K2 IIC1 K2	IGC2 K2	IIC2 K2	Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society
IGC1 K3 IIC1 K3	IGC2 K3	IIC2 K3	Etiologies and medical aspects of conditions affecting individuals with exceptionalities
IGC1 K4 IIC1 K4	IGC2 K4	IIC2 K4	Psychological and social-emotional characteristics of individuals with exceptionalities
IGC1 K5	IGC2 K5		Common etiologies and the impact of sensory exceptionalities on learning and experience
IGC1 K6 IIC1 K5	IGC2 K6	IIC2 K5	Types and transmission routes of infectious disease
IGC1 K7 IIC1 K6	IGC3 K1	IIC3 K1	Complications and implications of medical support services
IGC1 K8 IIC1 K7	IGC3 K2	IIC3 K2	Impact disabilities may have on auditory and information processing skills
IGC1 K9 IIC1 K8	IGC3 K3	IIC3 K3	Impact of multiple disabilities on behavior
IGC1 K9	IGC3 K1		Impact of exceptionalities on auditory and information processing skills
IGC1 K10 IIC1 K9	IGC6 K1	IIC6 K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
IGC1 K11 IIC1 K10	IGC6 K2	IIC6 K2	Communication and social interaction alternatives for individuals who are nonspeaking
IGC1 K12	IGC6 K3		Typical language development and how that may differ for individuals with learning exceptionalities
<b>Skills</b>			
IGC1 S1 IIC3 S1	IGC3 S1	IIC3 S1	Relate levels of support to the needs of the individual

## Preparation Standard 2 Learning Environments

Knowledge			
ISC1 2 K1	ICC 5 K1	ICC 5 K1	Demands of learning environments
ISC1 2 K2	ICC 5 K2	ICC 5 K2	Basic classroom management theories and strategies for individuals with exceptionalities
ISC1 2 K3	ICC 5 K3	ICC 5 K3	Effective management of teaching and learning
ISC1 2 K4	ICC 5 K4	ICC 5 K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ISC1 2 K5	ICC 5 K5	ICC 5 K5	Social skills needed for educational and other environments
ISC1 2 K6	ICC 5 K6	ICC 5 K6	Strategies for crisis prevention and intervention
ISC1 2 K7	ICC 5 K7	ICC 5 K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ISC1 2 K8	ICC 5 K8	ICC 5 K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ISC1 2 K9	ICC 5 K9	ICC 5 K9	Ways cultures are negatively stereotyped
ISC1 2 K10	ICC 5 K10	ICC 5 K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
IGC2 K1 IIC2 K1	IGC5 K1	IIC5 K2	Barriers to accessibility and acceptance of individuals with exceptionalities
IGC2 K2 IIC2 K2	IGC5 K2	IIC5 K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities
IGC2 K3 IIC2 K3	IGC5 K3	IIC5 K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
IIC2 K4		IIC5 K1	Specialized health care interventions for individuals with physical and health exceptionalities in educational settings
IIC2 K5		IIC5 K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities
<b>Skills</b>			

ISCI 2 S1	ICC 5 S1	ICC 5 S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ISCI 2 S2	ICC 5 S2	ICC 5 S2	Identify realistic expectations for personal and social behavior in various settings
ISCI 2 S3	ICC 5 S3	ICC 5 S3	Identify supports needed for integration into various program placements
ISCI 2 S4	ICC 5 S4	ICC 5 S4	Design learning environments that encourage active participation in individual and group activities
ISCI 2 S5	ICC 5 S5	ICC 5 S5	Modify the learning environment to manage behaviors
ISCI 2 S6	ICC 5 S6	ICC 5 S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ISCI 2 S7	ICC 5 S7	ICC 5 S7	Establish and maintain rapport with individuals with and without exceptionalities
ISCI 2 S8	ICC 5 S8	ICC 5 S8	Teach self-advocacy
ISCI 2 S9	ICC 5 S9	ICC 5 S9	Create an environment that encourages self-advocacy and increased independence
ISCI 2 S10	ICC 5 S10	ICC 5 S10	Use effective and varied behavior management strategies
ISCI 2 S11	ICC 5 S11	ICC 5 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
ISCI 2 S12	ICC 5 S12	ICC 5 S12	Design and manage daily routines
ISCI 2 S13	ICC 5 S13	ICC 5 S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences
ISCI 2 S14	ICC 5 S14	ICC 5 S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person
ISCI 2 S15	ICC 5 S15	ICC 5 S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors
ISCI 2 S16	ICC 5 S16	ICC 5 S16	Use universal precautions
IGC2 S1 IIC2 S1	IGC5 S1	IIC5 S1	Provide instruction in community-based settings
IGC2 S2 IIC2 S2	IGC5 S2	IIC5 S2	Use and maintain assistive technologies
IGC2 S3 IIC2 S3	IGC5 S3	IIC5 S4	Plan instruction in a variety of educational settings
IGC2 S4 IIC2 S4	IGC5 S4	IIC5 S5	Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults

IGC2 S5 IIC2 S5	IGC5 S5	IIC5 S10	Use skills in problem-solving and conflict resolution
IGC2 S6	IGC5 S6		Establish a consistent classroom routine for individuals with exceptionalities
IIC2 S6		IIC5 S3	Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities
IIC2 S7		IIC5 S6	Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities
IIC2 S8		IIC5 S7	Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments
IIC2 S9		IIC5 S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating
IIC2 S10		IIC5 S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation
IIC2 S11		IIC5 S11	Design and implement sensory stimulation programs
IIC2 S12		IIC5 S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

### Preparation Standard 3 Curricular Content Knowledge

#### Knowledge

ISCI 3 K1	ICC 7 K1	ICC 7 K1	Theories and research that form the basis of curriculum development and instructional practice
ISCI 3 K2	ICC 7 K2	ICC 7 K2	Scope and sequences of general and special curricula
ISCI 3 K3	ICC 7 K3	ICC 7 K3	National, state or provincial, and local curricula standards
ISCI 3 K4	ICC 7 K4	ICC 7 K4	Technology for planning and managing the teaching and learning environment

#### Skills

ISCI 3 S1	ICC 7 S1	ICC 7 S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities
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ISCI 3 S2	ICC 7 S7	ICC 7 S7	Integrate affective, social, and life skills with academic curricula
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## Preparation Standard 4 Assessment

### Knowledge

ISCI 4 K1	ICC 8 K1	ICC 8 K1	Basic terminology used in assessment
ISCI 4 K2	ICC 8 K2	ICC 8 K2	Legal provisions and ethical principles regarding assessment of individuals
ISCI 4 K3	ICC 8 K3	ICC 8 K3	Screening, prereferral, referral, and classification procedures
ISCI 4 K4	ICC 8 K4	ICC 8 K4	Use and limitations of assessment instruments
ISCI 4 K5	ICC 8 K5	ICC 8 K5	National, state or provincial, and local accommodations and modifications
IGC4 K1 IIC4 K1	IGC8 K1	IIC8 K1	Specialized terminology used in the assessment of individuals with exceptionalities
IGC4 K2 IIC4 K2	IGC8 K2	IIC8 K2	Laws and policies regarding referral and placement procedures for individuals with exceptionalities
IGC4 K3 IIC4 K3	IGC8 K3	IIC8 K3	Types and importance of information concerning individuals with exceptionalities available from families and public agencies
IGC4 K4	IGC8 K4		Procedures for early identification of young individuals who may be at risk for exceptionalities

### Skills

ISCI 4 S1	ICC 8 S1	ICC 8 S1	Gather relevant background information
ISCI 4 S2	ICC 8 S2	ICC 8 S2	Administer nonbiased formal and informal assessments
ISCI 4 S3	ICC 8 S3	ICC 8 S3	Use technology to conduct assessments
ISCI 4 S4	ICC 8 S4	ICC 8 S4	Develop or modify individualized assessment strategies
ISCI 4 S5	ICC 8 S5	ICC 8 S5	Interpret information from formal and informal assessments
ISCI 4 S6	ICC 8 S6	ICC 8 S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds

ISCI 4 S7	ICC 8 S7	ICC 8 S7	Report assessment results to all stakeholders using effective communication skills
ISCI 4 S8	ICC 8 S8	ICC 8 S8	Evaluate instruction and monitor progress of individuals with exceptionalities
ISCI 4 S9	ICC 8 S9	ICC 8 S9	Create and maintain records
IGC4 S1 IIC4 S1	IGC8 S1	IIC8 S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities
IGC4 S2 IIC4 S2	IGC8 S2	IIC8 S2	Use exceptionality-specific assessment instruments with individuals with exceptionalities
IGC4 S3 IIC4 S3	IGC8 S3	IIC8 S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IGC4 S4 IIC4 S4	IGC8 S4	IIC8 S6	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
IGC4 S5 IIC4 S5	IGC8 S5	IIC8 S7	Monitor intragroup behavior changes across subjects and activities
IIC4 S6		IIC8 S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IIC4 S7		IIC8 S5	Develop and use a technology plan based on adaptive technology assessment

## Preparation Standard 5 Instructional Planning & Strategies

### Knowledge

ISCI 5 K1	ICC 7 K5	ICC 7 K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
ISCI 5 K2	ICC 4 K1	ICC 4 K1	Evidence-based practices validated for specific characteristics of learners and settings
ISCI 5 K3	ICC 8 K4	ICC 6 K4	Augmentative and assistive communication strategies
IGC5 K1 IIC5 K1	IGC4 K1	IIC4 K1	Sources of specialized materials, curricula, and resources for individuals with exceptionalities
IGC5 K2	IGC4 K2		Strategies to prepare for and take tests
IGC5 K3	IGC4 K3		Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
IGC5 K4 IIC5 K2	IGC4 K4	IIC4 K2	Prevention and intervention strategies for individuals at-risk for a disability

IGC5 K5 IIC5 K3	IGC4 K5	IIC4 K3	Strategies for integrating student initiated learning experiences into ongoing instruction
IGC5 K6	IGC4 K6		Methods for increasing accuracy and proficiency in math calculations and applications
IGC5 K7	IGC4 K7		Methods for guiding individuals in identifying and organizing critical content
IGC5 K8	IGC7 K1		Integrate academic instruction and behavior management for individuals and groups with exceptionalities
IGC5 K9 IIC5 K4	IGC7 K2	IIC7 K1	Model career, vocational, and transition programs for individuals with exceptionalities
IGC5 K10	IGC7 K3		Interventions and services for individuals who may be at risk for exceptionalities
IGC5 K11	IGC7 K4		Relationships among exceptionalities and reading instruction
IIC5 K5		IIC4 K4	Resources, and techniques used to transition individuals with exceptionalities into and out of school and post-school environments

**Skills**

ISCI 5 S1	ICC 7 S2	ICC 7 S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ISCI 5 S2	ICC 7 S3	ICC 7 S3	Involve the individual and family in setting instructional goals and monitoring progress
ISCI 5 S3	ICC 7 S4	ICC 7 S4	Use functional assessments to develop intervention plans
ISCI 5 S4	ICC 7 S5	ICC 7 S5	Use task analysis
ISCI 5 S5	ICC 7 S6	ICC 7 S6	Sequence, implement, and evaluate individualized learning objectives
ISCI 5 S7b	ICC 7 S8	ICC 7 S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ISCI 5 S7	ICC 7 S9	ICC 7 S9	Incorporate and implement instructional and assistive technology into the educational program
ISCI 5 S8	ICC 7 S10	ICC 7 S10	Prepare lesson plans
ISCI 5 S9	ICC 7 S11	ICC 7 S11	Prepare and organize materials to implement daily lesson plans
ISCI 5 S10	ICC 7 S12	ICC 7 S12	Use instructional time effectively
ISCI 5 S11	ICC 7 S13	ICC 7 S13	Make responsive adjustments to instruction based on continual observations
ISCI 5 S12	ICC 7 S14	ICC 7 S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

ISCI 5 S13	ICC 4 S1	ICC 4 S1	Use strategies to facilitate integration into various settings
ISCI 5 S14	ICC 4 S2	ICC 4 S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ISCI 5 S15	ICC 4 S3	ICC 4 S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities
ISCI 5 S16	ICC 4 S4	ICC 4 S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
ISCI 5 S17	ICC 4 S5	ICC 4 S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ISCI 5 S18	ICC 4 S6	ICC 4 S6	Use strategies that promote successful transitions for individuals with exceptionalities
ISCI 5 S19	ICC 6 S1	ICC 6 S1	Use strategies to support and enhance communication skills of individuals with exceptionalities
ISCI 5 S20	ICC 6 S2	ICC 6 S2	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language
ISCI 5 S21	ICC 7 S15	ICC 7 S15	Modify instructional practices in response to ongoing assessment data
IGC5 S1 IIC5 S1	IGC4 S1	IIC4 S1	Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities
IGC5 S2	IGC4 S2		Use strategies from multiple theoretical approaches for individuals with exceptionalities
IGC5 S3	IGC4 S3		Teach learning strategies and study skills to acquire academic content
IGC5 S4	IGC4 S4		Use reading methods appropriate to individuals with exceptionalities
IGC5 S5	IGC4 S5		Use methods to teach mathematics appropriate to the individuals with exceptionalities
IGC5 S6	IGC4 S6		Modify pace of instruction and provide organizational cues
IGC5 S7 IIC5 S2	IGC4 S7	IIC4 S2	Use appropriate adaptations and technology for all individuals with exceptionalities
IGC5 S8	IGC4 S8		Resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments
IGC5 S9 IIC5 S3	IGC4 S9	IIC4 S3	Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities
IGC5 S10 IIC5 S4	IGC4 S10	IIC4 S4	Identify and teach basic structures and relationships within and across curricula

IGC5 S11 IIC5 S5	IGC4 S11	IIC4 S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
IGC5 S12 IIC5 S6	IGC4 S12	IIC4 S6	Use responses and errors to guide instructional decisions and provide feedback to learners
IGC5 S13 IIC5 S3	IGC4 S13		Identify and teach essential concepts, vocabulary, and content across general and specialized curriculum
IGC5 S14	IGC4 S14		Implement systematic instruction in teaching reading comprehension and monitoring strategies
IGC5 S15	IGC4 S15		Teach strategies for organizing and composing written products
IGC5 S16	IGC4 S16		Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
IGC5 S17	IGC6 S1		Enhance vocabulary development
IGC5 S18	IGC6 S2		Teach strategies for spelling accuracy and generalization
IGC5 S19 IIC5 S7	IGC6 S3	IIC6 S1	Teach individuals with exceptionalities to monitor for errors in oral and written language
IGC5 S20 IIC5 S8	IGC6 S4	IIC6 S2	Teach methods and strategies for producing legible documents
IGC5 S21 IIC5 S9	IGC6 S5	IIC6 S3	Plan instruction on the use of alternative and augmentative communication systems
IGC5 S22 IIC5 S10	IGC7 S1	IIC7 S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
IGC5 S23	IGC7 S2		Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
IGC5 S24 IIC5 S11	IGC7 S3	IIC7 S2	Plan and implement age and ability appropriate instruction for individuals with exceptionalities
IGC5 S25 IIC5 S12	IGC7 S4	IIC7 S4	Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication
IGC5 S26 IIC5 S13	IGC7 S5	IIC7 S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans
IGC5 S27 IIC5 S14	IGC7 S6	IIC7 S6	Design and implement instructional programs that address independent living and career education for individuals
IGC5 S28 IIC5 S15	IGC7 S7	IIC7 S7	Design and implement curriculum and instructional strategies for medical self-management procedures

IGC5 S29 IIC5 S16	IGC7 S8	IIC7 S8	Design, implement, and evaluate instructional programs that enhance social participation across environments
IIC5 S17		IIC7 S3	Select and plan for integration of related services into the instructional program

## Preparation Standard 6 Professional Learning & Ethical Practice

Knowledge			
ISCI 6 K1	ICC 1 K1	ICC 1 K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ISCI 6 K2	ICC 1 K2	ICC 1 K2	Laws, policies, and ethical principles regarding behavior management planning and implementation
ISCI 6 K3	ICC 1 K3	ICC 1 K3	Relationship of special education to the organization and function of educational agencies
ISCI 6 K4	ICC 1 K4	ICC 1 K4	Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities
ISCI 6 K5	ICC 1 K5	ICC 1 K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds
ISCI 6 K6	ICC 1 K6	ICC 1 K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
ISCI 6 K7	ICC 1 K7	ICC 1 K7	Family systems and the role of families in the educational process
ISCI 6 K8	ICC 1 K8	ICC 1 K8	Historical points of view and contribution of culturally diverse groups
ISCI 6 K9	ICC 1 K9	ICC 1 K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
ISCI 6 K10	ICC 1 K10	ICC 1 K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ISCI 6 K11	ICC 9 K1	ICC 9 K1	Personal cultural biases and differences that affect one's teaching
ISCI 6 K12	ICC 9 K2	ICC 9 K2	Importance of the teacher serving as a model for individuals with exceptionalities
ISCI 6 K13	ICC 9 K3	ICC 9 K3	Continuum of lifelong professional development
ISCI 6 K14	ICC 9 K4	ICC 9 K4	Methods to remain current regarding research-validated practice
IGC6 K1 IIC6 K1	IGC1 K1	IIC1 K1	Definitions and issues related to the identification of individuals with exceptionalities



IGC6 K2 IIC6 K2	IGC1 K2	IIC1 K8	Models and theories of deviance and behavior problems
IGC6 K3 IIC6 K3	IGC1 K3	IIC1 K2	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
IGC6 K4 IIC6 K4	IGC1 K4	IIC1 K3	The legal, judicial, and educational systems to assist individuals with exceptionalities
IGC6 K5 IIC6 K5	IGC1 K5	IIC1 K4	Continuum of placement and services available for individuals with exceptionalities
IGC6 K6 IIC6 K6	IGC1 K6	IIC1 K5	Laws and policies related to provision of specialized health care in educational settings.
IGC6 K7	IGC1 K7		Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities
IGC6 K8 IIC6 K7	IGC1 K8	IIC1 K6	Principles of normalization and concept of least restrictive environment
IGC6 K9 IIC6 K8	IGC1 K9	IIC1 K7	Theory of reinforcement techniques in serving individuals with exceptionalities
IGC6 K10 IIC6 K9	IGC9 K1	IIC9 K1	Sources of unique services, networks, and organizations for individuals with exceptionalities
IGC6 K11 IIC6 K10	IGC9 K2	IIC9 K2	Organizations and publications relevant to individuals with exceptionalities

Skills			
ISCI 6 S1	ICC 9 S1	ICC 9 S1	Practice within the CEC Code of Ethics and other standards of the profession
ISCI 6 S2	ICC 9 S2	ICC 9 S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
ISCI 6 S3	ICC 9 S3	ICC 9 S3	Act ethically in advocating for appropriate services
ISCI 6 S4	ICC 9 S4	ICC 9 S4	Conduct professional activities in compliance with applicable laws and policies
ISCI 6 S5	ICC 9 S5	ICC 9 S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities
ISCI 6 S6	ICC 9 S6	ICC 9 S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ISCI 6 S7	ICC 9 S7	ICC 9 S7	Practice within one's skill limits and obtain assistance as needed
ISCI 6 S8	ICC 9 S8	ICC 9 S8	Use verbal, nonverbal, and written language effectively

ISCI 6 S9	ICC 9 S9	ICC 9 S9	Conduct self-evaluation of instruction
ISCI 6 S10	ICC 9 S10	ICC 9 S10	Access information on exceptionalities
ISCI 6 S11	ICC 9 S11	ICC 9 S11	Reflect on one's practice to improve instruction and guide professional growth
ISCI 6 S12	ICC 9 S12	ICC 9 S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues
ISCI 6 S13	ICC 9 S13	ICC 9 S13	Demonstrate commitment to engage in evidence-based practices
ISCI 6 S14	ICC 1 S1	ICC 1 S1	Articulate personal philosophy of special education
IGC6 S1 IIC6 S1	IGC9 S1	IIC9 S1	Participate in the activities of professional organizations relevant to individuals with exceptionalities
IGC6 S2 IIC6 S2	IGC9 S2	IIC9 S2	Advocate for appropriate services for individuals with exceptionalities
IIC6 S3		IIC9 S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptionalities as they participate in school and community-based activities

### Preparation Standard 7 Collaboration

Knowledge			
ISCI 7 K1	ICC 10K1	ICC 10K1	Models and strategies of consultation and collaboration
ISCI 7 K2	ICC 10K2	ICC 10K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ISCI 7 K3	ICC 10K3	ICC 10K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ISCI 7 K4	ICC 10K4	ICC 10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
IGC7 K1 IIC7 K1	IGC10 K1	IIC10 K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities
IGC7 K2 IIC7 K2	IGC10 K2	IIC10 K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptionalities

IGC7 K3 IIC7 K3	IGC10 K3	IIC10 K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities
IGC7 K4	IGC10 K4		Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities

### Skills

ISCI 7 S1	ICC 10 S1	ICC 10 S1	Maintain confidential communication about individuals with exceptionalities
ISCI 7 S2	ICC 10 S2	ICC 10 S2	Collaborate with families and others in assessment of individuals with exceptionalities
ISCI 7 S3	ICC 10 S3	ICC 10 S3	Foster respectful and beneficial relationships between families and professionals
ISCI 7 S4	ICC 10 S4	ICC 10 S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team
ISCI 7 S5	ICC 10 S5	ICC 10 S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families
ISCI 7 S6	ICC 10 S6	ICC 10 S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings
ISCI 7 S7	ICC 10 S7	ICC 10 S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ISCI 7 S8	ICC 10 S8	ICC 10 S8	Model techniques and coach others in the use of instructional methods and accommodations
ISCI 7 S9	ICC 10 S9	ICC 10 S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities
ISCI 7 S10	ICC 10 S10	ICC 10 S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds
ISCI 7 S11	ICC 10 S11	ICC 10 S11	Observe, evaluate, and provide feedback to paraeducators
IGC7 S1 IIC7 S1	IGC10 S1	IIC10 S2	Use local community, and state and provincial resources to assist in programming with individuals with exceptionalities
IGC7 S2 IIC7 S2	IGC10 S2	IIC10 S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities
IGC7 S3	IGC10 S3		Teach parents to use appropriate behavior management and counseling techniques
IGC7 S4 IIC7 S3	IGC10 S4	IIC10 S4	Collaborate with team members to plan transition to adulthood that encourages full community participation

IIC7 S4		IIC10 S1	Participate in the selection and implementation of augmentative or alternative communication systems
IIC7 S5		IIC10 S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill

## Appendix 4: QuILT

### Quality Indicators for Life-Skills Teachers (QuILT) Amanda Boutot, Cynthia Martin, Molly May, Kelley King-Schroeder

<p>Level/Rating Criteria:</p> <p>3 = Exemplary: obvious and consistent evidence for all students</p> <p>2 = Proficient: obvious and consistent evidence for some students; teacher is in the process of improving his/her skills in targeted areas</p> <p>1 = Foundational: little or inconsistent evidence; teacher is in the process of improving in all areas through mentoring, training, and self-reflection</p> <p>0 = Needs improvement: no evidence</p>
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**Competency Area A: IEP Planning**  
 Goal: The IEP specifies individual student needs based on current FIE and baseline data across all domains, including: developmental, academic/pre-academic/vocational, communication, social-emotional, behavioral, play/leisure, and self-help.  
 Student Outcomes: Students are demonstrating skill development based on prioritized needs.

Objective	Question	Indicator	Rating/Comments
1. IEP Development: IEP Objectives based on assessment across all domains	Does the teacher write IEP objectives that are based on a variety of assessments across domains?	Teacher uses curriculum-based or criterion-referenced assessment measures to determine appropriate IEP goals and objectives for his/her students	
2. IEP Development: Objectives correlate with Present Levels as indicated on assessments	Does the teacher write IEP objectives based on the students' Present Level of Performance?	Teacher uses the Present Levels of Academic and Functional Achievement Performance to determine appropriate IEP goals and objectives, as well as appropriate levels for mastery criteria.	

Objective	Question	Indicator	Rating/Comments
3. IEP Development: Observable IEP objectives	Does the teacher write IEP objectives that include a skill or behavior that is clearly observable?	Teacher indicates the behavior or skill in which the student will engage using the most observable terminology	
4. IEP Development: Measurable IEP Objectives	Does the teacher write IEP objectives that are measurable?	Teacher writes mastery criteria for each objective that is measurable and provides clarity for data collection	
5. IEP Development: Clear Conditions on IEP Objectives	Does the teacher write IEP objectives so that a person who did not write the objective could implement it?	Teacher writes conditions statements on each objective that provide information to teachers for how, where, or under what circumstances the learning opportunities and instruction will take place	

**Competency Area B: Instructional Design**  
 Goal: Instructional design includes (a) systems for evaluating and monitoring student progress and modifying instruction to meet changing student needs; (b) instructional management systems that provide specificity needed to tie daily schedules and instructional activities to students' IEPs; (c) activities that provide the student with a variety of age-appropriate, functional, and meaningful experiences using methods and materials that result in the acquisition, maintenance, and generalization of IEP objectives; and (d) using research-based methodologies in all areas of instruction  
 Student Outcomes: 1. Students are demonstrating skill development based on prioritized needs  
 2. Students are actively engaged in learning activities that result in minimal unstructured time

Objective	Question	Indicator	Rating/Comments
1. Data Collection: Data Collection sheets are developed for each instructional objective	Does the teacher have data collection sheets that correspond to the criteria stated in each objective?	Teacher obtains or creates data collection sheets that match the stated criteria on each IEP objective	

Objective	Question	Indicator	Rating/Comments
2. Data Collection: Data collection procedures are understood and implemented by all staff	Does the teacher ensure that paraprofessionals understand how, when, and why to collect data on particular skills? Does the teacher monitor to ensure accuracy of data collection?	Teacher trains paraprofessionals on data sheets for each student. Teacher monitors data collection to ensure that data is recorded regularly and accurately Teacher addresses any issues with data collection immediately and professionally	
3. Instructional Management System in place	Does the teacher utilize an instructional management system that communicates the schedule, staff responsibilities, and instructional activities to implement students' IEPs?	Teacher ensures all staff know how, when, where, and by whom each student's IEP objectives will be taught	
4. Instructional Activities: Materials organized and accessible	Does the teacher organize materials so that they are readily accessible for instruction	Teacher prepares materials in advance of lessons and activities	
5. Instructional Activities: Materials are age-appropriate, functional, and meaningful	Does the teacher use materials that are age-appropriate, functional, and meaningful?	Teacher uses materials that are real world and promote transfer of learning to other settings, that motivate students and promote maximum engagement, and that are appropriate for the students' chronological age level	

Objective	Question	Indicator	Rating/Comments
6. Instructional Methods: Time on Task/ Instructional Control	Does the teacher use effective strategies to maintain time on task and instructional control?	Teacher engages in all of the following behaviors: <ul style="list-style-type: none"> <li>• Secures students' attention before beginning instruction or before delivery of the S<sup>D</sup></li> <li>• Redirects challenging behaviors quickly and effectively</li> <li>• Uses motivating materials to maintain student interest</li> <li>• Adjusts instruction to match student's ability, motivation, or need</li> <li>• Provides prompts quickly when necessary</li> <li>• Provides prompts and reinforcement separately from the S<sup>D</sup></li> <li>• Provides clear, concise directions</li> </ul>	
7. Instructional Methods: Instructional Delivery	Does the teacher deliver instruction in such a way as to maximize student success and independence?	Teacher uses strategies that maximize student opportunity for success as well as increase student independence by: <ul style="list-style-type: none"> <li>• Appropriate prompting procedures for level of learning, student motivation, and difficulty of task</li> <li>• Appropriate prompt-fading procedures based on level of learning, student motivation, and difficulty of task</li> <li>• Delivery of Discrete Trial Instruction based on protocol</li> <li>• Delivery of incidental teaching procedures based on protocol</li> <li>• Provides mass practice or varies tasks based on level of learning, student motivation, and difficulty of task</li> </ul>	

Objective	Question	Indicator	Rating/Comments
8. Instructional Methods: Instructional Delivery	Does the teacher use effective reinforcement strategies during instruction?	Teacher uses the appropriate type, level, and schedule of reinforcement to ensure high rates of successful student performance and independence	
9. Instructional Methods: Instructional Delivery	Does the teacher fade extrinsic or unnatural reinforcement to more natural/intrinsic reinforcement in a timely manner?	Teacher uses strategies to fade from more extrinsic or unnatural reinforcement to that which is more likely to maintain the behavior in the natural setting	
10. Instructional Methods: Instructional Delivery	Does the teacher provide opportunities for students to practice learned skills over time? Does the teacher collect data on maintenance skills to ensure that success is maintained over time? When maintenance data indicates a regression in skills, does the teacher take opportunities to re-teach?	Teacher schedules maintenance opportunities for all skills that have been previously acquired The teacher collects maintenance data regularly and re-teaches when there is regression Teacher uses cues and supports available in the natural environment to maintain skills	

Objective	Question	Indicator	Rating/Comments
11. Instructional Methods: Instructional Delivery	Does the teacher provide opportunities for the student to apply new learning in a real world/natural environment or situation? Does the teacher teach skills, and use instructional strategies, that are functional so that skills are more likely to be used in a generalized situation? Does the teacher collect data on skills in generalized situations?	Teacher uses appropriate strategies to ensure generalization of skills: <ul style="list-style-type: none"> <li>Planned instruction beyond the acquisition conditions</li> <li>Incidental teaching when opportunities to generalize skills arise</li> <li>Instruction in skills that are functional and meaningful and therefore more likely to be generalized</li> <li>Planned opportunities to apply new learning in a natural setting</li> <li>Data collection to determine level of generalization</li> <li>Modifications to generalization instruction if generalization does not occur</li> </ul>	
12. Instructional Methods: Progress Monitoring	Does the teacher review data collection sheets regularly and modify instruction based on what the data indicate? When a student plateaus on a skill or fails to make progress on a skill, does the teacher make instructional changes to address the problem?	Teacher reviews data collection sheets regularly. Teacher uses information from data sheets to adjust instructional strategies, materials, accommodations, or other variables as needed to ensure student success on IEP objectives Teacher reports progress based on objective data	

Competency Area C: Environmental Supports			
Goal: Environmental supports promote independence by providing structure, predictability and consistency, and minimizing distractions and confusion across all environments			
Student Outcomes: 1. Students are demonstrating skill development based on prioritized needs 2. Students demonstrate independence throughout a variety of environments and activities			
Objective	Question	Indicator	Rating/Comments
1. Visual Supports: Visual Schedules for each student	Does each student have a visual schedule in place and in use for each daily activity?	Teacher creates visual schedules appropriate for each student's age and level of support needed. Visual schedules are in place across all environments Teacher ensures that the schedules are followed for every activity	
2. Visual Supports: Defined Areas	Does the teacher create environments that communicate expectations and limit distractions?	Teacher uses physical and/or visual boundaries consistently to cue specific activities or behaviors	
3. Visual Supports: Visual Supports as needed for each student	Does each student have necessary visual supports for behavior, social skills, and/or work/self-help activities as appropriate to their individual learning needs?	Teacher creates visual activity schedules and visual supports for behavior and social skills for individual students. Teacher ensures that visual supports are used appropriately and consistently throughout the day as needed for each student	

Competency Area D: Behavioral Supports			
Goal: Behavioral supports build the skills necessary for social and emotional competence using research-based methodologies			
Student Outcomes: 1. Students are demonstrating skill development based on prioritized needs 2. Students exhibit social competence across a variety of settings			
Objective	Question	Indicator	Rating/Comments
1. Behavioral Supports: Data-Driven Decision-Making	Does the teacher collect on-going data on students' challenging behavior for use in determining appropriate strategies?	Teacher has appropriate behavioral data collection sheets available for staff and ensures that staff knows how to collect such data. The teacher ensures that on-going data is collected about all challenging behaviors. The teacher reviews behavioral data before making changes to behavior interventions	
2. Behavioral Supports: Function-Based decision making	Does the teacher choose strategies for behavior change based on the hypothesized function of the student's behavior?	Teacher engages in data collection procedures to determine function of challenging behavior prior to instituting behavior change principles Teacher addresses behavior based on data and hypothesized function of that behavior	
3. Behavioral Supports: Context-Focused decision making	Does the teacher take the context of the situation, including setting events, into consideration when addressing challenging behavior?	Teacher engages in data collection and other assessment procedures to determine the context (and/or setting events) associated with challenging behaviors and uses this information when addressing the challenging behaviors.	

Objective	Question	Indicator	Rating/Comments
4. Behavioral Supports: Behavior Change	Does the teacher engage in behavior change strategies that teach functional replacements of challenging behaviors, rather than those that simply control the student's behavior?	Teacher uses positive reinforcement strategies. Teacher writes objectives for instruction on replacement behaviors. Teacher ensures that replacement behaviors address the function of the student's behavior Teacher does not use punishment alone	
5. Behavioral Supports: Antecedent Control	Does the teacher, when appropriate, modify antecedents to challenging behavior in a preventative manner?	Teacher examines data to determine antecedents to challenging behavior and makes changes such as environmental, instructional, material, or sensory modifications to prevent challenging behavior Teacher collects data on the effectiveness of antecedent control procedures in order to determine effectiveness and makes changes based on this data.	
Behavior Supports: Plans	Does the teacher ensure that all staff know and understand the behavior plans for each student?	Teacher makes time to discuss each student's behavior plan with paraprofessionals and follows up to ensure that the plans are being followed. The teacher ensures that staff know how and are collecting data on challenging behaviors	

Competency Area E: Professional Dispositions			
Goal: Professional dispositions are demonstrated by (a) building and maintaining collaborative relationships with students, staff, and families; (b) engaging in reflective practices to improve teaching; and (c) participating in professional learning.			
Student Outcomes: 1. Students are demonstrating skill development based on prioritized needs			
Objective	Question	Indicator	Rating/Comments
1. Dispositions: Data sharing	Does the teacher provide data at staff and IEP meetings?	Teacher provides data at meetings to facilitate appropriate decision making	
2. Dispositions: Advanced training	Does the teacher seek advanced training opportunities, including participation in conferences, reading practitioner journals, and/or attending district trainings and meetings?	Teacher engages in activities demonstrating desire to improve teaching	
3. Dispositions: Reflection	Does the teacher engage in regular reflection on his/her planning, organization, instruction, and behavior support?	Teacher sets goals for himself or herself, regularly examines to the extent to which the goals are being met, and makes modifications toward meeting those goals.	
Dispositions: Constructive Feedback	Does the teacher respond to constructive feedback from others in a timely manner? Does the teacher seek support, guidance, or direction when he or she has questions or is unsure how to proceed	Teacher responds in a professional manner to feedback from others. Teacher responds to feedback by implementing suggestions, seeking clarification, or discussing alternatives in a professional manner. Teacher seeks assistance when faced with new or challenging situations in a timely manner.	

	in an area?		
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## Appendix 5: Instrumentation for Research

### 5A: Survey Questions

#### Survey Questions

*To be distributed via Survey Monkey to all special education teachers and building level administrators in Springdale Schools in effort to gain general feedback on implementation of TESS for Special Education. Criterion referenced sample will be generated from responses. Criterion will include participation in TESS during current school year in a self-contained setting.*

#### Demographic Variables:

Indicate your current, primary role as an educator, as it relates to special education:

1. Special Education Resource Teacher
2. Special Education Self-Contained Teacher
3. Special Education Inclusion Teacher
4. Special Education Lead Teacher
5. Building Level Administrator

Indicate the grade level of current practice:

1. Early Childhood Education
2. Elementary Education
3. Middle School Education
4. Junior High School Education
5. High School Education
6. Multiple levels

Indicate years of experience in your current role:

1. 1-3 years
2. 4-6 years
3. 7-10 years
4. 10-15 years
5. 15-20 years
6. More than 20 years

Indicate years of experience directly teaching within the field of Special Education:

1. 1-3 years
2. 4-6 years
3. 7-10 years
4. 10-15 years
5. 15-20 years
6. More than 20 years

Indicate years of experience working within the field of Special Education:

1. 1-3 years
2. 4-6 years
3. 7-10 years
4. 10-15 years
5. 15-20 years
6. More than 20 years

Level of Education:

1. Undergraduate Degree
2. Master's Level Degree in Special Education
3. Master's Level Degree in Education Administration
4. Specialist Degree in Special Education Curriculum
5. Specialist Degree in Education Administration
6. PhD or ED. D in Education

Indicate the disability category for which you have experience/expertise:

1. Autism
2. Intellectual Disability
3. Specific Learning Disability
4. Other Health Impaired
5. Social-Emotional Disorders
6. Speech/Language Impairment
7. Traumatic Brain Injury
8. Hearing Impaired
9. Visually Impaired
10. Deaf-Blindness
11. Multiple Disabilities
12. Developmental Delay
13. Orthopedic Impairment

Indicate the primary disability categories of students that you currently serve:

1. Autism
2. Intellectual Disability
3. Specific Learning Disability
4. Other Health Impaired
5. Social-Emotional Disorders
6. Speech/Language Impairment
7. Traumatic Brain Injury
8. Hearing Impaired
9. Visually Impaired
10. Deaf-Blindness
11. Multiple Disabilities
12. Developmental Delay
13. Orthopedic Impairment

Have you been evaluated, or evaluated a teacher, using the Arkansas TESS teacher evaluation rubric:

1. Yes
2. No

**Experience with TESS:**

Indicate your level of familiarity with the Arkansas TESS teacher evaluation rubric:

1. I am not familiar with the Arkansas TESS teacher evaluation rubric
2. I am somewhat familiar with the Arkansas TESS teacher evaluation rubric
3. I am moderately familiar with the Arkansas TESS teacher evaluation rubric
4. I am very familiar with the Arkansas TESS teacher evaluation rubric

Indicate your level of professional development for Arkansas TESS teacher evaluation rubric:

1. I have participated in the state-mandated 3-hour professional development
2. I have completed all modules related to the Arkansas TESS teacher evaluation rubric
3. I have completed all modules related to evaluating teachers using the Arkansas TESS teacher evaluation rubric
4. I have not completed any professional development related to the Arkansas TESS teacher evaluation rubric

Indicate evaluation track, if evaluated using the Arkansas TESS teacher evaluation rubric (*may select more than one if second year*):

1. Probationary/Novice
2. Experienced 2a
3. Experienced 2b (Year 1)
4. Experienced 2c (Year 2)
5. Intensive
6. Not evaluated

Have you used the Arkansas TESS teacher evaluation rubric to evaluate special education teachers:

1. Yes
2. No

Have you used the Arkansas TESS teacher evaluation rubric to reflect on your teaching:

1. Yes
2. No

**Implementation of TESS (Likert Scale 1-6):**

- The Arkansas TESS teacher evaluation rubric is an effective measure of teacher performance:
- The Arkansas TESS teacher evaluation rubric is an effective measure of teacher performance for special education teachers:
- The Arkansas TESS teacher evaluation rubric addresses critical indicators for special education teachers:
- A teacher evaluation system should be directly correlated with standards of preparation, practice, and advanced practice in order to engage the teacher in effective reflection, revision, and growth:
- An effective teacher evaluation system provides a means for improving student achievement:

- An evaluator with no direct experience in the provision of special education services is able to effectively evaluate a special education teacher using the Arkansas TESS teacher evaluation rubric:
- The Arkansas TESS teacher evaluation rubric provides opportunity for teachers of students with significant cognitive disabilities to achieve a distinguished status:
- The pre-/post- conferences provide adequate opportunity to explain practices specific to the classroom being evaluated:
- A rubric specific to special education teachers (similar to those for Gifted/Talented teachers, School Counselors, Teachers of English Language Learners, Speech Language Pathologists, etc.) would increase fidelity of the Arkansas TESS teacher evaluation process for special education teachers:
- A checklist of indicators specific to special education teachers would increase the fidelity of the Arkansas TESS teacher evaluation process for special education teachers:

**Critical Indicators for Special Education Teachers (adequately evaluated using the Arkansas TESS teacher evaluation rubric yes/no questions):**

- Develops a comprehensive IEP, based on student data and incorporating goals that are measurable and objective
- Engages in evidence-based strategies for behavior support
- Regularly collects and reviews student progress data
- Collaborates with educators, families, and community members for effective implementation of services
- Uses a multitude of data sources for data-based decision-making
- Provision of services is appropriate and sensitive to specific disabilities
- Utilizes evidence-based practices with fidelity
- Conducts appropriate assessments, specific to language, cultural, behavioral, and academic needs of students
- Uses assessment and evaluation data to plan instructional interventions and supports
- Incorporates appropriate social, functional, and behavioral instruction in addition to academic content-based instruction

**Comments:**

**I am interested in participating in the qualitative study and am aware that this will incorporate the following:**

- Interview with researcher regarding the implementation of Arkansas TESS specific to special education;
- Observation of your classroom practice using a TESS rubric, revised with indicators specific to special education (process aligned with Arkansas TESS procedures);
- A post-observation interview regarding the revised rubric, review of your TESS portfolio, your classroom practices, and reflection on your current TESS evaluation score with the evaluation score using the revised rubric.

**I understand this process is expected to occur prior to the end of the 2014-15 school year. Expected time is 3 hours total for interviews and observations, with potential for follow-up interview to review transcriptions and analysis during the month of June, 2015.**

Yes

No

## 5B: Interview Questions

### Perceived Relevance of Special Education Performance Indicators: Teacher Excellence and Support System Interview Questions

**Note:** *This is intended to be a semi-structured interview protocol. Statements and questions from interviewee will guide the direction of the interview. Participants to be interviewed will be selected using a criterion-referenced sample from the survey respondents. Follow-up questions, to be administered after evaluation/reflection using modified TESS, will be generated based on results of initial interviews.*

**TM:** *This is an exploratory interview to further examine the perceptions of educators from varying roles regarding the implementation of the Arkansas TESS teacher evaluation rubric for special educators. This information will be used as part of a dissertation study. Generally, we know teacher evaluation, to be meaningful, needs to be connected to teacher preparation standards, practice standards, and advanced practice standards. This then leads to meaningful professional development which leads to teacher growth and, ultimately, improved student achievement. Below are a few open-ended questions, many of which we may not address, depending on how the interview progresses. As the interview progresses, we may find additional questions more applicable. If you'd like, you can take a minute to look through the questions below, or we can just review them as we go.*

1. Generally speaking, describe your thoughts on TESS as related to the evaluation process for teachers.
2. Having implemented TESS for a year or more, do you feel it is an efficient and effective measure for promoting reflection and growth in educators?
3. What has your experience been with TESS in evaluating special education teachers (include their roles, class demographics, etc.)?
4. Describe some specific correlations between the TESS document and the CEC standards of practice for special education:
  - In TESS indicator, 1f: Designing student assessments ... (read/show) describe how the specific nature of formative and summative assessments for developing an IEP are addressed?
  - Setting instructional outcomes: describe how the TESS standards clearly indicate the measures necessary for developing an effective IEP, to include (systematic individualization, evidence-based practices, ongoing assessment and refinement of instruction):
  - With regard to behavior support, CEC outlines four specific standards for performance (below); In your opinion, do you feel these are adequately addressed in TESS Domain 2: Classroom Environment, indicator 2d: Managing student behavior (read/show). Explain your reasons:
    - 1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.
    - 1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
    - 1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

5. Case Management: Describe how the following CEC standards for case management are addressed through TESS.

### *Case Management*

#### Special Education Professionals:

- 8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.
  - 8.2. Follow appropriate procedural safeguards and assist the school in providing due process.
  - 8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.
  - 8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.
  - 8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.
6. Describe any potential limitations an administrator with minimal special education experience may experience in identifying connections between CEC standards of practice and TESS that may inhibit meaningful professional growth or increased student achievement?
  7. Describe your familiarity with the “Special Education Scenarios”, a resource provided by The Danielson Group to assist with evaluation of special educators using The Framework for Teaching (provide electronic copy if requested or unfamiliar). Do you feel this resource provides adequate descriptions, applicable to special education teachers of students with severe and profound disabilities? Explain.
  8. In your opinion, explain whether or not you believe a rubric designed for special education teachers, following the format and domains of the current TESS rubric, would benefit administrators? Teachers? Students?
  9. Indicate why or why not a quality indicators checklist might be beneficial (in place of a separate rubric) in supporting the evaluation of special education teachers using the current TESS rubric?

#### *Aligned Rubric*

1. After reviewing the Arkansas TESS rubric aligned with the QuILT and CEC Standards of Practice, what specific indicators do you feel are most critical for administrators to understand and acknowledge when completing a TESS evaluation?
2. Do you feel the aligned rubric offers additional, more specific opportunity for reflection and growth specific to special education teachers? Provide specific examples.
3. Does the aligned rubric provide additional guidance for administrators performing evaluations of special education teachers? Provide specific examples and explain reasoning.

4. Does the aligned rubric offer support for administrators and teachers with regard to meeting standards of practice for special education teachers and evaluations?
  
5. As designed, is the aligned rubric a viable tool for implementation of special education teacher evaluation? Describe strengths and weaknesses with the aligned rubric.

5C: Modified rubric



Arkansas Teacher Excellence Support System (TESS)  
SUMMATIVE EVALUATION FORM

MODIFIED FOR SPECIAL EDUCATION INSTRUCTORS BY T. MILA FOR DISSERTATION STUDY SPRING 2015\*

Teacher: \_\_\_\_\_  
District: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Conference Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_  
School/Building: \_\_\_\_\_  
Grade and/or Subject Area: \_\_\_\_\_  
Track:  Probationary/Novice  Experienced:  IA  IA (Year 1)  IA (Year 2)  Intensive

Summative Evaluation

DOMAIN 1: PLANNING AND PREPARATION					
		Unsatisfactory	Basic	Proficient	Distinguished
TESS	1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline, anticipating student misconceptions.
CEC and QuILT	Critical Attributes	<input type="checkbox"/> Teacher does not identify or prioritize areas of the general curriculum or provide appropriate accommodations to meet the individual learning needs for individuals with exceptionalities. <input type="checkbox"/> Scope and sequence of general and special curricula is not appropriate or identified	<input type="checkbox"/> Teacher attempts to identify and prioritize areas of general curriculum and attempts to put appropriate accommodations in place for students with exceptionalities, but students are not successful. <input type="checkbox"/> Teacher attempts to implement appropriate scope and sequence	<input type="checkbox"/> Initial CEC 3.1 Teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities	<input type="checkbox"/> Advanced CEC 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities. <input type="checkbox"/> CEC ISCI 3.5C Teacher identifies and prioritizes areas of the general curriculum and provides individualized accommodations

**Alignment of TESS, QuILT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QuILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to [http://www.cec.sped.org/~media/Files/Standards/Standards%20for%20Special%20Education%20Specialists%20and%20Autism%20Specialists%20and%20Autism%20Specialists.pdf](http://www.cec.sped.org/~media/Files/Standards/Standards%20for%20Special%20Education%20Specialists%20and%20Autism%20Specialists%20and%20Autism%20Specialists%20and%20Autism%20Specialists.pdf)



## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

MODIFIED FOR SPECIAL EDUCATION INSTRUCTORS BY T. MALA FOR DISSERTATION STUDY SPRING 2015\*

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher is unaware of effectiveness of interventions and strategies in place for students with exceptionalities</li> <li><input type="checkbox"/> Teacher is not aware of evidence-based practices and does not integrate appropriate strategies for specific characteristics of learners and settings in lessons</li> <li><input type="checkbox"/> IEP development and implementation of instructional strategies does not represent knowledge of curricular progressions applicable to individual students' present levels of educational and functional performance (i.e., no evidence of attempts to conduct task analysis, to implement forward/backward chaining, to implement systematic prompts/cues and prompting hierarchies).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> of general and special curricula but connections are not clear</li> <li><input type="checkbox"/> Teacher is aware of effectiveness of interventions and strategies in place for students with exceptionalities, but does not make appropriate adjustments.</li> <li><input type="checkbox"/> Teacher is aware of evidence-based practices but does not integrate appropriate strategies for specific characteristics of learners and settings in lessons</li> <li><input type="checkbox"/> IEP development and implementation of instructional strategies represent minimal knowledge of curricular progressions applicable to individual students' present levels of educational and functional performance (i.e., attempts to conduct task analysis, to implement forward/backward chaining, implements prompts/cues and prompting hierarchies but does not systematically plan).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher identifies and prioritizes some areas of the general curriculum and provides accommodations for individuals with exceptionalities</li> <li><input type="checkbox"/> Teacher is aware of effectiveness of interventions and strategies in place for students with exceptionalities and attempts to make adjustments</li> <li><input type="checkbox"/> Teacher implements some evidence-based practices validated for specific characteristics of learners and settings, but is limited in knowledge and application</li> <li><input type="checkbox"/> IEP development and implementation of instructional strategies represent knowledge of curricular progressions applicable to individual students' present levels of educational and functional performance (i.e., attempts to conduct task analysis, to implement forward/backward chaining, plans for systematic implementation of various prompts/cues and prompting hierarchies and strategies).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> for individuals with exceptionalities that lead to improved progress]</li> <li><input type="checkbox"/> CEC SEDASS, K2: Teacher utilizes criteria for evaluating effectiveness of interventions and strategies with individuals with exceptionalities and makes appropriate adjustments</li> <li><input type="checkbox"/> CEC ISCI's K2 and ACSII-S3: Teacher advocates and implements evidence-based practices validated for specific characteristics of learners and settings</li> <li><input type="checkbox"/> QUILT: IEP development and implementation of instructional strategies represent essential skills and understandings of curricular progressions applicable to individual students' present levels of educational and functional performance, leading to transference and generalization (i.e., conducts task analysis, implements forward/backward chaining, plans for systematic implementation of various prompts/cues and prompting hierarchies and strategies).</li> </ul>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TESS	1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills,	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

**Alignment of TESS, QUILT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to:

<http://www.cec.sped.org/~/media/Files/Standards/Professional/2012/PreparationforSpecialty/20120201/Initial%20and%20Advanced%20Special%20Education%20Standards%20Final%20Draft.pdf>





## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Model for Special Education Adapted by T. Miller and Christine Thayer Brown, 2014\*

		□	□	□	□
		□	□	□	□
CEC & QUILT	Critical/Attributes	<ul style="list-style-type: none"> <li>□ Special education professional displays minimal understanding how language, culture, and family background influence the learning of individuals with exceptionalities and does not attempt to seek knowledge.</li> <li>□ Teacher displays limited awareness of the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities and does not implement strategies to address this for the class.</li> <li>□ Teacher does not address the impact of exceptionalities on auditory and information processing skills, sensory exceptionalities, Psychological and social-emotional characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>□ Special education professional displays limited understanding how language, culture, and family background influence the learning of individuals with exceptionalities and attempts to apply to the class as a whole.</li> <li>□ Teacher is aware of the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities and implements strategies to address this for the class.</li> <li>□ Teacher addresses the impact of exceptionalities on auditory and information processing skills, sensory exceptionalities, Psychological and social-emotional characteristics for the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>□ CEC Initial 1a Special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</li> <li>□ Teacher is aware of the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities and attempts to implement strategies to address this for groups of students.</li> <li>□ Teacher addresses the impact of exceptionalities on auditory and information processing skills, sensory exceptionalities, Psychological and social-emotional characteristics for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>□ CEC Advanced 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.</li> <li>□ CEC ICC: K1b ICC: K1c Teacher is aware of the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities and implements effective strategies to address this for specific students.</li> <li>□ CEC ICC: K3 ICC: K4 ICC: K5 and ICC: K6 Teacher addresses the impact of exceptionalities on auditory and information processing skills, sensory exceptionalities, Psychological and social-emotional characteristics of specific students.</li> </ul>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TESS	IC: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

**Alignment of TESS, QUILT, CEC:** The intent of this alignment is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standards for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to <http://www.ecs.coe.edu/~ecp/Files/Docs/Teacher%20Preparation%20Standards%20Specific%20to%20Special%20Education%20Admission%20to%20Special%20Education%20Field%20.pdf>



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Revised For Special Education Administrators / Multi-cat Department Study Sites, 2018\*

		learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
		□	□	□	□
CEC & QUILT	Critical Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not incorporate access to the general education curriculum nor provides supports to facilitate participation for individuals with developmental disabilities/autism spectrum disorders.</li> <li><input type="checkbox"/> Teacher does not collect, interpret or use data to document outcomes or modify instruction for individuals with developmental disabilities/autism spectrum disorders.</li> <li><input type="checkbox"/> Teacher does not use appropriate assessment measures to determine IEP goals and objectives for higher students.</li> <li><input type="checkbox"/> Present Levels of Academic and Functional Achievement Performance are not connected to IEP goals and objectives, nor reflect appropriate levels for mastery criteria.</li> <li><input type="checkbox"/> Teacher does not write mastery criteria for each objective that is measurable and provides clarity for data collection.</li> <li><input type="checkbox"/> Teacher does not write conditions statements on each objective and does not provide information to teachers for how,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not incorporate access to the general education curriculum nor provides supports to facilitate social participation for individuals with developmental disabilities/autism spectrum disorders.</li> <li><input type="checkbox"/> Teacher rarely collects, interprets and uses data to document outcomes for individuals with developmental disabilities/autism spectrum disorders but does not use to change curriculum.</li> <li><input type="checkbox"/> Teacher uses informal assessment measures to determine IEP goals and objectives for higher students.</li> <li><input type="checkbox"/> Teacher attempts to connect Present Levels of Academic and Functional Achievement Performance to IEP goals and objectives, but do not reflect appropriate levels for mastery criteria.</li> <li><input type="checkbox"/> Teacher attempts to write mastery criteria for each objective, but it is not measurable or does not provide clarity for data collection.</li> <li><input type="checkbox"/> Teacher attempts to write conditions statements on each</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher incorporates access to the general education curriculum and provides some supports to facilitate social participation for individuals with developmental disabilities/autism spectrum disorders.</li> <li><input type="checkbox"/> Teacher occasionally collects, interprets and uses data to document outcomes for individuals with developmental disabilities/autism spectrum disorders, and changes programming as indicated.</li> <li><input type="checkbox"/> Teacher uses curriculum-based or criterion-referenced assessment measures to determine IEP goals and objectives for higher students, but connections are sometimes unclear.</li> <li><input type="checkbox"/> Teacher uses the Present Levels of Academic and Functional Achievement Performance to determine IEP goals and objectives, attempts to reflect appropriate levels for mastery criteria but connections are sometimes unclear.</li> <li><input type="checkbox"/> Teacher writes mastery criteria for each objective that is</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>CEC 50045.6</b> (The teacher facilitates access to the) General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders.</li> <li><input type="checkbox"/> <b>CEC 50045.56</b> Collects, interprets and uses data to document outcomes for individuals with developmental disabilities/autism spectrum disorders, and change programming as indicated with family and team.</li> <li><input type="checkbox"/> <b>QUILT</b> Teacher uses curriculum-based or criterion-referenced assessment measures to determine appropriate IEP goals and objectives for higher students.</li> <li><input type="checkbox"/> <b>QUILT</b> Teacher uses the Present Levels of Academic and Functional Achievement Performance to determine appropriate IEP goals and objectives, as well as appropriate levels for mastery criteria.</li> <li><input type="checkbox"/> <b>QUILT</b> Teacher writes mastery criteria for each objective that is</li> </ul>

Alignment of TESS, QUILT, CEC: The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general education, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standards for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to <http://www.ecs.cpaed.org/Assets/Doc/Standards/Preparation/2018/2018StandardsForSpecialEducationTeacherPreparation.pdf>



## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Model for Special Education Instruction on TESS for Distance State-School 2019\*

		where, or under what circumstances the learning opportunities and instruction will take place	objective but does not provide information to teachers for how, where, or under what circumstances the learning opportunities and instruction will take place	measurable with some clarity for data collection. <input type="checkbox"/> Teacher writes conditions statements on each objective that provide limited information to teachers for how, where, or under what circumstances the learning opportunities and instruction will take place	measurable and provides clarity for data collection. <input type="checkbox"/> <b>QILT:</b> Teacher writes conditions statements on each objective that provide information to teachers for how, where, or under what circumstances the learning opportunities and instruction will take place
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TESS:	III: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available from broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the internet	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet
CEC & QILT	Initial Attributes	<input type="checkbox"/> Teacher occasionally uses instructional and assistive technologies in programs, supports, and services within the classroom <input type="checkbox"/> The teacher does not demonstrate knowledge of specialized materials, curricula, and resources for individuals with exceptionalities <input type="checkbox"/> Teacher utilizes materials that are not functional or real world, teach to transfer of learning to other settings, motivate students and promote engagement, and are not appropriate for the students' chronological age level	<input type="checkbox"/> Teacher uses some instructional and assistive technologies in programs, supports, and services for individuals with exceptionalities. <input type="checkbox"/> The teacher has some knowledge of specialized materials, curricula, and resources for individuals with exceptionalities <input type="checkbox"/> Teacher utilizes materials that are not functional or real world, teach to transfer of learning to other settings, motivate students and promote engagement, and that are not appropriate for the students' chronological age level	<input type="checkbox"/> CEC Advanced 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. <input type="checkbox"/> The special teacher accesses sources of unique services, networks, and organizations for classroom use <input type="checkbox"/> Teacher accesses materials that are real world, that motivate students and promote engagement, and that are appropriate for the students' chronological age level	<input type="checkbox"/> CEC Advanced 3.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. <input type="checkbox"/> CEC JCCS K00-024 K6: Special education teacher accesses, utilizes and shares sources of unique services, networks, and organizations for individuals with exceptionalities <input type="checkbox"/> <b>QILT:</b> Teacher designs materials that are real world and promotes

**Alignment of TESS, QILT, CEC:** The intent of this document is to define initial attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standards for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Spectrum. For selection process refer to <http://www.cec.sped.org/Portals/0/PDF/Standards/ProfessionalPracticesStandardsforSpecialEducationCurriculumCombinedAdvancedInitialSpecialEducationIndividualizedGeneralandIndependenceCurriculumCombinedANDAdvancedSpecialEducationDevelopmentalDisabilitiesandAutismSpectrum.pdf>

**All TESS Domains:**  
Arkansas Teacher Excellence Support System Summative Evaluation Form  
Rev 2.0

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Updated 2019



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Modified For Special Education Instructors by T. Miller for Dissertation Study Spring 2014

					transfer of learning to other settings, that motivate students and promote maximum engagement, and that are appropriate for the students' chronological age level
TESS	iv. Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure, the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
CEC & QuILT	Critical Attributes	<input type="checkbox"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special education teacher does not attempt to use instructional and assistive technologies in programs, supports, and services for individuals with exceptionalities.</li> <li><input type="checkbox"/> Special education teacher does not develop educational and transition plans for individuals with exceptionalities.</li> <li><input type="checkbox"/> Teacher does not provide instruction in skills that are functional or meaningful.</li> <li><input type="checkbox"/> No evidence of data collection to determine level of generalization.</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special education teacher attempts to use instructional and assistive technologies in programs, supports, and services for individuals with exceptionalities.</li> <li><input type="checkbox"/> Special education teacher develops educational and transition plans for individuals with exceptionalities.</li> <li><input type="checkbox"/> Teacher provides limited instruction in skills that are functional and meaningful.</li> <li><input type="checkbox"/> Data collection to determine level of generalization is incomplete.</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special education teacher uses instructional and assistive technologies in programs, supports, and services for individuals with exceptionalities.</li> <li><input type="checkbox"/> Special education teacher implements educational and transition plans for individuals with exceptionalities across settings and learning experiences in collaboration with individuals, families, and teams.</li> <li><input type="checkbox"/> Plans instruction beyond the acquisition conditions with incidental teaching when</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> CEC Advanced 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.</li> <li><input type="checkbox"/> CEC Initial 5.5 Beginning special education professionals develop and implement a variety of educational and transition plans for individuals with exceptionalities across a wide range of settings and different learning</li> </ul>

Alignment of TESS, QuILT, CEC: The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QuILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include Initial Special Education: Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to <http://www.cec.sped.org/Portals/0/PDF/Standards/StandardsForSpecialEducationPractitioners.pdf>



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Measures For Special Education Assessments in TESS are Derived from TESS 2014\*

		<input type="checkbox"/> No evidence of modification to generalization instruction if generalization does not occur is evident	<input type="checkbox"/> Limited modifications to generalization instruction if generalization does not occur is not based on data	<input type="checkbox"/> opportunities to generalize skills arise <input type="checkbox"/> Teacher provides regular instruction in skills that are functional and meaningful <input type="checkbox"/> Teacher provides some planned opportunities to apply new learning in a natural setting <input type="checkbox"/> Data collection to determine level of generalization is limited <input type="checkbox"/> Some modifications to generalization instruction if generalization does not occur is evident	<input type="checkbox"/> experiences in collaboration with individuals, families, and teams. <input type="checkbox"/> QUILT: Planned instruction beyond the acquisition conditions with incidental teaching when opportunities to generalize skills arise <input type="checkbox"/> QUILT: Instruction in skills that are functional and meaningful and therefore more likely to be generalized <input type="checkbox"/> QUILT: Planned opportunities to apply new learning in a natural setting (is systematic) <input type="checkbox"/> QUILT: Data collection to determine level of generalization <input type="checkbox"/> QUILT: Modifications to generalization instruction if generalization does not occur
		Unsatisfactory	Basic	Proficient	Distinguished
TESS	(f) Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results to design future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well-designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Alignment of TESS, QUILT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general education, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical teaching. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specific. For selection process refer to <http://www.cec.sped.org/Docs/Files/Standards/ProfessionalStandardsforSpecialEducationTeachers.pdf>

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Arkansas Teacher Excellence Support System Summative Evaluation Form  
Rev 3.0

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Updated 2/2016



# Arkansas Teacher Excellence Support System (TESS)

## SUMMATIVE EVALUATION FORM

Measures for Special Education Instruction at TAPs and Disruptive Child Educators\*

CEC & QUILT	Critical Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not attempt to implement assessments to evaluate the effectiveness of practices and programs.</li> <li><input type="checkbox"/> The teacher does not use formal and/or informal assessments.</li> <li><input type="checkbox"/> The teacher does not maintain data collection sheets.</li> <li><input type="checkbox"/> The teacher does not use data sheets to adjust instructional strategies to monitor student success on IEP objectives.</li> <li><input type="checkbox"/> The teacher reports progress are not based on data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher attempts to implement assessments to evaluate the effectiveness of practices and programs.</li> <li><input type="checkbox"/> The teacher uses formal and informal assessments.</li> <li><input type="checkbox"/> The teacher reviews data collection sheets on occasion.</li> <li><input type="checkbox"/> The teacher uses information from data sheets in attempt to adjust instructional strategies to monitor student success on IEP objectives.</li> <li><input type="checkbox"/> The teacher reports progress based on data, but data is subjective and inconsistently maintained.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher implements assessments to evaluate the effectiveness of practices and programs.</li> <li><input type="checkbox"/> The teacher uses technically sound formal and informal assessments.</li> <li><input type="checkbox"/> The teacher reviews data collection sheets regularly.</li> <li><input type="checkbox"/> The teacher uses information from data sheets in attempt to adjust instructional strategies, materials, accommodations, or other variables as needed to ensure student success on IEP objectives.</li> <li><input type="checkbox"/> The teacher reports progress based on data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC Advanced 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.</li> <li><input type="checkbox"/> CEC Initial 4.1 Special education professionals select and use technically sound formal and informal assessments that minimize bias.</li> <li><input type="checkbox"/> QUILT Teacher reviews data collection sheets daily.</li> <li><input type="checkbox"/> QUILT Teacher uses information from data sheets to adjust instructional strategies, materials, accommodations, or other variables as needed to ensure student success on IEP objectives.</li> <li><input type="checkbox"/> QUILT Teacher reports progress based on objective data.</li> </ul>
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**COMMENTS:**

### DOMAIN 2: CLASSROOM ENVIRONMENT

	Unsatisfactory	Basic	Proficient	Distinguished
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**Alignment of TESS, QUILT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialists. For selection process refer to <http://www.acesd.org/ceca/CECStandards/ProfessionalPracticeStandards/StandardsForSpecialEducation/Domain2ClassroomEnvironment/Domain2ClassroomEnvironmentFinal.pdf>



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Arkansas Teacher Excellence Support System Summative Evaluation Form 7/15/13

TESS	3c: Creating an environment of respect and support	<p>Patterns of classroom interactions, both between the teacher and students among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the student. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEC and QUILT	Optimal Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher does not implement positive behavior supports, disciplinary methods and behavior change procedures are not specific to individual student needs</li> <li><input type="checkbox"/> Teacher does not identify realistic expectations for personal and social behavior in the classroom</li> <li><input type="checkbox"/> Teacher does not integrate academic curricula with affective, social, and life skills</li> <li><input type="checkbox"/> Teacher is not aware of the connection between teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</li> <li><input type="checkbox"/> Teacher does not attempt to use varied behavior management strategies</li> <li><input type="checkbox"/> Teacher uses aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher attempts to implement positive behavior supports, disciplinary methods and behavior change procedures specific to student needs</li> <li><input type="checkbox"/> Teacher identifies expectations for personal and social behavior in the classroom but are not specific to individual student needs</li> <li><input type="checkbox"/> Teacher attempts to integrate appropriate academic curricula with affective, social, and life skills instruction</li> <li><input type="checkbox"/> Teacher does not demonstrate awareness of the connection teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</li> <li><input type="checkbox"/> Teacher attempts to use varied behavior management strategies, but is not systematic or individualized</li> <li><input type="checkbox"/> Teacher attempts to use non-aversive techniques to control</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implements positive behavior supports, disciplinary methods and behavior change procedures according to student needs</li> <li><input type="checkbox"/> Identifies realistic expectations for personal and social behavior in the classroom specific to individual student needs</li> <li><input type="checkbox"/> Teacher integrates some affective, social, and life skills with academic curricula</li> <li><input type="checkbox"/> Teacher demonstrates awareness connection teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</li> <li><input type="checkbox"/> Attempts to use effective and varied behavior management strategies</li> <li><input type="checkbox"/> Teacher uses non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC Professional Practice 1.8 Supports the use of positive behavior supports and conforms to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.</li> <li><input type="checkbox"/> CEC ISO 1.5a Identify realistic expectations for personal and social behavior in various settings</li> <li><input type="checkbox"/> CEC ISO 3.3a Teacher consistently integrates affective, social, and life skills with academic curricula</li> <li><input type="checkbox"/> CEC ISO 1.6a (Integrates knowledge of) Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</li> <li><input type="checkbox"/> CEC ISO 1.5a Use effective and varied behavior management strategies</li> <li><input type="checkbox"/> CEC ISOs 5a and MCs 5a Use a variety of non-aversive</li> </ul>

**Alignment of TESS, QUILT, CEC:** The intent of this document is to define optimal attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-conceptual learning. These specific CEC standards were selected based on standard sets for multi-conceptual teaching rule including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individuals-General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specific. For selection process refer to <http://www.cec.sped.org/~for/CECStandards/ProfessionalPractices/InitialandAdvancedSpecialEducationCombinedandAutismSpecific.html>



## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Modified For Special Education Instruction by TMEA for Dissertation Study Spring 2018\*

		<input type="checkbox"/> Teacher does not monitor behavior changes for individuals across settings. <input type="checkbox"/> Attempts to integrate academic instruction and behavior management for groups with exceptionalities. <input type="checkbox"/> Teacher does not attempt to redirect challenging behaviors.	<input type="checkbox"/> Targeted behavior and maintain attention of individuals with exceptionalities. <input type="checkbox"/> Teacher attempts to monitor behavior changes for individuals in limited settings. <input type="checkbox"/> Attempts to integrate academic instruction and behavior management for groups with exceptionalities. <input type="checkbox"/> Teacher attempts to redirect challenging behaviors but is not effective.	<input type="checkbox"/> Teacher attempts to monitor intragroup behavior changes across subjects and activities. <input type="checkbox"/> Attempts to integrate academic instruction and behavior management for individuals and groups with exceptionalities. <input type="checkbox"/> Teacher attempts to redirect challenging behaviors quickly and effectively.	<input type="checkbox"/> Techniques to control targeted behavior and maintain attention of individuals with exceptionalities. <input type="checkbox"/> <b>CEC 30Ca 55 and 30Ca 55:</b> Monitors intragroup behavior changes across subjects and activities. <input type="checkbox"/> <b>CEC 30Ca 55:</b> Integrates academic instruction and behavior management for individuals and groups with exceptionalities. <input type="checkbox"/> <b>QULT:</b> Teacher redirects challenging behaviors quickly and effectively.
		Unsatisfactory	Basic	Proficient	Distinguished
TESS	3c. Establishing culture for learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality.<sup>1</sup></p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding details and/or helping peers.</p>
CEC and QULT	Critical Attributes	<input type="checkbox"/> Special education teacher does not engage individuals with exceptionalities to work toward quality learning and performance or provide feedback to guide them. <input type="checkbox"/> Teacher is not aware of the impact of individuals with	<input type="checkbox"/> Special education teacher attempts to engage individuals with exceptionalities to work toward quality learning and performance but does not provide feedback to guide them. <input type="checkbox"/> Teacher demonstrates limited awareness of the impact of	<input type="checkbox"/> <b>CEC Initial 4.4:</b> Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. <input type="checkbox"/> Teacher is aware of the impact of individuals with exceptionalities	<input type="checkbox"/> <b>CEC SEDAS-5a:</b> Promote high expectations for self, staff, and individuals with exceptional learning needs (to work toward quality learning and performance and provides feedback to guide them).

**Alignment of TESS, QULT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QULT, CEC Professional Practice Standards, CEC Initial and Advanced Preparative Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specifics. For selection process refer to <http://www.tessa.org/Assets/Files/CEC%20Standards%20for%20Special%20Education%20Teachers%20and%20Instructional%20Coaches.pdf>

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

*Model for Special Education Instructors at T-Model for Exceptional Student Status (TESS)*

		<ul style="list-style-type: none"> <li><input type="checkbox"/> exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development.</li> <li><input type="checkbox"/> Teacher does not plan and implement reinforcement systems and environmental modifications for the individual or class.</li> <li><input type="checkbox"/> Teacher does not create individual or classroom visual activity schedules and visual supports for behavior and social skills.</li> <li><input type="checkbox"/> Teacher does not monitor the use of visual supports for the class.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development.</li> <li><input type="checkbox"/> Teacher plans and implements reinforcement systems and environmental modifications for the class.</li> <li><input type="checkbox"/> Teacher creates minimal visual activity schedules and visual supports for behavior and social skills for the classroom, but does not implement regularly.</li> <li><input type="checkbox"/> Teacher monitors the use of visual supports for the class.</li> </ul>	<ul style="list-style-type: none"> <li>academic and social abilities, attitudes, interests, and values on instruction and career development.</li> <li><input type="checkbox"/> Teacher plans and implements individualized reinforcement systems and environmental modifications.</li> <li><input type="checkbox"/> Teacher creates visual activity schedules and visual supports for behavior and social skills for individual students, but does not implement consistently.</li> <li><input type="checkbox"/> Teacher ensures that visual supports are used throughout the day as needed for each student, across settings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC 10C1: K1 (incorporates knowledge of impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development)</li> <li><input type="checkbox"/> CEC 10C5: 122 and 11C5: 500 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.</li> <li><input type="checkbox"/> QUILT Teacher creates visual activity schedules and visual supports for behavior and social skills for individual students.</li> <li><input type="checkbox"/> QUILT Teacher ensures that visual supports are used appropriately and consistently throughout the day as needed for each student.</li> </ul>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TESS	3C: Managing classroom procedures.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
CEC and QUILT	Critical Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher provides academic instruction in large-group settings.</li> <li><input type="checkbox"/> The teacher does not design and manage daily routines systematically (i.e., functional routines are not identified or</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher provides academic instruction in small-group and large-group settings.</li> <li><input type="checkbox"/> The teacher designs and manages daily routines with minimal consistency (i.e., instruction is</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher provides academic instruction in one-to-one, small-group, and large-group settings.</li> <li><input type="checkbox"/> The teacher designs and manages daily routines with some consistency (i.e., designs, teaches,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC 10C3: K3 and 11C3: K3 (implements) Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings</li> </ul>

Alignment of TESS, QUILT, CEC: The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to <http://www.cec.sped.org/~/media/Files/Standards/Professional/CEC%20Standards%20for%20Special%20Education%20Developmental%20Disabilities%20and%20Autism%20Specialist/Initial%20Instruction%20Plan%20Form.pdf>

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## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Monitor For Special Education Instruction in 7-Minute Observation Entry Sheet only\*

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructed, not systematic or intentional!</li> <li><input type="checkbox"/> Staff is not aware of how, when, where, and by whom each student's IEP objectives will be taught.</li> <li><input type="checkbox"/> The teacher does not create visual schedules for individual students based on identified needs.</li> <li><input type="checkbox"/> Visual schedules are not in place in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Functional routines is not systematic or intentional!</li> <li><input type="checkbox"/> The teacher does not have a system for staff to know how, when, where, and by whom each student's IEP objectives will be taught (i.e., comprehensive instructional routines, or zoning plans, are not developed).</li> <li><input type="checkbox"/> The teacher creates visual schedules for the individual and class, but schedule is not age appropriate, individualized, or instructed.</li> <li><input type="checkbox"/> Visual schedules are in place in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> monitors progress, and individualizes functional routines based on progress data!</li> <li><input type="checkbox"/> The teacher has a system for staff to know how, when, where, and by whom each student's IEP objectives will be taught (i.e., comprehensive instructional routines, or zoning plans, are in place but may not be implemented consistently).</li> <li><input type="checkbox"/> The teacher creates visual schedules appropriate for the class grade level and level of support needed, but limited instruction is provided and students do not use consistently.</li> <li><input type="checkbox"/> Visual schedules are in place across some environments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC 501.542-Dwight and manage daily routines (i.e., designs, teaches, monitors progress, and individualizes functional routines based on progress data)</li> <li><input type="checkbox"/> QM1T Teacher ensures all staff know how, when, where, and by whom each student's IEP objectives will be taught (i.e., comprehensive instructional routines, or zoning plans, are in place and monitored)</li> <li><input type="checkbox"/> QM1T Teacher creates (and provides instruction on) visual schedules appropriate for each student's age and level of support needed.</li> <li><input type="checkbox"/> QM1T Visual schedules are in place across all environments</li> </ul>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TESS:	3d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is relative to individual student needs, respects student's dignity.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEC and QM1T	Orisinal Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher does not attempt to implement behavior change practices</li> <li><input type="checkbox"/> Teacher uses aversive techniques to target behavior change, and has not implemented trials of</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher attempts to implement behavior change practices</li> <li><input type="checkbox"/> Teacher uses some aversive techniques to target behavior change, and has not implemented trials of more</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher attempts to use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC Professional Practice 1.2 Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic</li> </ul>

**Alignment of TESS, QM1T, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QM1T, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standards sets for multi-categorical teaching roles including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specific. For selection process refer to <http://www.cec.sped.org/Non-Standards/Standards-for-Special-Education-Teachers.aspx>



## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Model for Special Education Instruction by T. Miles and Distributed Under License #0084

		<p><input type="checkbox"/> more positive and less restrictive methods; parents and appropriate agency officials are not informed.</p> <p><input type="checkbox"/> The teacher does not attempt to use less intensive behavior management strategies consistent with the needs of the individual with exceptionalities; teacher is unaware of range of strategies.</p> <p><input type="checkbox"/> The teacher does not attempt to conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior and does not incorporate appropriate methods of data collection and analysis.</p> <p><input type="checkbox"/> The teacher is not aware of general strategies to increase self-awareness, and ability to self-regulate.</p> <p><input type="checkbox"/> Teacher does not have behavioral data collection sheets available for staff to monitor student behavior.</p> <p><input type="checkbox"/> The teacher does not attempt data collection about challenging behaviors prior to implementing behavior intervention strategies.</p> <p><input type="checkbox"/> The teacher does not review behavioral data before implementing behavior intervention plans or making changes to behavior interventions.</p>	<p><input type="checkbox"/> positive and less restrictive methods, but does inform parents and appropriate agency officials.</p> <p><input type="checkbox"/> The teacher attempts to behavior management strategies consistent with the needs of the individual with exceptionalities, but is not aware of the range of appropriate interventions.</p> <p><input type="checkbox"/> The teacher rarely attempts to conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior and does not incorporate appropriate methods of data collection and analysis.</p> <p><input type="checkbox"/> The teacher has limited awareness of general strategies to increase self-awareness, and ability to self-regulate.</p> <p><input type="checkbox"/> Teacher has minimal behavioral data collection sheets available for staff; data collection sheets are not individualized and staff is not aware of how to implement.</p> <p><input type="checkbox"/> The teacher attempts data collection about challenging behaviors prior to implementing behavior intervention strategies.</p> <p><input type="checkbox"/> The teacher does not systematically review behavioral data before implementing behavior intervention plans or making changes to behavior interventions.</p>	<p><input type="checkbox"/> basic human rights of individuals with exceptionalities.</p> <p><input type="checkbox"/> Teacher refrains from using aversive techniques unless the target of the behavior change is vital, but has not implemented repeated trials of more positive and less restrictive methods; does inform parents and appropriate agency officials.</p> <p><input type="checkbox"/> The teacher attempts to use the least intensive behavior strategy consistent with the needs of the individual with exceptionalities.</p> <p><input type="checkbox"/> The teacher attempts to conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior but does not incorporate appropriate methods of data collection and analysis.</p> <p><input type="checkbox"/> The teacher is aware of evidence-based strategies to increase self-awareness, and ability to self-regulate and attempts to implement but is not consistent or systematic.</p> <p><input type="checkbox"/> Teacher has some behavioral data collection sheets available for staff; data collection sheets are not individualized and staff is not aware of how to implement.</p> <p><input type="checkbox"/> The teacher attempts ongoing data collection about some challenging behaviors to determine function of behavior prior to implementing behavior</p>	<p><input type="checkbox"/> human rights of individuals with exceptionalities.</p> <p><input type="checkbox"/> <b>CEC Professional Practice 1.7:</b> Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.</p> <p><input type="checkbox"/> <b>CEC ISQ.2:</b> Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.</p> <p><input type="checkbox"/> <b>CEC SEDAS.5B:</b> Conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior.</p> <p><input type="checkbox"/> <b>CEC SEDAS.5m:</b> Identify evidence based strategies to increase self-awareness, and ability to self-regulate and implements direct instruction systematically and consistently.</p> <p><input type="checkbox"/> <b>QUILT:</b> Teacher has appropriate behavioral data collection sheets available for staff and ensures that staff knows how to collect such data.</p> <p><input type="checkbox"/> <b>QUILT:</b> The teacher ensures that ongoing data is collected about all challenging behaviors to determine function of behavior prior to implementing behavior intervention strategies (setting</p>
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**Alignment of TESS, QUILT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical teaching. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standards sets for teacher preparation selected include: Initial Special Education (Individualized General and Independence Curriculum Combined) AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to: <http://www.ark.gov/leg/2014/2014-2015/Committees/Committee%20on%20Special%20Education/Committee%20on%20Special%20Education%20Final%20Report%202014-2015.pdf>

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

MOORE FOR SPECIAL EDUCATION ATTACHEES OF TESS FOR DISTRICTS STUDY SCHOOL 2018\*

		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
TESS	30: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teachers makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use of adaptation of the physical environment to advance learning.	
CEC and QUILT	Orbital Attributes	<input type="checkbox"/> The teacher does not adapt the physical environment to provide varied learning opportunities for individuals with exceptionalities <input type="checkbox"/> The teacher does not design learning environments that are multisensory or that facilitate participation, self-advocacy, and independence of individuals with exceptionalities <input type="checkbox"/> The teacher does not modify the learning environment to manage behaviors <input type="checkbox"/> The teacher does not make or suggest modifications in learning environments	<input type="checkbox"/> The teacher attempts to adapt the physical environment to provide varied learning opportunities for individuals with exceptionalities <input type="checkbox"/> The teacher attempts to design learning environments that are multisensory and that facilitate participation, self-advocacy, and independence of individuals with exceptionalities, but is not successful and does not incorporate individual, small group, and whole group activities	<input type="checkbox"/> The teacher attempts to adapt the physical environment to provide optimal learning opportunities for individuals with exceptionalities <input type="checkbox"/> The teacher attempts to design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with exceptionalities with some group and individual learning activities <input type="checkbox"/> The teacher attempts to modify the learning environment to manage behaviors	<input type="checkbox"/> CEC IC3 K3 and IC3 K2: Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities <input type="checkbox"/> CEC IC3 S3: Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities <input type="checkbox"/> CEC IS3 S5: Modify the learning environment to manage behaviors	

**Alignment of TESS, QUILT, CEC:** The intent of this document is to define orbital attributes of the special educator teacher based on the TESS (up to) for general education, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include Initial Special Education Individualized General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specialist. For selection process refer to <http://www.ark.gov/ark/ark/initial/Files/Teacher%20Preparation%20Standards%20for%20Special%20Education%20and%20Autism%20Specialist%20for%20Selection%20Process.pdf>

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Updated 2/27/18



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Alignment For Special Education Instructors at 7th Grade or Distinction from 2016-2021\*

		<input type="checkbox"/> Teacher does not use physical and/or visual boundaries to cue specific activities or behaviors <input type="checkbox"/> The teacher does not develop or use a technology plan based on adaptive technology assessment to meet the needs of individual students	<input type="checkbox"/> The teacher seldom attempts to modify the learning environment to manage behaviors <input type="checkbox"/> The teacher makes or suggests modifications in learning environments, but it is not based on performance data <input type="checkbox"/> The teacher rarely uses physical and/or visual boundaries to cue specific activities or behaviors; no instruction provided and prompts are inconsistent <input type="checkbox"/> The teacher attempts to develop and use a technology plan; it is not based on adaptive technology assessment and is not individualized for student needs	<input type="checkbox"/> The teacher collects performance data and information to make or suggest modifications in learning environments, but does not use consistently or deliberately <input type="checkbox"/> The teacher uses physical and/or visual boundaries to cue specific activities or behaviors, but does not systematically teach or prompt consistently <input type="checkbox"/> The teacher develops and uses a technology plan that is individualized, but it is not based on adaptive technology assessment	<input type="checkbox"/> <b>CEC ISO 2.56:</b> Use performance data and information from all stakeholders to make or suggest modifications in learning environments <input type="checkbox"/> <b>QILT:</b> Teacher (systematically teaches and) uses physical and/or visual boundaries consistently to cue specific activities or behaviors <input type="checkbox"/> <b>CEC ICo 2.7:</b> Develop and use a technology plan based on adaptive technology assessment
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**COMMENTS:**

#### DOMAIN 3: INSTRUCTION

		Unsatisfactory	Basic	Proficient	Distinguished
TESS	3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of content contains major errors. The teacher's spoken or written language	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may	The instructional purpose of the lesson is clearly communicated to the students, including where it is situated within the broader learning directions and procedures are explained clearly. Teacher's explanation of content is	The teacher links the instructional purpose of the lesson to student interests; the directions are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and

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## Arkansas Teacher Excellence Support System (TESS) SUMMATIVE EVALUATION FORM

Model for Social Education Attachment T-MEA not Otherwise Listed Item 108\*

		contains errors of grammar and syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	contains minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	clear, developing conceptual understanding through ethical scaffolding and connecting students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEC and QUILT	Critical Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher does not make modifications in the verbal and non-verbal communication and instructional behavior</li> <li><input type="checkbox"/> Teacher occasionally implements communication and social interaction alternatives for individuals who are non-speaking within the classroom</li> <li><input type="checkbox"/> Teacher does not use materials that are real world and promote transfer of learning to other settings, that motivate students and promote engagement; materials are not appropriate for the students' chronological age level</li> <li><input type="checkbox"/> Teacher does not attempt to secure students' attention before beginning instruction or before delivery of the discriminative stimulus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher makes minimal modifications in the verbal and non-verbal communication and instructional behavior in accord with the needs of the class</li> <li><input type="checkbox"/> Teacher implements communication and social interaction alternatives for individuals who are non-speaking within the classroom</li> <li><input type="checkbox"/> Teacher rarely uses materials that are real world and promote transfer of learning to other settings, that motivate students and promote engagement; materials are not appropriate for the students' chronological age level</li> <li><input type="checkbox"/> Teacher ineffectively attempts to secure students' attention before beginning instruction or before delivery of the discriminative stimulus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher often modifies the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals</li> <li><input type="checkbox"/> Teacher implements communication and social interaction alternatives for individuals who are non-speaking</li> <li><input type="checkbox"/> Teacher occasionally uses materials that are real world and promote transfer of learning to other settings, that motivate students and promote engagement, and that are appropriate for the students' chronological age level</li> <li><input type="checkbox"/> Teacher attempts to secure students' attention before beginning instruction or before delivery of the discriminative stimulus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC SEDAS5-KJ: (The teacher will) Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorders</li> <li><input type="checkbox"/> CEC SEDAS5-5p: Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders</li> <li><input type="checkbox"/> QUILT: Teacher [consistently] uses materials that are real world and promote transfer of learning to other settings, that motivate students and promote maximum engagement, and that are appropriate for the students' chronological age level</li> <li><input type="checkbox"/> QUILT: Teacher secures students' attention before beginning instruction or before delivery of the discriminative stimulus</li> </ul>
		Unsatisfactory	Satisfactory	Proficient	Distinguished

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Model for Special Education Instructors in T-MEA for Certification Entry Step 1 (2017)

	<p>3b) Using questioning / prompts and discussion</p>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another with unseen results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engaged most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p>CEC and QUILT</p>	<p>Critical Attributes</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher does not implement individualized use of technology, materials and resources required to educate individuals whose exceptionalities interfere with communication</li> <li><input type="checkbox"/> The teacher does not facilitate spontaneous communication</li> <li><input type="checkbox"/> The teacher does not incorporate augmentative and alternative communication systems or assistive technologies to support the communication and learning of individuals with exceptionalities</li> <li><input type="checkbox"/> Teacher does not implement strategies that maximize student opportunity for success or increase student independence; prompting procedures are not implemented systematically</li> <li><input type="checkbox"/> Teacher does not implement appropriate prompting procedures based on level of</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher considers the use of technology, materials and resources required to educate individuals whose exceptionalities interfere with communication, but is not consistent nor individualized based on data collection</li> <li><input type="checkbox"/> The teacher attempts to facilitate spontaneous communication, but does not implement procedures with fidelity or arrange program environments effectively</li> <li><input type="checkbox"/> The teacher has limited awareness of augmentative and alternative communication systems or assistive technologies to support the communication and learning of individuals with exceptionalities</li> <li><input type="checkbox"/> Teacher demonstrates limited awareness of strategies that increase student opportunity for success as well as increase student independence.</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher attempts to select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication, but is not systematic nor individualized based on data collection</li> <li><input type="checkbox"/> The teacher attempts to arrange program environments to facilitate spontaneous communication, but does not implement procedures with fidelity [i.e., attempts discrete trial teaching, naturalistic teaching strategies, pivotal response training, incidental teaching]</li> <li><input type="checkbox"/> The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CEC 1005.505-105.510 (The teacher) Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication</li> <li><input type="checkbox"/> CEC SEDAS3.56: Arrange program environments to facilitate spontaneous communication [i.e., incorporate strategies for discrete trial teaching, naturalistic teaching strategies, pivotal response training, incidental teaching with fidelity]</li> <li><input type="checkbox"/> CEC SEDAS6.59: Model use of and implementation of assistive technology and augmentative alternative communication to aid in individual's comprehension and level of engagement.</li> <li><input type="checkbox"/> QUILT: Teacher uses strategies that maximize student opportunity for success as well as increase student independence</li> </ul>

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

*Monarch Plus Special Education Instruction at 7 Middle Tennessee State Street, 2021*

		learning, student motivation, and difficulty of task	<p>prompting procedures are not appropriate for level of learning, student motivation, and difficulty of task and are not systematically implemented</p> <p><input type="checkbox"/> Teacher considers appropriate prompt fading procedures based on level of learning, student motivation, and difficulty of task, but does not implement systematically</p>	<p><input type="checkbox"/> Teacher attempts to use strategies that increase student opportunity for success as well as increase student independence by implementing prompting procedures, but, they are not fully aligned with level of learning, student motivation, and difficulty of task, nor are they systematically implemented</p> <p><input type="checkbox"/> Teacher attempts to implement appropriate prompt fading procedures based on level of learning, student motivation, and difficulty of task but is not consistent in implementation</p>	<p>by appropriate prompting procedures for level of learning, student motivation, and difficulty of task (strategies are implemented consistently and systematically)</p> <p><input type="checkbox"/> QUILT: Teacher implements appropriate prompt fading procedures based on level of learning, student motivation, and difficulty of task</p>
		<b>Unsatisfactory</b>	<b>Risk</b>	<b>Proficient</b>	<b>Distinguished</b>
	30 Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEC and QUILT*	Critical Attributes	<input type="checkbox"/> Special education teacher does not teach to mastery or promote generalization of learning.	<input type="checkbox"/> Special education teacher attempts to teach to mastery and attempts to promote	<input type="checkbox"/> The teacher attempts to implement strategies that promote generalization of	<input type="checkbox"/> CEC SEDAS-5c: implement instructional strategies that

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Minimum For Special Education Assessment at 7.00 is the Competency Level Score 2018\*

		<input type="checkbox"/> The teacher does not provide instruction to the class in using self-assessment, problem-solving, and other cognitive strategies to meet their needs. <input type="checkbox"/> Teacher provides prompts, but timing and prompts may be inefficient and insufficient to ensure learning; prompt dependency is evident. <input type="checkbox"/> The teacher provides prompts and reinforcement during instruction, but is not systematic in delivery. <input type="checkbox"/> The teacher does not attempt to use individualized motivating materials to maintain student interest. <input type="checkbox"/> Teacher does not attempt to teach generalization of skills.	generalization of learning, but is not systematic. <input type="checkbox"/> The teacher provides instruction to the class in using self-assessment, problem-solving, and other cognitive strategies to meet their needs. <input type="checkbox"/> Teacher provides prompts, but timing and prompts may be inefficient and insufficient to ensure learning. <input type="checkbox"/> The teacher provides prompts and reinforcement during instruction, but is unaware of prompt dependency. <input type="checkbox"/> The teacher attempts to use motivating materials to maintain student interest, but it is not individualized. <input type="checkbox"/> Teacher uses strategies to attempt generalization of skills.	learning across domains and settings. <input type="checkbox"/> The teacher provides instruction to individuals in using self-assessment, problem-solving, and other cognitive strategies to meet their needs. <input type="checkbox"/> Teacher provides prompts when necessary, but timing may be inefficient. <input type="checkbox"/> The teacher provides prompts and reinforcement during instruction. <input type="checkbox"/> The teacher uses motivating materials to maintain student interest, but it is not individualized. <input type="checkbox"/> Teacher systematically uses strategies to attempt generalization of skills, but it is not individualized to students.	prompts the generalization of skills across domains and settings. <b>CEC 50CF 5.5(a):</b> [The teacher] teaches individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs. <input type="checkbox"/> <b>QUILT:</b> Teacher provides prompts timely when necessary. <input type="checkbox"/> <b>QUILT:</b> Teacher provides prompts and reinforcement separately from the discriminative stimulus. <input type="checkbox"/> <b>QUILT:</b> Teacher uses motivating materials to maintain student interest. <input type="checkbox"/> <b>QUILT:</b> Teacher uses appropriate, individualized strategies to ensure generalization of skills, with systematic implementation.
		<b>Unsatisfactory</b>	<b>Risk</b>	<b>Proficient</b>	<b>Distinguished</b>
	Job Involvement in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Worksheet For Special Education Instructors in TAPSA for Development Cycle 2018\*

CEC and QUILT	Critical Attributes				
		<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not adjust instructional practices in response to assessment data.</li> <li><input type="checkbox"/> The teacher does not incorporate assessment information when making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds, but does not incorporate into program plans.</li> <li><input type="checkbox"/> The teacher does not develop or obtain data collection sheets specific to the stated criteria on each IEP objective.</li> <li><input type="checkbox"/> The teacher does not provide paraprofessionals data sheets for the class or individual students.</li> <li><input type="checkbox"/> The teacher does not monitor data collection and does not ensure that data is recorded regularly and accurately.</li> <li><input type="checkbox"/> The teacher does not address issues with data collection.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher adjusts instructional practices in response to assessment data, after instruction is complete.</li> <li><input type="checkbox"/> The teacher reviews assessment information when making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds, but does not incorporate into program plans.</li> <li><input type="checkbox"/> The teacher develops or obtains data collection sheets, but they are not specific to the stated criteria on each IEP objective.</li> <li><input type="checkbox"/> The teacher provides paraprofessionals data sheets for the classroom.</li> <li><input type="checkbox"/> The teacher attempts to monitor data collection but does not ensure that data is recorded regularly and accurately.</li> <li><input type="checkbox"/> The teacher does not address issues with data collection.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher modifies instructional practices in response to assessment data.</li> <li><input type="checkbox"/> The teacher considers assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.</li> <li><input type="checkbox"/> The teacher obtains or creates data collection sheets but they are not specific to the stated criteria on each IEP objective.</li> <li><input type="checkbox"/> The teacher provides paraprofessionals data sheets for each student.</li> <li><input type="checkbox"/> The teacher monitors data collection but does not ensure that data is recorded regularly and accurately.</li> <li><input type="checkbox"/> The teacher addresses issues with data collection.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC ISCI 5.55a (The teacher) Modify instructional practices in response to ongoing assessment data.</li> <li><input type="checkbox"/> CEC ISCI 4.56 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.</li> <li><input type="checkbox"/> QUILT Teacher obtains or creates data collection sheets that match the stated criteria on each IEP objective.</li> <li><input type="checkbox"/> QUILT Teacher trains paraprofessionals on data sheets for each student.</li> <li><input type="checkbox"/> QUILT Teacher monitors data collection to ensure that data is recorded regularly and accurately.</li> <li><input type="checkbox"/> QUILT Teacher addresses any issues with data collection immediately and professionally.</li> </ul>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	3c Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning for all student, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Model for Special Education Instructors by T. Williams, University of Arkansas, 2007

		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
		<input type="checkbox"/> The teacher rarely sets goals for himself or herself, does not examine extent to which the goals are being met, or make modifications toward meeting those goals.	<input type="checkbox"/> The teacher attempts to set goals for himself or herself, but does not examine extent to which the goals are being met, or make modifications toward meeting those goals.	The extent to which the goals are being met, and makes modifications toward meeting those goals.	challenging situations in a timely manner. <input type="checkbox"/> <b>QILT:</b> Teacher sets goals for himself or herself, regularly examines the extent to which the goals are being met, and makes modifications toward meeting those goals.
	<b>(ii): Maintaining Accurate Records</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining records.
<b>CEC and QILT</b>	<b>Other Attributes</b>	<input type="checkbox"/> The teacher does not maintain student records and confidentiality standards are not in place. <input type="checkbox"/> The teacher does not provide student and program data to administrators, colleagues, and parents. <input type="checkbox"/> The teacher does not use data collection methods based on the stated criteria on each IEP objective. <input type="checkbox"/> The teacher does not monitor data collection to ensure that data is recorded regularly and accurately.	<input type="checkbox"/> The teacher maintains student records but confidentiality standards are not in place. <input type="checkbox"/> The teacher provides student and program data to administrators, colleagues, and parents, based record keeping practices are inefficient and subjective. <input type="checkbox"/> The teacher rarely utilizes data collection methods, but they are not individualized to match the stated criteria on each IEP objective. <input type="checkbox"/> The teacher rarely monitors data collection to ensure that data is recorded regularly and accurately.	<input type="checkbox"/> The teacher maintains student records and assures that appropriate confidentiality standards are in place. <input type="checkbox"/> The teacher provides student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices. <input type="checkbox"/> The teacher utilizes data collection methods, but they are not individualized to match the stated criteria on each IEP objective. <input type="checkbox"/> The teacher occasionally monitors data collection to ensure that data is recorded regularly and accurately.	<input type="checkbox"/> <b>CEC Professional Practice 8:</b> Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced. <input type="checkbox"/> <b>CEC Professional Practice 8-3:</b> Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices. <input type="checkbox"/> <b>QILT:</b> Teacher obtains or creates data collection sheets that match the stated criteria on each IEP objective. <input type="checkbox"/> <b>QILT:</b> Teacher monitors data collection to ensure that data is recorded regularly and accurately.
		Unsatisfactory	Basic	Proficient	Distinguished

**Alignment of TESS, QILT, CEC:** The intent of this document is to define other attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-organizational learning. These specific CEC standards were selected based on standards sets for multi-organizational teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education: Individualized General and Independence Curriculum Combined AND Advanced Special Education: Developmental Disabilities and Autism Spectrum. For selection process refer to <http://www.cec.sped.org/~pres/2010/Standards/Professional/Preparation/EC01-01-01-02-03-04-05-06-07-08-09-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000>

All TESS Domains  
Arkansas Teacher Excellence Support System Summative Evaluation Form  
Rev 2.0

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Model for Special Education Instructors in TESS for Domains State School 2014\*

	<p>4C Communicating with Families</p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program, and about the progress of individual students but does not attempt to engage families in the instructional program. But, communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<p>CEC and QUILT</p>	<p>Critical Attributes</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not involve parents and individuals with exceptionalities when planning, conducting, and evaluating special education services</li> <li><input type="checkbox"/> The teacher does not provide information to parents and professionals; confidentiality, privacy, or issues of diversity are not considered</li> <li><input type="checkbox"/> The teacher does not provide information to families and professionals regarding educational and community resources</li> <li><input type="checkbox"/> The teacher does not provide information regarding parent education</li> <li><input type="checkbox"/> The teacher does not follow appropriate procedural safeguards</li> <li><input type="checkbox"/> The teacher does not provide data at meetings that support decision making; families and professionals are not involved in decision-making</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher minimally involves parents and individuals with exceptionalities when planning, conducting, and evaluating special education services</li> <li><input type="checkbox"/> The teacher provides limited information to parents and professionals but makes errors in regards to issues of confidentiality, privacy, or diversity</li> <li><input type="checkbox"/> The teacher provides limited information to families and professionals regarding educational and community resources</li> <li><input type="checkbox"/> The teacher provides minimal information regarding parent education</li> <li><input type="checkbox"/> The teacher does not consistently follow appropriate procedural safeguards</li> <li><input type="checkbox"/> The teacher provides limited data at meetings; data does not support decision making and the teacher does not involve families and professionals in decision-making</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher seeks the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services</li> <li><input type="checkbox"/> The teacher maintains some communications with parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.</li> <li><input type="checkbox"/> The teacher provides general information to families and professionals regarding educational and community resources</li> <li><input type="checkbox"/> The teacher provides information for parent education using accurate, culturally appropriate information and professional methods</li> <li><input type="checkbox"/> The teacher follows appropriate procedural safeguards</li> <li><input type="checkbox"/> The teacher provides data at meetings to support decision making, but does not involve families and professionals in decision-making</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CEC Professional Practice 6.2: Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process</li> <li><input type="checkbox"/> CEC Professional Practice 6.3: Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.</li> <li><input type="checkbox"/> CEC SEDAS 5.5: Connect families and professionals to educational and community resources</li> <li><input type="checkbox"/> CEC Professional Practice 6.4: Promote opportunities for parent education using accurate, culturally appropriate information and professional methods</li> <li><input type="checkbox"/> CEC Professional Practice 6.3: Follow appropriate procedural safeguards and assist the school in providing due process.</li> </ul>

Alignment of TESS, QUILT, CEC: The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general educators, using specific criteria outlined in the QUILT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical teaching. These specific CEC standards were selected based on standard sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include: Initial Special Education Individualized General and Independence Curriculum Content and Advanced Special Education Developmental Qualities and Autism Specialist. For selection process refer to: [https://www.ecs.sdsu.edu/Logi/Work/CEC/Teacher/Preparation/Qualities%20and%20Standards%20for%20Special%20Education%20Preparation/Qualities%20and%20Standards%20for%20Special%20Education%20Preparation/Content%20Flow%20.pdf](https://www.ecs.sdsu.edu/Logi/Work/CEC/Teacher/Preparation/Qualities%20and%20Standards%20for%20Special%20Education%20Preparation/Content%20Flow%20.pdf)



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Worksheet For Special Educators (Revised 11/17/15) BY T. Miller For Distribution Under Special Code\*

		<b>Unsatisfactory</b>	<b>Fair</b>	<b>Proficient</b>	<b>Distinguished</b>
	<b>4C: Participating in a Professional Community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, missing opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CEC and QUILT</b>	<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not engage with others who are providing services to individuals with exceptionalities; teacher does not maintain collegial relationships and does not actively participate in professional learning communities.</li> <li><input type="checkbox"/> The teacher is not involved in professional organizations.</li> <li><input type="checkbox"/> The teacher does not train special education paraeducators in the tasks they are assigned.</li> <li><input type="checkbox"/> The teacher does not communicate with paraeducators regarding performance on tasks and expectations.</li> <li><input type="checkbox"/> The teacher does not provide information for training and support to families, professionals, and paraprofessionals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher engages with others who are providing services to individuals with exceptionalities; teacher does not irritate or pursue collegial relationships on regular basis and does not pursue professional learning communities.</li> <li><input type="checkbox"/> The teacher is involved in professional organizations, but does not take an active role.</li> <li><input type="checkbox"/> The teacher minimally trains special education paraeducators in the tasks they are assigned.</li> <li><input type="checkbox"/> The teacher rarely communicates with paraeducators regarding performance on tasks and expectations.</li> <li><input type="checkbox"/> The teacher provides limited information for training and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher engages with others who are providing services to individuals with exceptionalities; teacher does not take a leadership role in maintaining collegiality or developing professional learning communities.</li> <li><input type="checkbox"/> The teacher participates in professional organizations.</li> <li><input type="checkbox"/> The teacher occasionally trains special education paraeducators in the tasks they are assigned.</li> <li><input type="checkbox"/> The teacher communicates with paraeducators regarding performance on tasks and expectations.</li> <li><input type="checkbox"/> The teacher provides opportunity for training and support to families, professionals, and paraprofessionals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEC Professional and Ethical Standards 4a: Practicing collegially with others who are providing services to individuals with exceptionalities.</li> <li><input type="checkbox"/> CEC Professional and Ethical Standards 4b: Engaging in the improvement of the profession through active participation in professional organizations.</li> <li><input type="checkbox"/> CEC Professional 5: Assume that special education paraeducators have appropriate training for the tasks they are assigned.</li> <li><input type="checkbox"/> CEC Professional 5.1: Provide timely, supportive, and collegial communications to paraeducators regarding tasks and expectations.</li> <li><input type="checkbox"/> CEC SEDAS 5a: Provide structure, ongoing training, and</li> </ul>

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**All TESS Domains:**  
Arkansas Teacher Excellence Support System Summative Evaluation Form  
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Updated 2/17/15



## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Model Form Based on Expectations in TESS and Performance Expectations 2014

			support to families, professionals, and paraprofessionals	Proficient	support to families, professionals, and paraprofessionals
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<b>4C Growing and Developing Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<b>CEC and QILT</b>	<b>Critical Attributes</b>	<b>☐</b>	<b>☐</b>	<b>☐</b>	<b>☐</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not participate in the growth and dissemination of professional knowledge and skills.</li> <li><input type="checkbox"/> The teacher does not engage in or support research intended to improve the learning outcomes of persons with exceptional learning needs.</li> <li><input type="checkbox"/> The teacher does not seek professional knowledge, or attempt to expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.</li> <li><input type="checkbox"/> Teacher does not engages in activities demonstrating desire to improve teaching.</li> <li><input type="checkbox"/> Teacher does not respond professionally to feedback and does not implement suggestions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher minimally participates in the growth and dissemination of professional knowledge and skills.</li> <li><input type="checkbox"/> The teacher supports research intended to improve the learning outcomes of persons with exceptional learning needs.</li> <li><input type="checkbox"/> The teacher seeks professional knowledge, or attempt to expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.</li> <li><input type="checkbox"/> Teacher rarely engages in activities demonstrating desire to improve teaching.</li> <li><input type="checkbox"/> Teacher responds to feedback by attempting to implement suggestions, seek clarification, or discuss alternatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not actively participate in the growth and dissemination of professional knowledge and skills.</li> <li><input type="checkbox"/> The teacher engages in research intended to improve the learning outcomes of persons with exceptional learning needs.</li> <li><input type="checkbox"/> The teacher broadens and deepens professional knowledge, and expands expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.</li> <li><input type="checkbox"/> Teacher occasionally engages in activities demonstrating desire to improve teaching.</li> <li><input type="checkbox"/> Teacher responds to feedback by implementing suggestions, seeking clarification, or discussing alternatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>CEC Professional and Ethical Standards 4c:</b> Participating in the growth and dissemination of professional knowledge and skills.</li> <li><input type="checkbox"/> <b>CEC Professional Practice 2.1:</b> Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.</li> <li><input type="checkbox"/> <b>Advanced CEC 2.2:</b> Special educator continuously broadens and deepens professional knowledge, and expands expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.</li> <li><input type="checkbox"/> <b>QILT:</b> Teacher engages in activities demonstrating desire to improve teaching.</li> </ul>

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Model for Special Education Instruction by T. Miles for Connecticut State Board 2018\*

		seek clarification, or discuss alternatives			<input checked="" type="checkbox"/> <b>Q17:</b> Teacher responds to feedback by implementing suggestions, seeking clarification, or discussing alternatives in a professional manner.
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<b>Q17: Showing Proficiency</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, student, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in their school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<b>CEC and Q17</b>	<b>Critical Attributes:</b>	<input type="checkbox"/> The teacher does not comply with professional ethics, standards, and policies of CEC, and does not practice within the laws, regulations, and policies that influence professional practice.  <input type="checkbox"/> The teacher does not use available resources that will improve learning outcomes of individuals with exceptionalities.	<input checked="" type="checkbox"/> The teacher demonstrates limited awareness of the professional ethics, standards, and policies of CEC, and limited attempts to practice within the laws, regulations, and policies that influence professional practice.  <input type="checkbox"/> The teacher does not seek improvements in professional conditions or additional resources that will improve	<input type="checkbox"/> The teacher is aware of the professional ethics, standards, and policies of CEC, practices within the laws, regulations, and policies that influence professional practice.  <input type="checkbox"/> The teacher seeks professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.  <input type="checkbox"/> The teacher promotes educational quality and	<input checked="" type="checkbox"/> <b>CEC Professional and Ethical Standards #6:</b> Practicing within the professional ethics, standards, and policies of CEC, upholding laws, regulations, and policies that influence professional practice and advocating improvements in the laws, regulations, and policies.  <input checked="" type="checkbox"/> <b>CEC Professional and Ethical Standards #6b:</b> Advocating for professional conditions and

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## Arkansas Teacher Excellence Support System (TESS)

### SUMMATIVE EVALUATION FORM

Model for Special Education Instruction by T. Melissa Greenhouse, State Superintendent\*

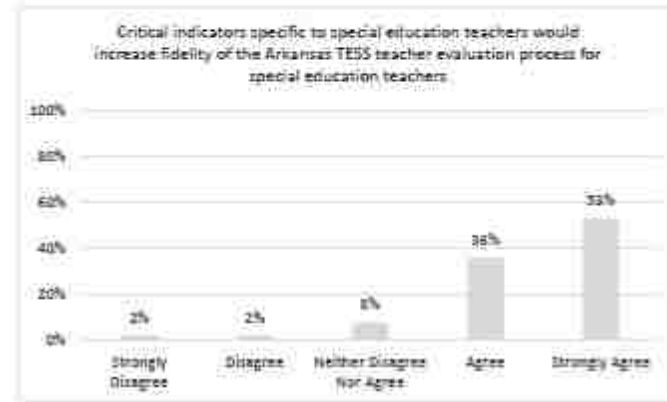
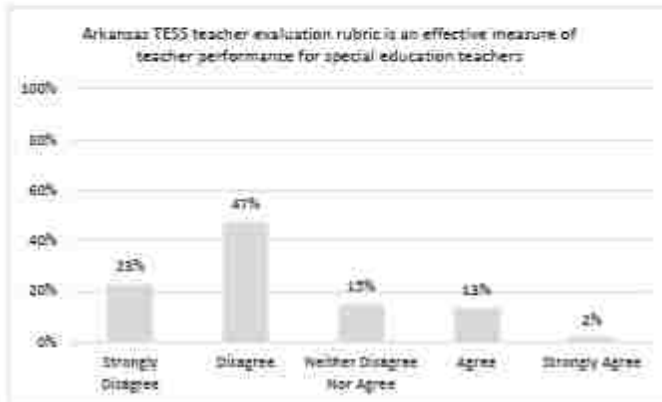
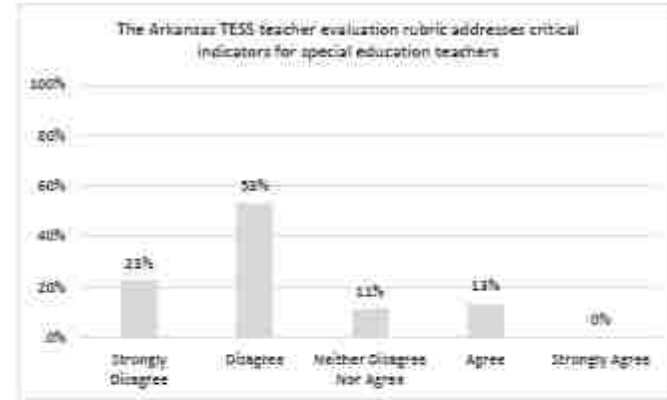
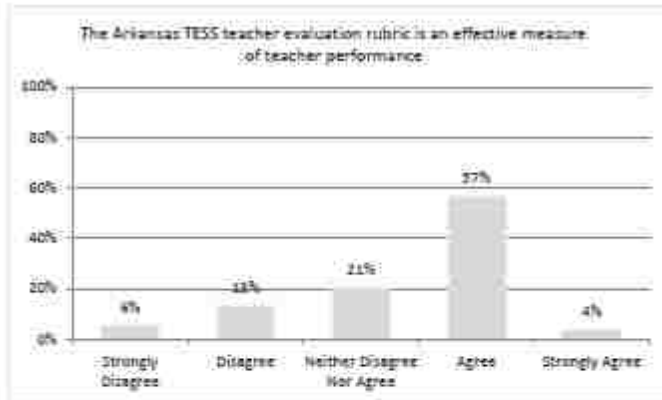
		<input type="checkbox"/> The teacher does not seek educational quality for his/her students and does not participate in the planning and management education programs. <input type="checkbox"/> The teacher does not maintain a respectful attitudes with individual colleagues. <input type="checkbox"/> The teacher engages in behavior that is illegal, unethical, or detrimental to individuals with exceptionalities. <input type="checkbox"/> The teacher is not aware of other agencies that provide services and outcomes for individuals with exceptionalities.	<input type="checkbox"/> learning outcomes of individuals with exceptionalities. <input type="checkbox"/> The teacher seeks educational quality for his/her students and participates in the planning and management of individual education programs. <input type="checkbox"/> The teacher attempts to facilitate respectful attitudes with individual colleagues toward persons with exceptional learning needs. <input type="checkbox"/> The teacher does not engage in behavior that is illegal, unethical, or detrimental to individuals with exceptionalities. <input type="checkbox"/> The teacher is aware of other agencies that provide services and outcomes for individuals with exceptionalities.	<input type="checkbox"/> participates in the planning and management of special education programs and the general education program. <input type="checkbox"/> The teacher attempts to maintain respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs. <input type="checkbox"/> The teacher informs administration when a colleague's behavior is illegal, unethical, or detrimental to individuals with exceptionalities. <input type="checkbox"/> The teacher is aware of other agencies and occasionally engages in activities to improve services and outcomes for individuals with exceptionalities.	<input type="checkbox"/> resources that will improve learning outcomes of individuals with exceptionalities. <input type="checkbox"/> <b>CEC Professional Practice 3.15:</b> Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program. <input type="checkbox"/> <b>CEC Professional Practice 4.1:</b> Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs. <input type="checkbox"/> <b>CEC Professional Practice 4.5:</b> Intervene professionally when a colleague's behavior is illegal, unethical, or detrimental to individuals with exceptionalities. <input type="checkbox"/> Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.
<b>COMMENTS:</b>					

**Alignment of TESS, QALT, CEC:** The intent of this document is to define critical attributes of the special education teacher based on the TESS rubric for general education, using specific criteria outlined in the QALT, CEC Professional Practice Standards, CEC Initial and Advanced Preparation Standards with specific standards for multi-categorical learning. These specific CEC standards were selected based on standards sets for multi-categorical teaching role including all categories of disabilities and ages of individuals with disability. Specific CEC standard sets for teacher preparation selected include Initial Special Education Individuals and General and Independence Curriculum Combined AND Advanced Special Education Developmental Disabilities and Autism Specific. For selection process refer to <https://www.arkstate.edu/college-of-education/initial-and-advanced-preparation-standards-for-special-education-teacher-preparation-standards-for-special-education-teacher-preparation-standards.pdf>

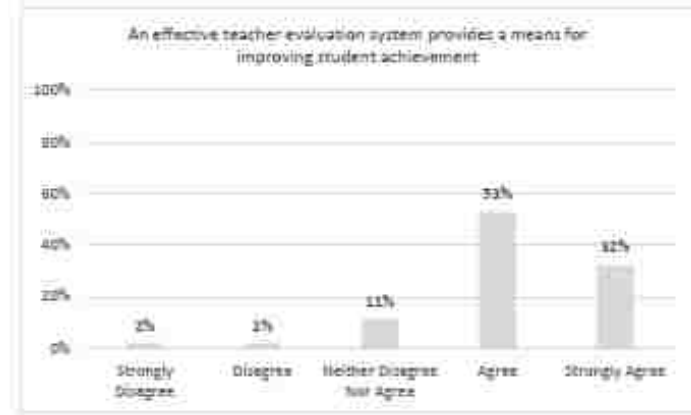
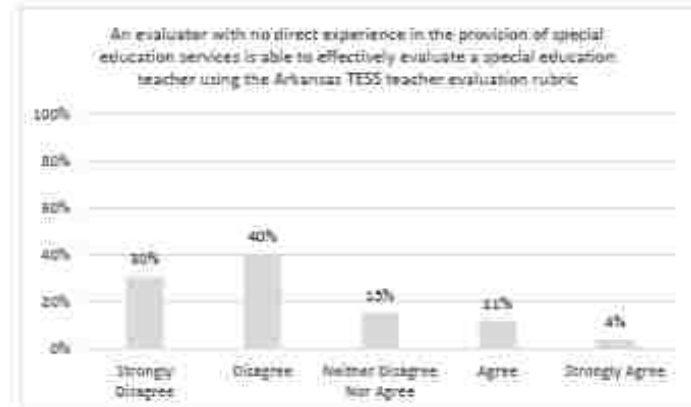
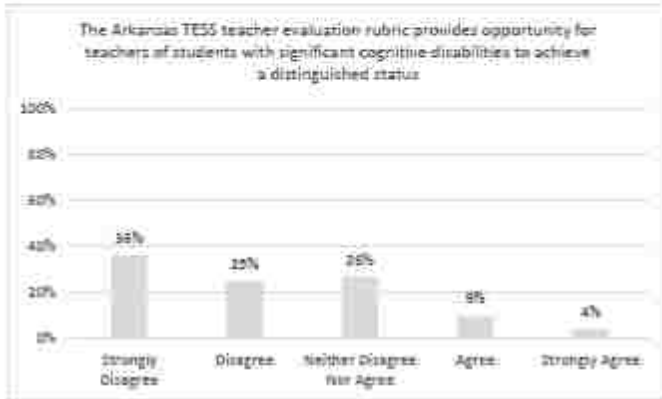
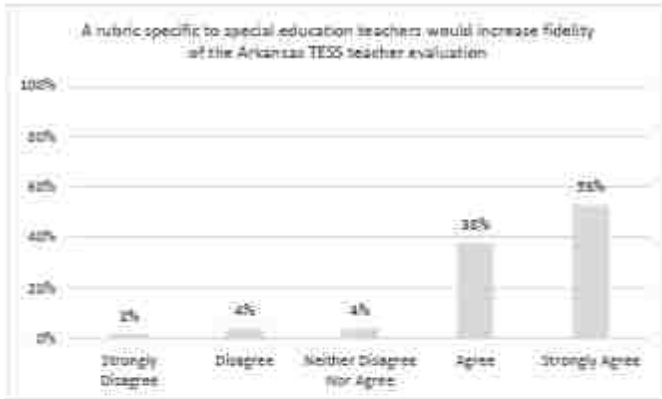
## Appendix 6: Survey Results

### 6A: All Excel frequency tables

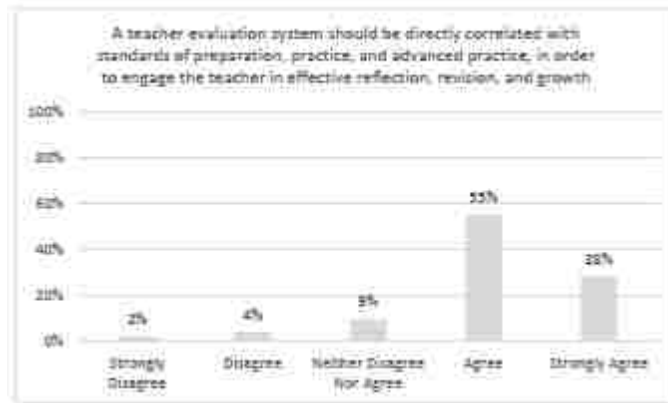
#### Graphs representing perceptions of TESS



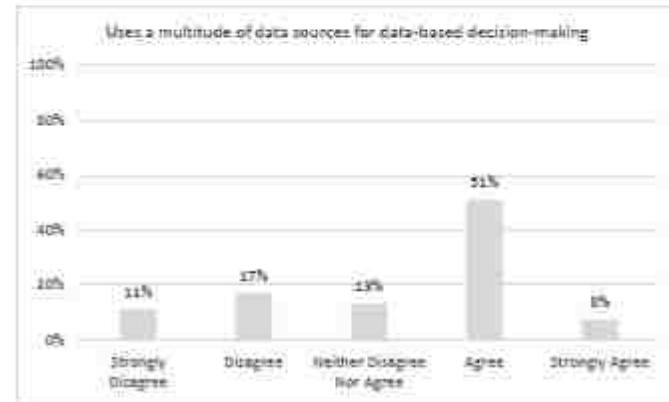
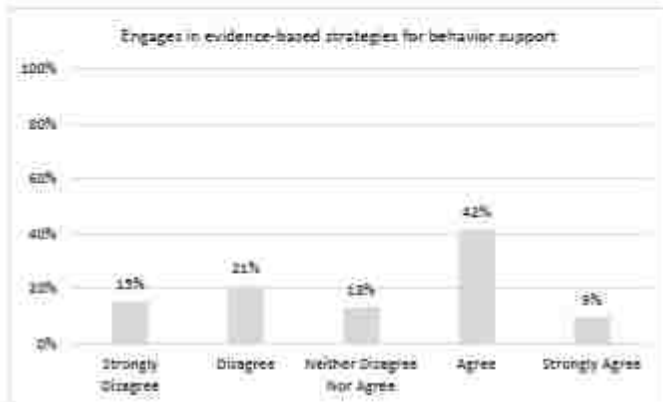
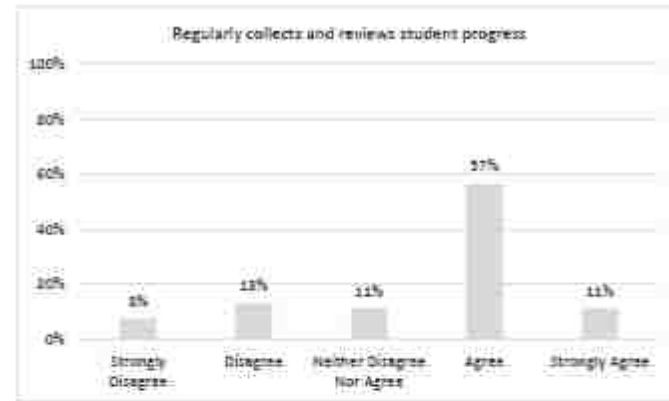
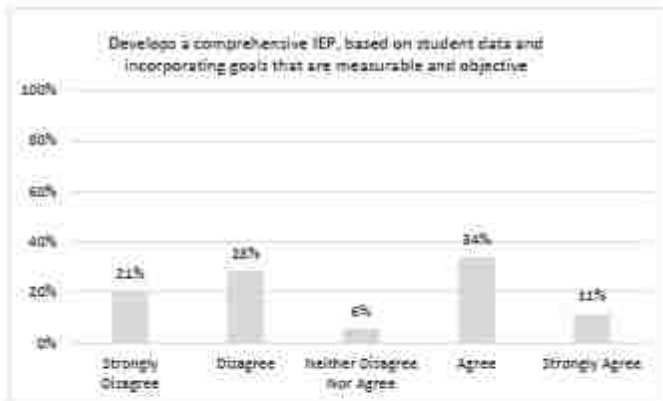
**Graphs representing perceptions of TESS (cont.)**



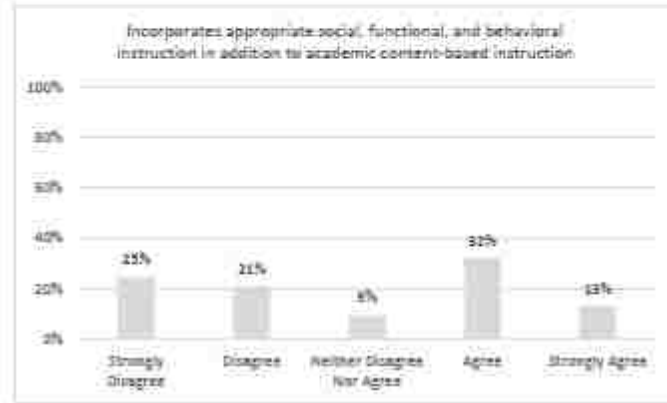
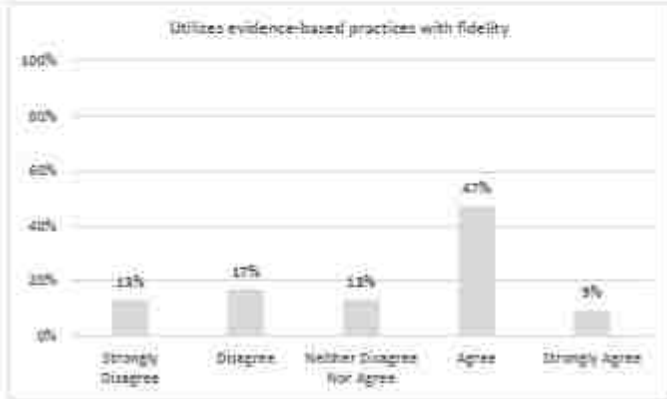
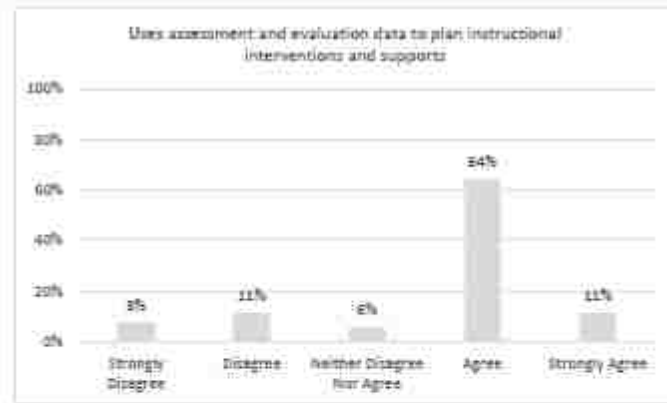
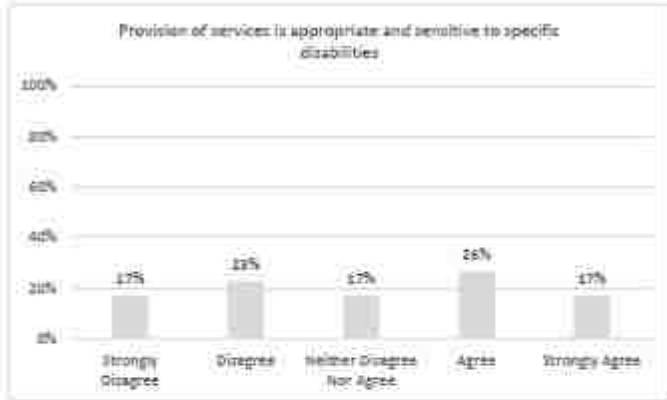
**Graphs representing perceptions of TESS (cont.)**



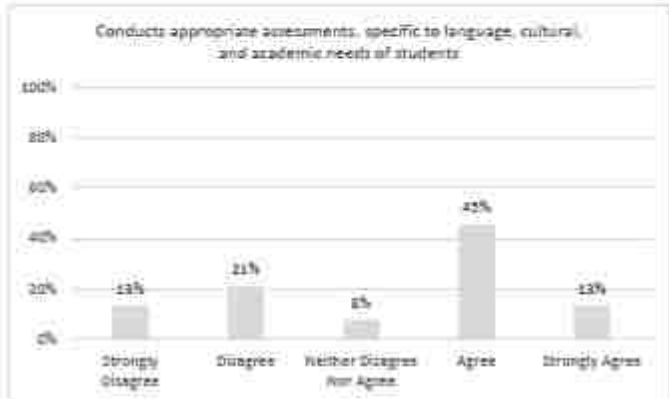
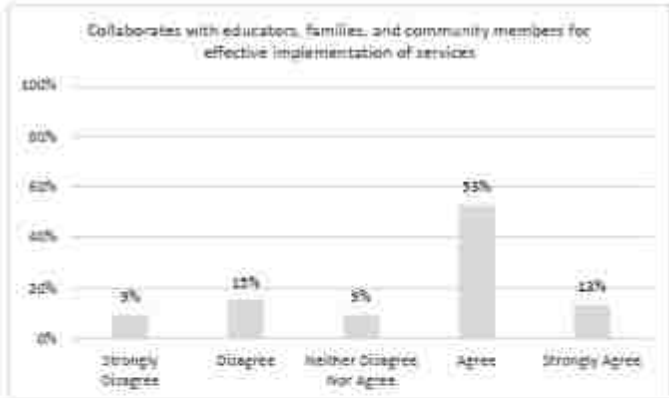
## Graphs representing specific indicators for special education



**Graphs representing specific indicators for special education (cont.)**



**Graphs representing specific indicators for special education (cont.)**





## 6B: SPSS Frequency Tables

### SPSS Frequencies

		Notes
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	Weight	<none>
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Syntax		FREQUENCIES VARIABLES=ROLE EDUC EXPROLE EXPTEACH EXPFIELD PERCEPTIONTESSGEN PERCEPTIONTESSPED PERCEPTIONTESSCEC PERCEPTIONTESSCORR PERCEPTIONTESSTUD PERCEPTIONTESSADMIN PERCEPTIONTESSSCD PERCEPTIONTESSCON PERCEPTIONTESSRUBRIC PERCEPTIONTESSIND INDICATORSIEP INDICATORSEBP INDICATORSDATA INDICATORSCOLLAB INDICATORSDBDM INDICATORSDISABILITY INDICATORSEBFID INDICATORSASSESS INDICATORSPLAN INDICATORSINSTRUCT /ORDER=ANALYSIS.
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	Elapsed Time	00:00:00.05

[DataSet1] C:\Users\tmlra\Desktop\Dissertation Working Docs\Survey Data\SURVEY ANALYSIS (Recoded and Redefined).SAV

**Frequency Table**

**Indicate your current, primary role as an educator, as it relates to special education:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RES Special Education Resource Teacher Elementary/Secondary	15	28.3	34.1	34.1
	SC Special Education Self-Contained Teacher Elementary/Secondary	16	30.2	36.4	70.5
	INC Special Education Inclusion Teacher -Elementary/Secondary	3	5.7	6.8	77.3
	ADMIN Building Level Adminsitrator/Special Education Designee - Elementary/Secondary	10	18.9	22.7	100.0
	Total	44	83.0	100.0	
Missing	System	9	17.0		
Total		53	100.0		

**Level of Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BACH	16	30.2	34.0	34.0
	GRAD	31	58.5	66.0	100.0
	Total	47	88.7	100.0	
Missing	System	6	11.3		
Total		53	100.0		

**Indicate years of experience in your current role:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3 years	13	24.5	24.5	24.5
	4-6 years	7	13.2	13.2	37.7
	7-10 years	10	18.9	18.9	56.6
	11-15 years	10	18.9	18.9	75.5
	16-20 years	9	17.0	17.0	92.5
	More than 20 years	4	7.5	7.5	100.0
	Total	53	100.0	100.0	

**Indicate years of experience directly teaching within the field of Special Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-3 years	13	24.5	24.5	24.5
4-6 years	4	7.5	7.5	32.1
7-10 years	8	15.1	15.1	47.2
11-15 years	9	17.0	17.0	64.2
16-20 years	10	18.9	18.9	83.0
More than 20 years	9	17.0	17.0	100.0
Total	53	100.0	100.0	

**Indicate years of experience working within the field of Special Education:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-3 years	6	11.3	11.3	11.3
4-6 years	6	11.3	11.3	22.6
7-10 years	9	17.0	17.0	39.6
11-15 years	12	22.6	22.6	62.3
16-20 years	10	18.9	18.9	81.1
More than 20 years	10	18.9	18.9	100.0
Total	53	100.0	100.0	

**The Arkansas TESS teacher evaluation rubric is an effective measure of teacher performance:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.7	5.7	5.7
Disagree	7	13.2	13.2	18.9
Neither Disagree Nor Agree	11	20.8	20.8	39.6
Agree	30	56.6	56.6	96.2
Strongly Agree	2	3.8	3.8	100.0
Total	53	100.0	100.0	

**The Arkansas TESS teacher evaluation rubric is an effective measure of teacher performance for special education teachers:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	22.6	22.6	22.6
Disagree	25	47.2	47.2	69.8
Neither Disagree Nor Agree	8	15.1	15.1	84.9
Agree	7	13.2	13.2	98.1
Strongly Agree	1	1.9	1.9	100.0
Total	53	100.0	100.0	

**The Arkansas TESS teacher evaluation rubric addresses critical indicators for special education teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	22.6	22.6	22.6
Disagree	28	52.8	52.8	75.5
Neither Disagree Nor Agree	6	11.3	11.3	86.8
Agree	7	13.2	13.2	100.0
Total	53	100.0	100.0	

**A teacher evaluation system should be directly correlated with standards of preparation, practice, and advanced practice in order to engage the teacher in effective reflection, revision, and growth.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.9	1.9	1.9
Disagree	2	3.8	3.8	5.8
Neither Disagree Nor Agree	5	9.4	9.6	15.4
Agree	29	54.7	55.8	71.2
Strongly Agree	15	28.3	28.8	100.0
Total	52	98.1	100.0	
Missing System	1	1.9		
Total	53	100.0		

**An effective teacher evaluation system provides a means for improving student achievement.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.9	1.9	1.9
Disagree	1	1.9	1.9	3.8
Neither Disagree Nor Agree	6	11.3	11.3	15.1
Agree	28	52.8	52.8	67.9
Strongly Agree	17	32.1	32.1	100.0
Total	53	100.0	100.0	

**An evaluator with no direct experience in the provision of special education services is able to effectively evaluate a special education teacher using the Arkansas TESS teacher evaluation rubric.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	30.2	30.2	30.2
Disagree	21	39.6	39.6	69.8
Neither Disagree Nor Agree	8	15.1	15.1	84.9
Agree	6	11.3	11.3	96.2
Strongly Agree	2	3.8	3.8	100.0
Total	53	100.0	100.0	

**The Arkansas TESS teacher evaluation rubric provides opportunity for teachers of students with significant cognitive disabilities to achieve a distinguished status.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	19	35.8	35.8	35.8
Disagree	13	24.5	24.5	60.4
Neither Disagree Nor Agree	14	26.4	26.4	86.8
Agree	5	9.4	9.4	96.2
Strongly Agree	2	3.8	3.8	100.0
Total	53	100.0	100.0	

**The pre-/post-conferences provide adequate opportunity to explain practices specific to the classroom being evaluated.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.7	5.7	5.7
Disagree	6	11.3	11.3	17.0
Neither Disagree Nor Agree	19	35.8	35.8	52.8
Agree	22	41.5	41.5	94.3
Strongly Agree	3	5.7	5.7	100.0
Total	53	100.0	100.0	

**A rubric specific to special education teachers (similar to those for Gifted/Talented teachers, School Counselors, Teachers of English Language Learners, Speech Language Pathologists, etc.) would increase fidelity of the Arkansas TESS teacher eval.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.9	1.9	1.9
Disagree	2	3.8	3.8	5.7
Neither Disagree Nor Agree	2	3.8	3.8	9.4
Agree	20	37.7	37.7	47.2
Strongly Agree	28	52.8	52.8	100.0
Total	53	100.0	100.0	

**Critical indicators specific to special education teachers would increase the fidelity of the Arkansas TESS teacher evaluation process for special education teachers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.9	1.9	1.9
Disagree	1	1.9	1.9	3.8
Neither Disagree Nor Agree	4	7.5	7.5	11.3
Agree	19	35.8	35.8	47.2
Strongly Agree	28	52.8	52.8	100.0
Total	53	100.0	100.0	

**Develops a comprehensive IEP, based on student data and incorporating goals that are measurable and objective.**

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	Strongly Disagree	11	20.8	20.8	20.8
	Disagree	15	28.3	28.3	49.1
	Neither Disagree Nor Agree	3	5.7	5.7	54.7
	Agree	18	34.0	34.0	88.7
	Strongly Agree	6	11.3	11.3	100.0
	Total	53	100.0	100.0	

**Engages in evidence-based strategies for behavior support.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	15.1	15.1	15.1
	Disagree	11	20.8	20.8	35.8
	Neither Disagree Nor Agree	7	13.2	13.2	49.1
	Agree	22	41.5	41.5	90.6
	Strongly Agree	5	9.4	9.4	100.0
	Total	53	100.0	100.0	

**Regularly collects reviews student progress data**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	7.5	7.5	7.5
	Disagree	7	13.2	13.2	20.8
	Neither Disagree Nor Agree	6	11.3	11.3	32.1
	Agree	30	56.6	56.6	88.7
	Strongly Agree	6	11.3	11.3	100.0
	Total	53	100.0	100.0	

**Collaborates with educators, familie**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	9.4	9.4	9.4
	Disagree	8	15.1	15.1	24.5
	Neither Disagree Nor Agree	5	9.4	9.4	34.0
	Agree	28	52.8	52.8	86.8
	Strongly Agree	7	13.2	13.2	100.0
	Total	53	100.0	100.0	

**Uses a multitude of data sources for data-based decision-making.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	11.3	11.3	11.3
	Disagree	9	17.0	17.0	28.3
	Neither Disagree Nor Agree	7	13.2	13.2	41.5
	Agree	27	50.9	50.9	92.5
	Strongly Agree	4	7.5	7.5	100.0
	Total	53	100.0	100.0	

**Provision of services is appropriate and sensitive to specific disabilities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	17.0	17.0	17.0
	Disagree	12	22.6	22.6	39.6
	Neither Disagree Nor Agree	9	17.0	17.0	56.6
	Agree	14	26.4	26.4	83.0
	Strongly Agree	9	17.0	17.0	100.0
	Total	53	100.0	100.0	

**Utilized evidence-based practices with fidelity.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	13.2	13.2	13.2
	Disagree	9	17.0	17.0	30.2
	Neither Disagree Nor Agree	7	13.2	13.2	43.4
	Agree	25	47.2	47.2	90.6
	Strongly Agree	5	9.4	9.4	100.0
	Total	53	100.0	100.0	

**Conducts appropriate assessments, specific to language, cultural, behavioral, and academic needs of students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	13.2	13.2	13.2
	Disagree	11	20.8	20.8	34.0
	Neither Disagree Nor Agree	4	7.5	7.5	41.5
	Agree	24	45.3	45.3	86.8
	Strongly Agree	7	13.2	13.2	100.0
	Total	53	100.0	100.0	

**Uses assessment and evaluation data to plan instructional interventions and supports.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	7.5	7.5	7.5
Disagree	6	11.3	11.3	18.9
Neither Disagree Nor Agree	3	5.7	5.7	24.5
Agree	34	64.2	64.2	88.7
Strongly Agree	6	11.3	11.3	100.0
Total	53	100.0	100.0	

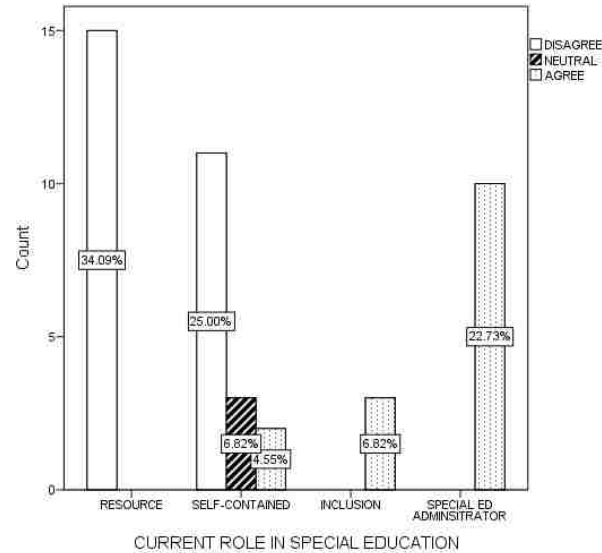
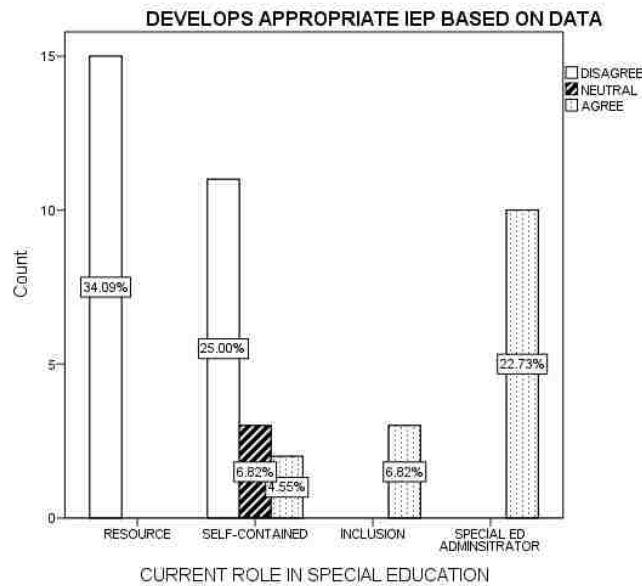
**Incorporates appropriate social, functional, and behavioral instruction in addition to academic content-based instruction.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	24.5	24.5	24.5
Disagree	11	20.8	20.8	45.3
Neither Disagree Nor Agree	5	9.4	9.4	54.7
Agree	17	32.1	32.1	86.8
Strognly Agree	7	13.2	13.2	100.0
Total	53	100.0	100.0	



## 6C: SPSS Cross-Tabular Analysis

### Critical Indicators by Current Role Cross Tabular Analysis with Chi Square



#### CROSSTABS

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#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * DEVELOPS APPROPRIATE IEP BASED ON DATA	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* DEVELOPS APPROPRIATE IEP BASED ON DATA Crosstabulation**

			DEVELOPS APPROPRIATE IEP BASED ON DATA			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	15	0	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	100.0%	0.0%	0.0%	100.0%
	SELF-CONTAINED	Count	11	3	2	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	68.8%	18.8%	12.5%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	26	3	15	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	59.1%	6.8%	34.1%	100.0%

**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.299 <sup>a</sup>	6	.000
Likelihood Ratio	49.150	6	.000
Linear-by-Linear Association	31.810	1	.000
N of Valid Cases	44		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .20.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.696	.000
N of Valid Cases		44	

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	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
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**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * USES EVIDENCE-BASED PRACTICES TO ADDRESS BEHAVIOR	44	83.0%	9	17.0%	53	100.0%

CURRENT ROLE IN SPECIAL EDUCATION \* USES EVIDENCE-BASED PRACTICES TO ADDRESS BEHAVIOR Crosstabulation

			USES EVIDENCE-BASED PRACTICES TO ADDRESS BEHAVIOR			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	15	0	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	100.0%	0.0%	0.0%	100.0%
	SELF-CONTAINED	Count	4	7	5	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	25.0%	43.8%	31.3%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	19	7	18	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	43.2%	15.9%	40.9%	100.0%

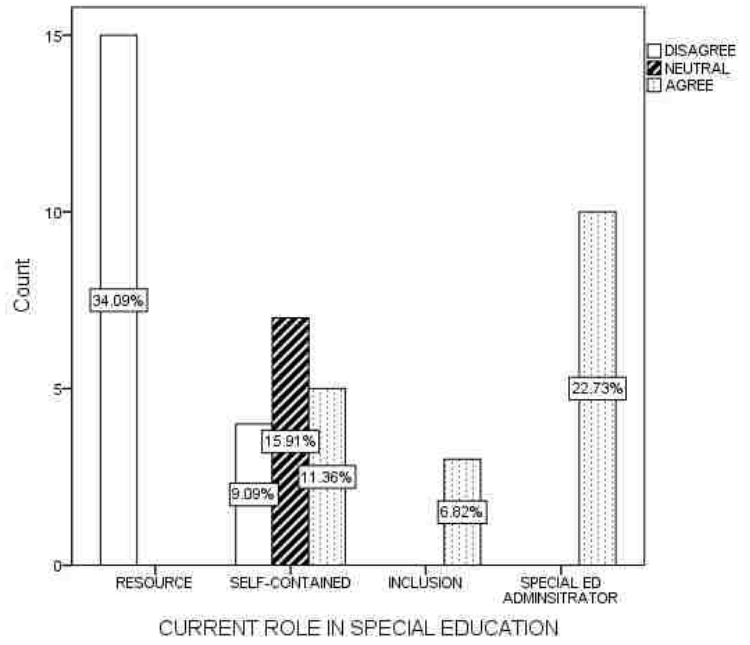
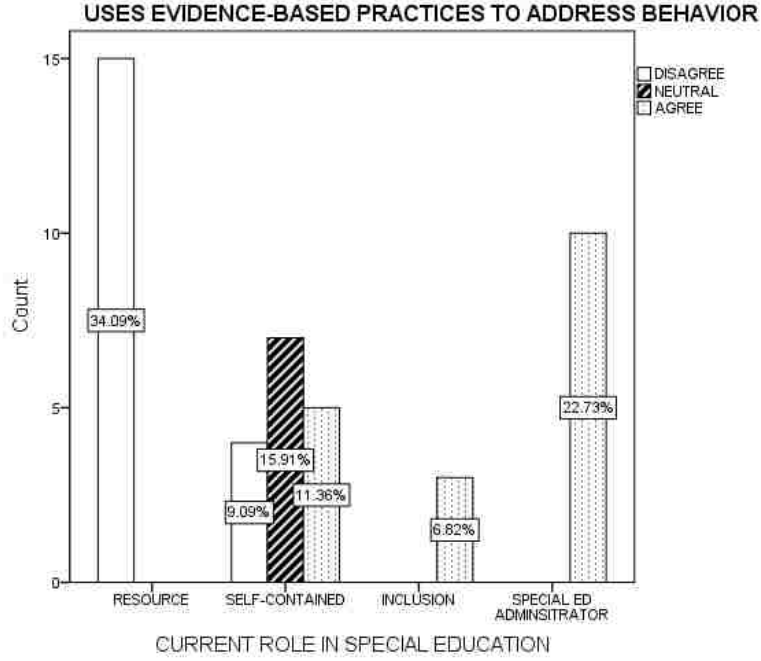
#### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.900 <sup>a</sup>	6	.000
Likelihood Ratio	55.529	6	.000
Linear-by-Linear Association	29.981	1	.000
N of Valid Cases	44		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .48.

#### Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.722	.000
N of Valid Cases		44	



```

CROSSTABS
/TABLES=ROLE BY DATA
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```

**Notes**

Output Created		18-APR-2016 11:12:00
Input	Data	C:\Users\tmlra\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY DATA /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.17
	Elapsed Time	00:00:00.13
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * COLLECTS APPROPRIATE DATA FOR IEP PROGRESS	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* COLLECTS APPROPRIATE DATA FOR IEP PROGRESS Crosstabulation**

			COLLECTS APPROPRIATE DATA FOR IEP PROGRESS			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	11	4	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	73.3%	26.7%	0.0%	100.0%
	SELF-CONTAINED	Count	0	2	14	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	12.5%	87.5%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	11	6	27	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	25.0%	13.6%	61.4%	100.0%

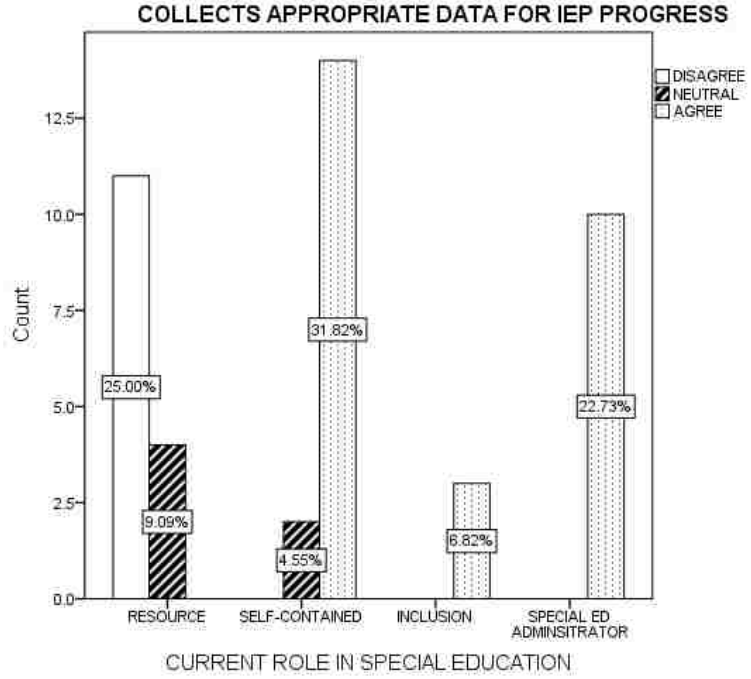
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.070 <sup>a</sup>	6	.000
Likelihood Ratio	51.325	6	.000
Linear-by-Linear Association	22.842	1	.000
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .41.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.686	.000
N of Valid Cases		44	



```

CROSSTABS
/TABLES=ROLE BY COLLAB
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```



**Notes**

Output Created		18-APR-2016 11:12:30
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY COLLAB /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARChart.
Resources	Processor Time	00:00:00.14
	Elapsed Time	00:00:00.11
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * COLLAORATES WITH TEACHERS, FAMILIES, COMMUNITY	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* COLLAORATES WITH TEACHERS, FAMILIES, COMMUNITY Crosstabulation**

			COLLAORATES WITH TEACHERS, FAMILIES, COMMUNITY			
			DISAGREE	NEUTRAL	AGREE	Total
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	13	2	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	86.7%	13.3%	0.0%	100.0%
	SELF-CONTAINED	Count	0	3	13	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	18.8%	81.3%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	13	5	26	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	29.5%	11.4%	59.1%	100.0%

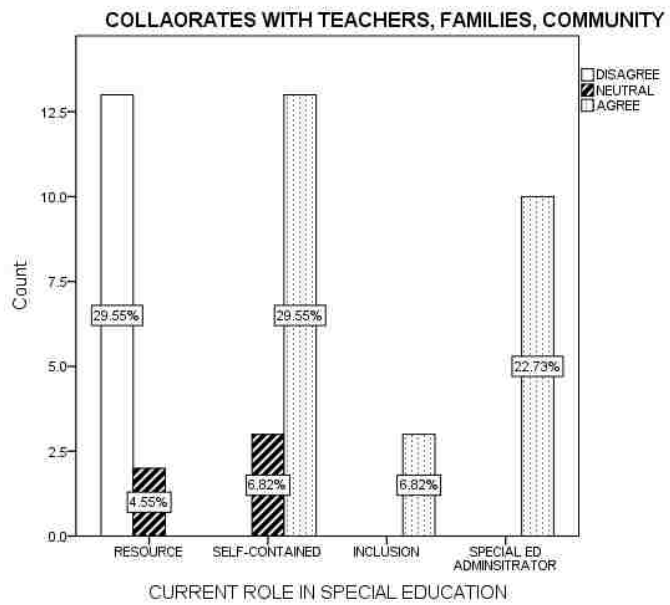
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.305 <sup>a</sup>	6	.000
Likelihood Ratio	53.582	6	.000
Linear-by-Linear Association	24.471	1	.000
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .34.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.696	.000
N of Valid Cases		44	



```

CROSSTABS
/TABLES=ROLE BY DATABASED
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```

**Notes**

Output Created		18-APR-2016 11:13:06
Input	Data	C:\Users\tmlra\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY DATABASED /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.14
	Elapsed Time	00:00:00.13
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * VARIETY OF SOURCES FOR DATA-BASED DECISION-MAKING	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* VARIETY OF SOURCES FOR DATA-BASED DECISION-MAKING Crosstabulation**

			VARIETY OF SOURCES FOR DATA-BASED DECISION-MAKING			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	7 43.8%	9 56.3%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 34.1%	7 15.9%	22 50.0%	44 100.0%

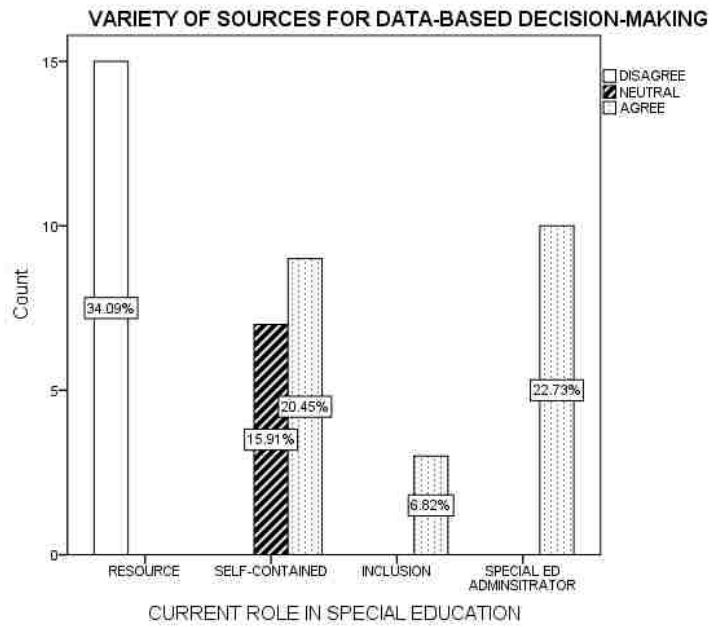
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	55.375 <sup>a</sup>	6	.000
Likelihood Ratio	66.589	6	.000
Linear-by-Linear Association	28.584	1	.000
N of Valid Cases	44		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .48.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.746	.000
N of Valid Cases		44	



CROSSTABS  
 /TABLES=ROLE BY SERVICES  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARCHART.

**Notes**

Output Created		18-APR-2016 11:13:43
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY SERVICES /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.11
	Elapsed Time	00:00:00.11
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * PROVIDES APPROPRIATE SERVICES FOR DISABILITY AND NEEDS	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* PROVIDES APPROPRIATE SERVICES FOR DISABILITY AND NEEDS Crosstabulation**

			PROVIDES APPROPRIATE SERVICES FOR DISABILITY AND NEEDS			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	6 37.5%	9 56.3%	1 6.3%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	21 47.7%	9 20.5%	14 31.8%	44 100.0%

**Chi-Square Tests**

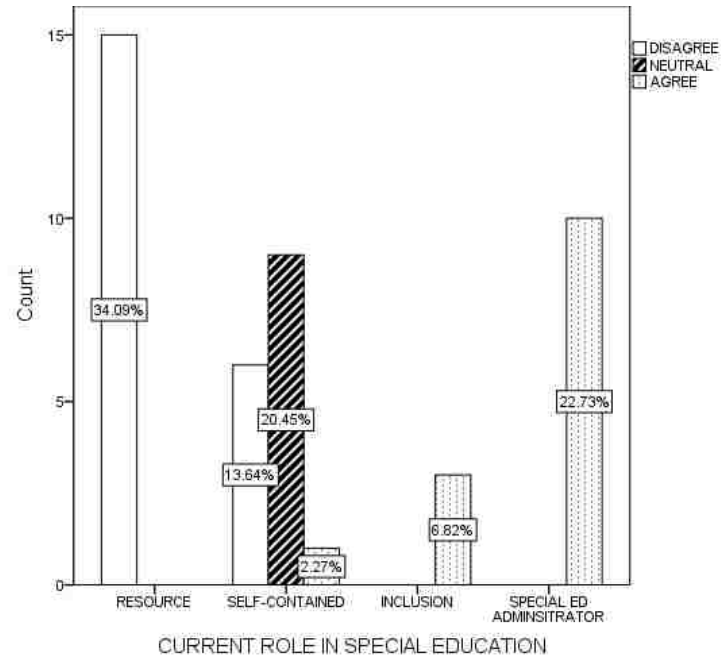
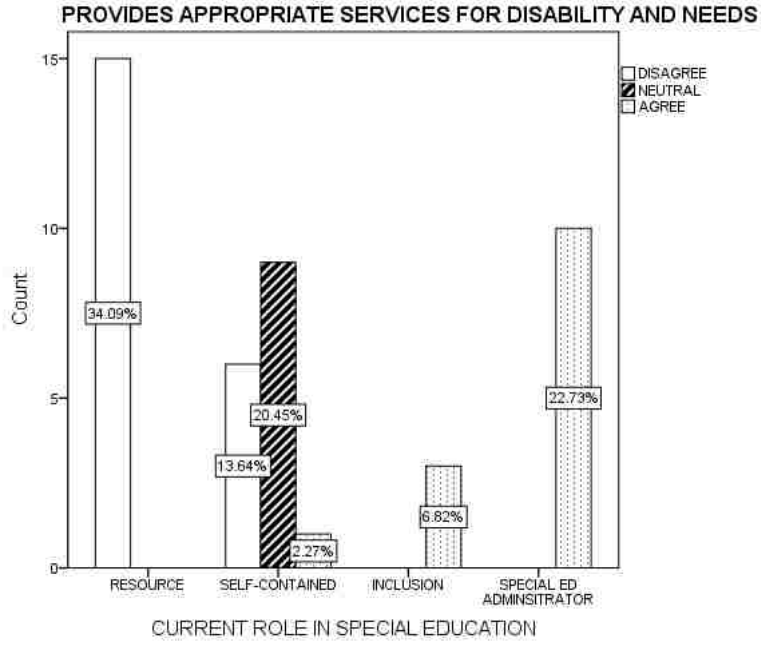
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	57.946 <sup>a</sup>	6	.000
Likelihood Ratio	64.023	6	.000
Linear-by-Linear Association	34.612	1	.000
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .61.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.754	.000
N of Valid Cases		44	





CROSTABS  
 /TABLES=ROLE BY EBPFIDELITY  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARHART.

**Notes**

Output Created		18-APR-2016 11:14:03
Input	Data	C:\Users\tmlra\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY EBPFIDELITY /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.09
	Elapsed Time	00:00:00.12
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * USES EVIDENCE-BASED PRACTICES WITH FIDELITY	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* USES EVIDENCE-BASED PRACTICES WITH FIDELITY Crosstabulation**

			USES EVIDENCE-BASED PRACTICES WITH FIDELITY			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	15	0	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	100.0%	0.0%	0.0%	100.0%
	SELF-CONTAINED	Count	1	7	8	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	6.3%	43.8%	50.0%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	16	7	21	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	36.4%	15.9%	47.7%	100.0%

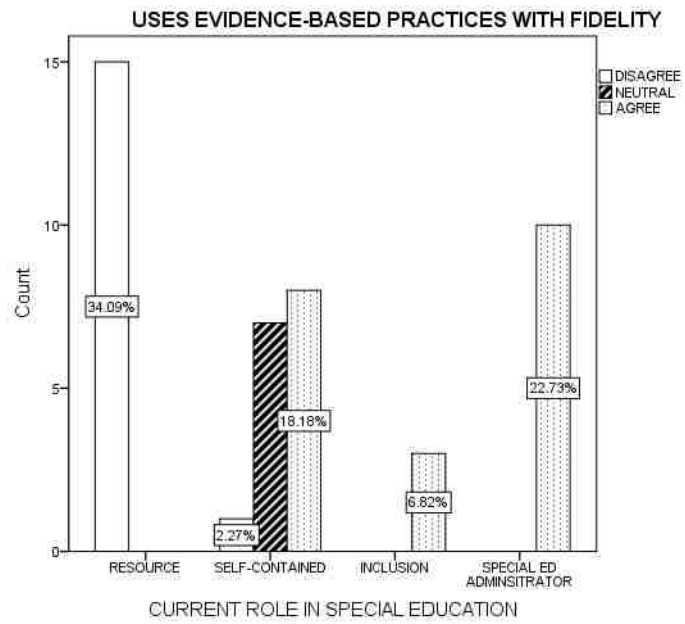
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	52.291 <sup>a</sup>	6	.000
Likelihood Ratio	60.964	6	.000
Linear-by-Linear Association	28.716	1	.000
N of Valid Cases	44		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .48.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.737	.000
N of Valid Cases		44	



CROSSTABS  
 /TABLES=ROLE BY APPASSESS  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARCHART.

**Notes**

Output Created		18-APR-2016 11:14:23
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY APPASSESS /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.13
	Elapsed Time	00:00:00.12
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * USES APPROPRIATE ASSESSMENTS FOR STUDENT NEEDS	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* USES APPROPRIATE ASSESSMENTS FOR STUDENT NEEDS Crosstabulation**

			USES APPROPRIATE ASSESSMENTS FOR STUDENT NEEDS			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	15	0	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	100.0%	0.0%	0.0%	100.0%
	SELF-CONTAINED	Count	3	4	9	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	18.8%	25.0%	56.3%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	18	4	22	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	40.9%	9.1%	50.0%	100.0%

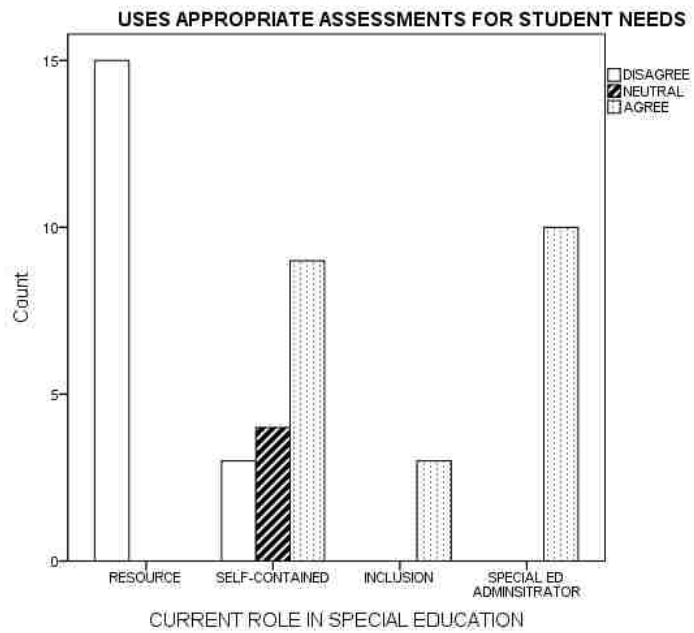
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.167 <sup>a</sup>	6	.000
Likelihood Ratio	50.368	6	.000
Linear-by-Linear Association	26.654	1	.000
N of Valid Cases	44		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .27.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.695	.000
N of Valid Cases		44	



```

CROSSTABS
/TABLES=ROLE BY ASSESSPLAN
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```

**Notes**

Output Created		18-APR-2016 11:14:47
Input	Data	C:\Users\tmlra\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY ASSESSPLAN /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARChart.
Resources	Processor Time	00:00:00.16
	Elapsed Time	00:00:00.11
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * USES ASSESSMENT DATA TO PLAN INSTRUCTION	44	83.0%	9	17.0%	53	100.0%



**CURRENT ROLE IN SPECIAL EDUCATION \* USES ASSESSMENT DATA TO PLAN INSTRUCTION Crosstabulation**

			USES ASSESSMENT DATA TO PLAN INSTRUCTION			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	10	3	2	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	66.7%	20.0%	13.3%	100.0%
	SELF-CONTAINED	Count	0	0	16	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	10	3	31	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	22.7%	6.8%	70.5%	100.0%

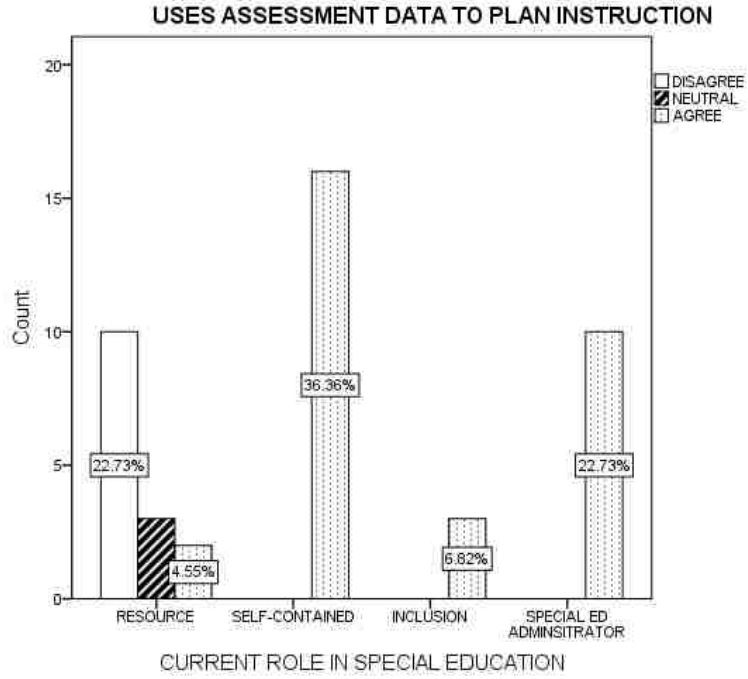
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.673 <sup>a</sup>	6	.000
Likelihood Ratio	41.633	6	.000
Linear-by-Linear Association	18.138	1	.000
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .20.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.669	.000
N of Valid Cases		44	



```

CROSSTABS
/TABLES=ROLE BY APPINSTRUCT
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```

**Notes**

Output Created		18-APR-2016 11:15:07
Input	Data	C:\Users\tmlra\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY APPINSTRUCT /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.19
	Elapsed Time	00:00:00.14
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * APPROPRIATE SOCIAL, EMOTIONAL, FUNCTIONAL, ACADEMIC INSTRUCTION	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* APPROPRIATE SOCIAL, EMOTIONAL, FUNCTIONAL, ACADEMIC INSTRUCTION Crosstabulation**

			APPROPRIATE SOCIAL, EMOTIONAL, FUNCTIONAL, ACADEMIC INSTRUCTION			
			DISAGREE	NEUTRAL	AGREE	Total
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	9 56.3%	5 31.3%	2 12.5%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	24 54.5%	5 11.4%	15 34.1%	44 100.0%

**Chi-Square Tests**

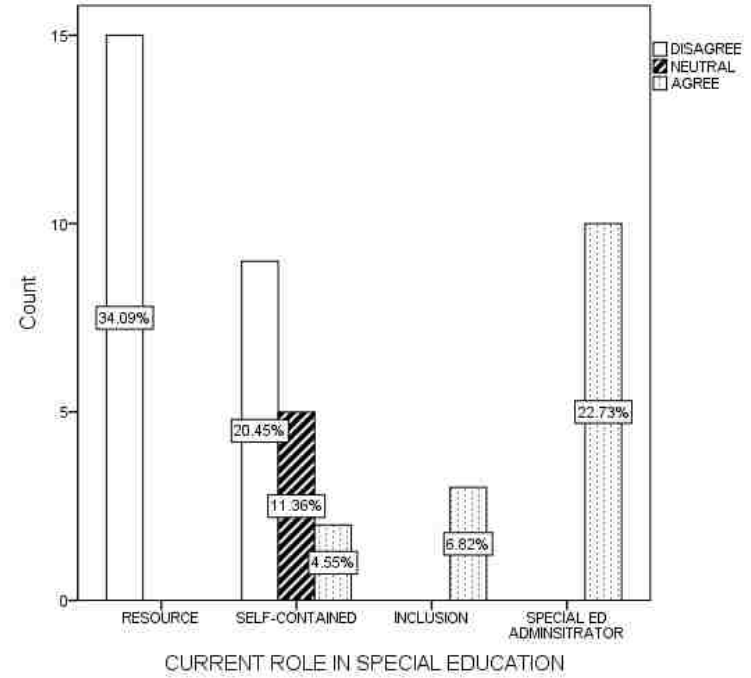
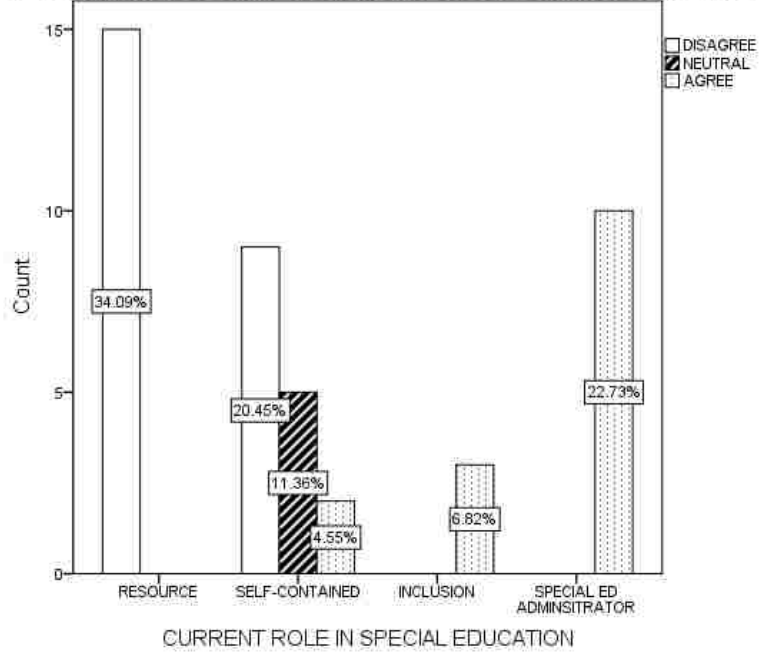
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.398 <sup>a</sup>	6	.000
Likelihood Ratio	52.820	6	.000
Linear-by-Linear Association	32.151	1	.000
N of Valid Cases	44		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .34.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.713	.000
N of Valid Cases		44	

APPROPRIATE SOCIAL, EMOTIONAL, FUNCTIONAL, ACADEMIC INSTRUCTION



SET SUMMARY=None TABLERENDER=light TLook=None TFit=Both.  
 SET SUMMARY=None TABLERENDER=light TLook=None TFit=Both.

## Perceptions of TESS by Current Role Crosstab Analysis with Chi-Square Tests

```

CROSSTABS
  /TABLES=ROLE BY TESSGENED
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CC
  /CELLS=COUNT ROW
  /COUNT ROUND CELL
  /BARCHART.
    
```

### Notes

Output Created		18-APR-2016 10:36:12
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY TESSGENED /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.33
	Elapsed Time	00:00:00.17
	Dimensions Requested	2
	Cells Available	524245

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * TESS EFFECTIVE FOR GENERAL EDUCATION	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* TESS EFFECTIVE FOR GENERAL EDUCATION Crosstabulation**

			TESS EFFECTIVE FOR GENERAL EDUCATION			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	10 66.7%	5 33.3%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	6 37.5%	10 62.5%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	10 22.7%	11 25.0%	23 52.3%	44 100.0%

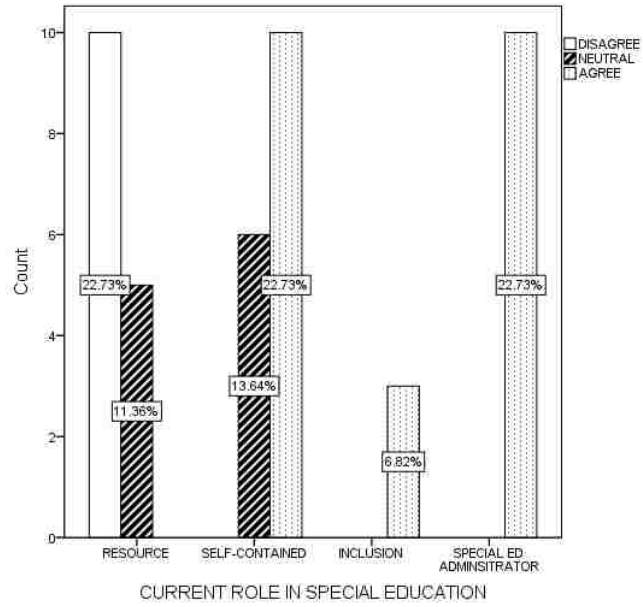
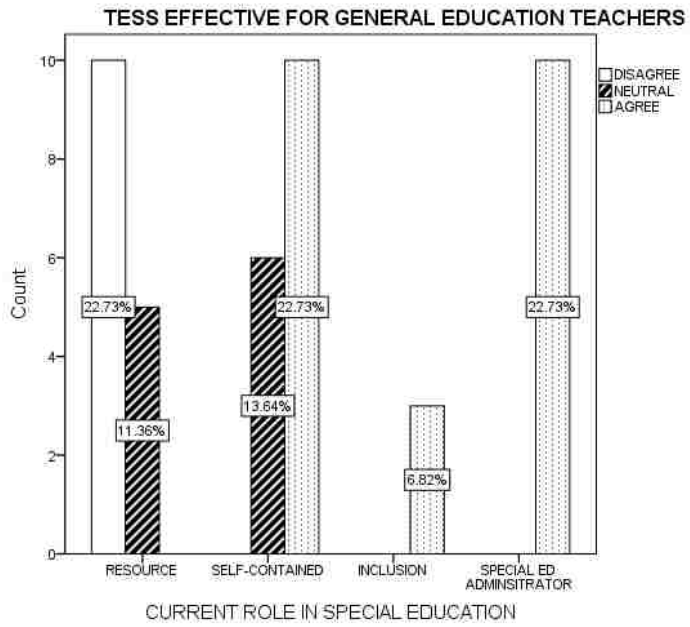
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.826 <sup>a</sup>	6	.000
Likelihood Ratio	49.705	6	.000
Linear-by-Linear Association	24.478	1	.000
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .68.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.680	.000
N of Valid Cases		44	



CROSSTABS  
 /TABLES=ROLE BY TESSPED  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARCHART.



**Notes**

Output Created		18-APR-2016 10:42:55
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY TESSPED /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.14
	Elapsed Time	00:00:00.13
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * TESS IS EFFECTIVE FOR SPECIAL EDUCATION	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* TESS IS EFFECTIVE FOR SPECIAL EDUCATION Crosstabulation**

			TESS IS EFFECTIVE FOR SPECIAL EDUCATION		Total
			DISAGREE	NEUTRAL	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	16 100.0%	0 0.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 100.0%	0 0.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 30.0%	7 70.0%	10 100.0%
Total	Count % within CURRENT ROLE IN SPECIAL EDUCATION	37 84.1%	7 15.9%	44 100.0%	

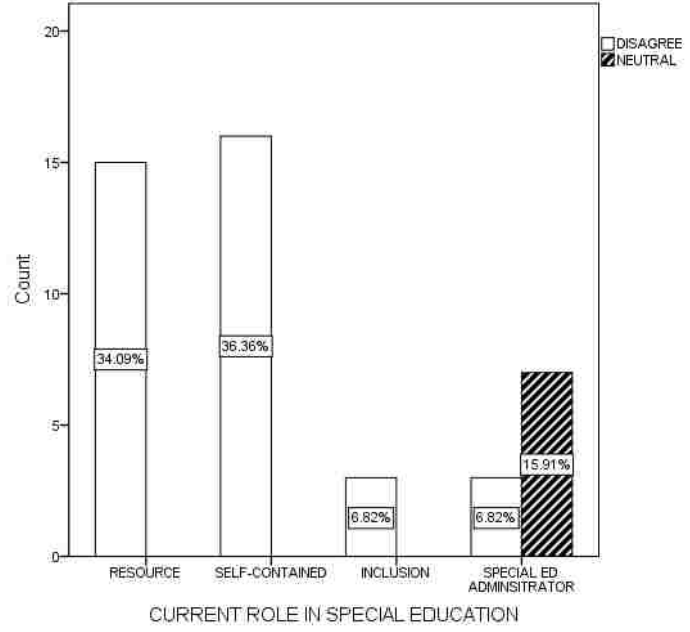
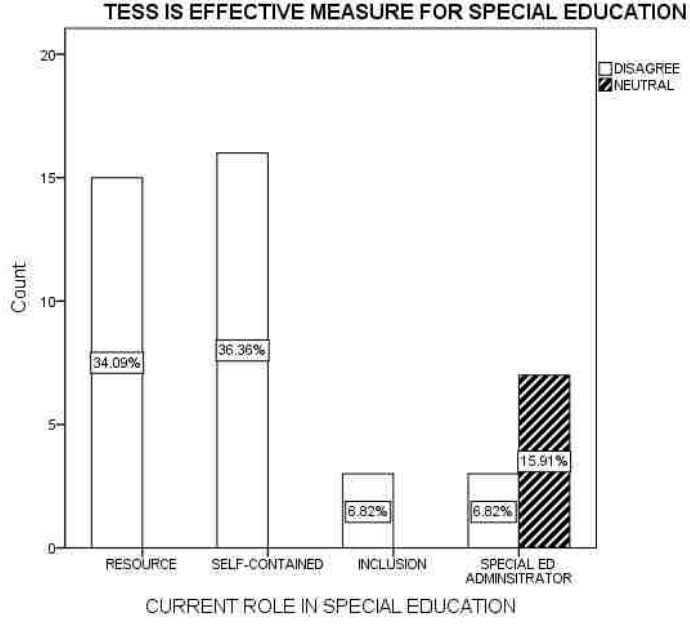
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.303 <sup>a</sup>	3	.000
Likelihood Ratio	26.341	3	.000
Linear-by-Linear Association	20.926	1	.000
N of Valid Cases	44		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .48.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.626	.000
N of Valid Cases		44	



CROSSTABS  
 /TABLES=ROLE BY TESSADDRESSCEC  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARChart.

**Notes**

Output Created		18-APR-2016 10:45:56
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY TESSADDRESSCEC /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARChart.
Resources	Processor Time	00:00:00.16
	Elapsed Time	00:00:00.13
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * TESS ADDRESSES SPECIAL EDUCATION PEDAGOGY	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* TESS ADDRESSES SPECIAL EDUCATION PEDAGOGY Crosstabulation**

			TESS ADDRESSES SPECIAL EDUCATION PEDAGOGY		Total
			DISAGREE	NEUTRAL	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	16 100.0%	0 0.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 100.0%	0 0.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	6 60.0%	4 40.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	40 90.9%	4 9.1%	44 100.0%

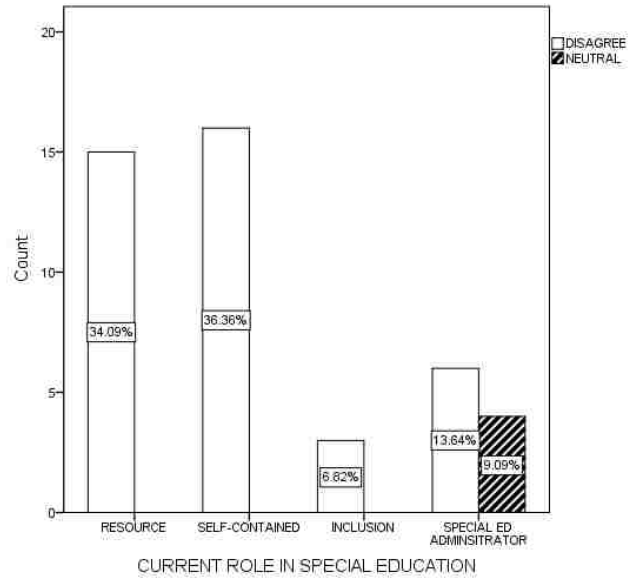
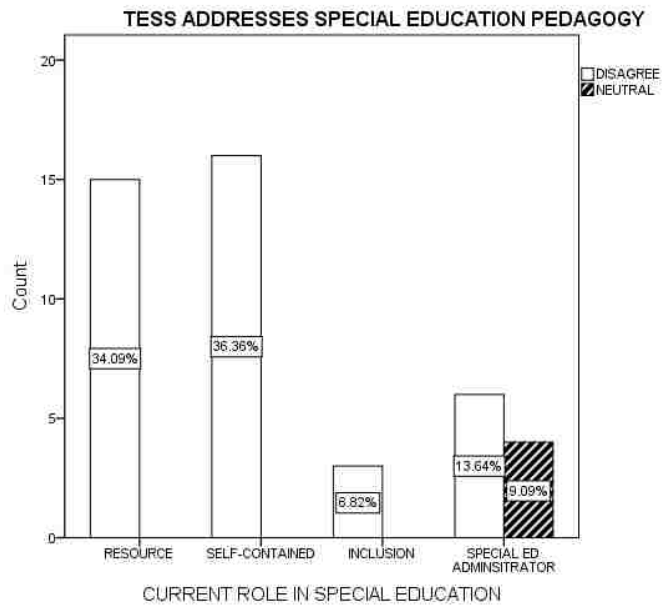
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.960 <sup>a</sup>	3	.002
Likelihood Ratio	13.348	3	.004
Linear-by-Linear Association	11.061	1	.001
N of Valid Cases	44		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .27.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.504	.002
N of Valid Cases		44	



CROSSTABS  
 /TABLES=ROLE BY CORRCEC  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARCHART.

**Notes**

Output Created		18-APR-2016 10:47:25
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY CORRCEC /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.14
	Elapsed Time	00:00:00.12
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * TESS CORRELATES TO CEC STANDARDS	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* TESS CORRELATES TO CEC STANDARDS Crosstabulation**

			TESS CORRELATES TO CEC STANDARDS			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	3	5	7	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	20.0%	33.3%	46.7%	100.0%
	SELF-CONTAINED	Count	0	0	16	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	3	5	36	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	6.8%	11.4%	81.8%	100.0%

**Chi-Square Tests**

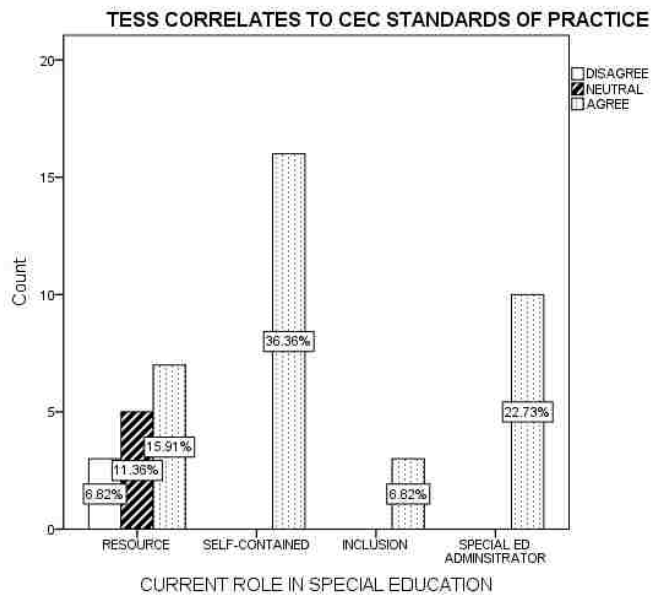
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.904 <sup>a</sup>	6	.004
Likelihood Ratio	20.997	6	.002
Linear-by-Linear Association	9.019	1	.003
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .20.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.548	.004
N of Valid Cases		44	





**CROSSTABS**

```

/TABLES=ROLE BY ACHIEVE
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```

**Notes**

Output Created		18-APR-2016 10:49:13
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY ACHIEVE /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.14
	Elapsed Time	00:00:00.11
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * EFFECTIVE EVALUATION MESURE INCREASES STUDENT ACHIEVEMENT	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* EFFECTIVE EVALUATION MESURE INCREASES STUDENT ACHIEVEMENT Crosstabulation**

			EFFECTIVE EVALUATION MESURE INCREASES STUDENT ACHIEVEMENT			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	2 13.3%	6 40.0%	7 46.7%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	16 100.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total	Count % within CURRENT ROLE IN SPECIAL EDUCATION	2 4.5%	6 13.6%	36 81.8%	44 100.0%	

**Chi-Square Tests**

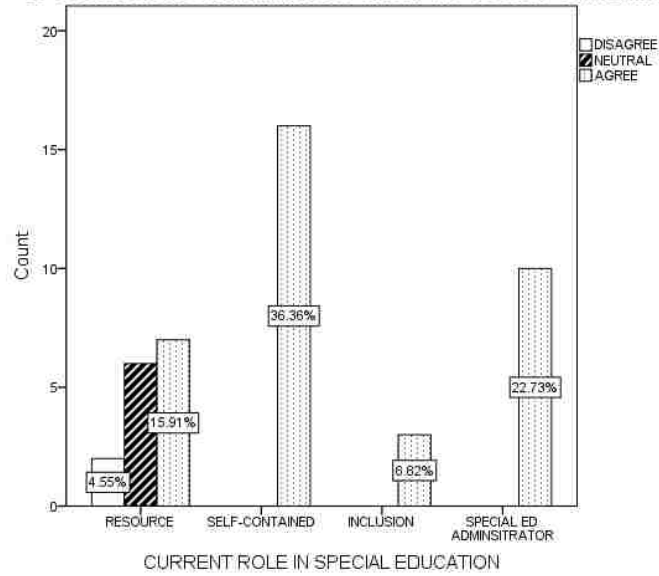
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.904 <sup>a</sup>	6	.004
Likelihood Ratio	20.997	6	.002
Linear-by-Linear Association	9.057	1	.003
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .14.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.548	.004
N of Valid Cases		44	

**EFFECTIVE EVALUATION MESURE INCREASES STUDENT ACHIEVEMENT**



**CROSTABS**

```

/TABLES=ROLE BY SPEDEXPEVAL
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.
    
```

**Notes**

Output Created		18-APR-2016 10:50:40
Input	Data	C:\Users\tmlra\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY SPEDEXPEVAL /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.17
	Elapsed Time	00:00:00.13
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * ADMINISTRATOR WITH NO SPECIAL ED EXPERIENCE EFFECTIVE EVALUATOR	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* ADMINISTRATOR WITH NO SPECIAL ED EXPERIENCE EFFECTIVE EVALUATOR Crosstabulation**

			ADMINISTRATOR WITH NO SPECIAL ED EXPERIENCE EFFECTIVE EVALUATOR		Total
			DISAGREE	NEUTRAL	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	16 100.0%	0 0.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 100.0%	0 0.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 30.0%	7 70.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	37 84.1%	7 15.9%	44 100.0%

**Chi-Square Tests**

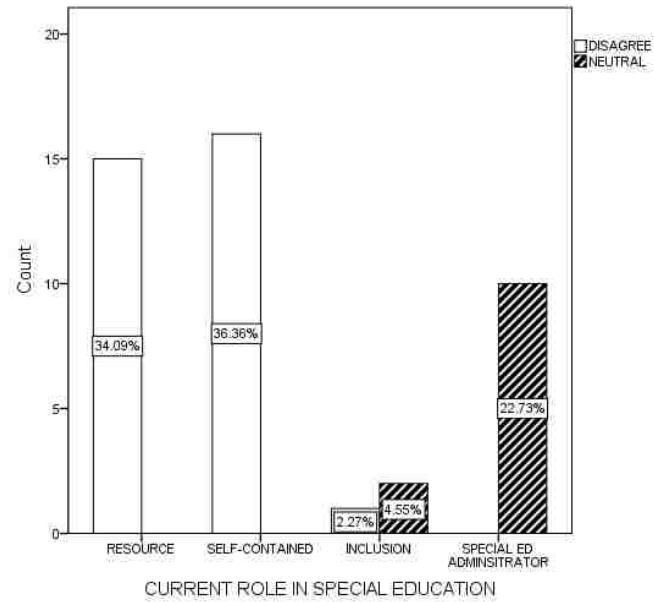
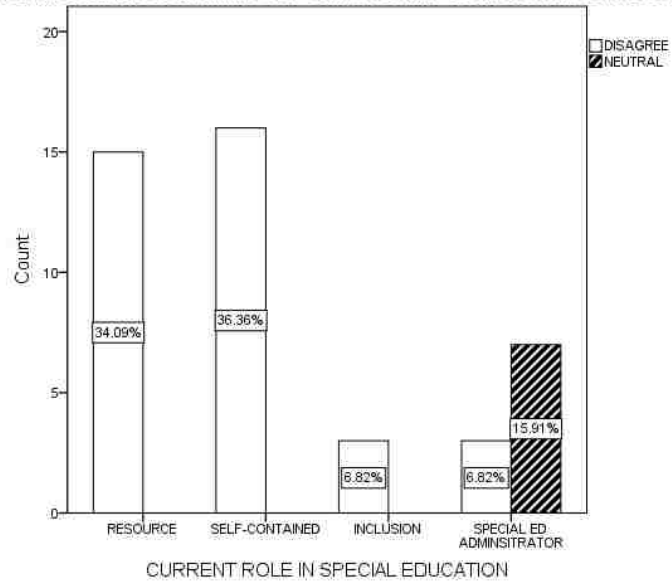
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.303 <sup>a</sup>	3	.000
Likelihood Ratio	26.341	3	.000
Linear-by-Linear Association	20.926	1	.000
N of Valid Cases	44		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .48.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.626	.000
N of Valid Cases		44	

**ADMINISTRATOR WITH NO SPECIAL ED EXPERIENCE EFFECTIVE EVALUATOR**



CROSSTABS  
 /TABLES=ROLE BY SGDPDIS  
 /FORMAT=AVALUE TABLES  
 /STATISTICS=CHISQ CC  
 /CELLS=COUNT ROW  
 /COUNT ROUND CELL  
 /BARCHART.

**Notes**

Output Created		18-APR-2016 10:51:42
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY SGDPDIS /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.14
	Elapsed Time	00:00:00.11
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * POSSIBLE FOR SELF-CONTAINED TEACHER ACHIEVE DISTINGUISHED	44	83.0%	9	17.0%	53	100.0%



**CURRENT ROLE IN SPECIAL EDUCATION \* POSSIBLE FOR SELF-CONTAINED TEACHER ACHIEVE DISTINGUISHED Crosstabulation**

			POSSIBLE FOR SELF-CONTAINED TEACHER ACHIEVE DISTINGUISHED		Total
			DISAGREE	NEUTRAL	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	15 100.0%	0 0.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	16 100.0%	0 0.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	1 33.3%	2 66.7%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	10 100.0%	10 100.0%
Total	Count % within CURRENT ROLE IN SPECIAL EDUCATION	32 72.7%	12 27.3%	44 100.0%	

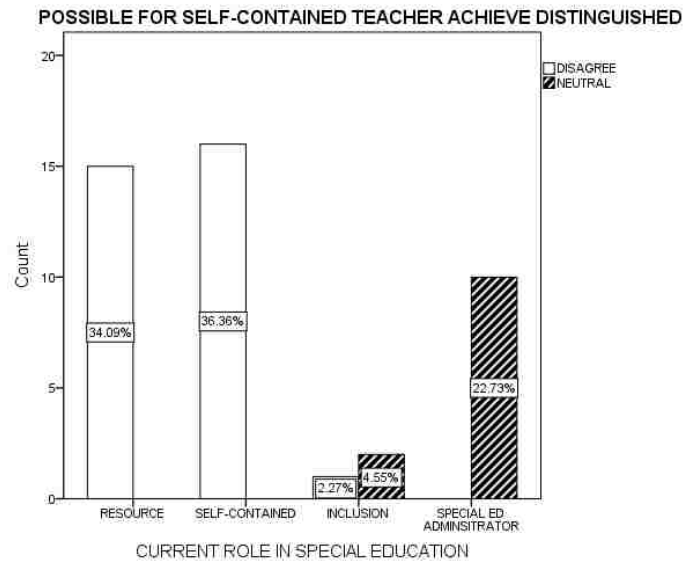
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	40.639 <sup>a</sup>	3	.000
Likelihood Ratio	47.745	3	.000
Linear-by-Linear Association	34.223	1	.000
N of Valid Cases	44		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .82.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.693	.000
N of Valid Cases		44	



```

CROSSTABS
/TABLES=ROLE BY PREPOST
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CC
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

```

**Notes**

Output Created		18-APR-2016 10:52:51
Input	Data	C:\Users\tmrla\Downloads\SURVEY ANALYSIS.SAV
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	53
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=ROLE BY PREPOST /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.20
	Elapsed Time	00:00:00.13
	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * PRE-/POST-OBSERVATION CONFERENCE NECESSARY	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* PRE-/POST-OBSERVATION CONFERENCE NECESSARY Crosstabulation**

			PRE-/POST-OBSERVATION CONFERENCE NECESSARY			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count	9	6	0	15
		% within CURRENT ROLE IN SPECIAL EDUCATION	60.0%	40.0%	0.0%	100.0%
	SELF-CONTAINED	Count	0	13	3	16
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	81.3%	18.8%	100.0%
	INCLUSION	Count	0	0	3	3
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
	SPECIAL ED ADMINSTRATOR	Count	0	0	10	10
		% within CURRENT ROLE IN SPECIAL EDUCATION	0.0%	0.0%	100.0%	100.0%
Total		Count	9	19	16	44
		% within CURRENT ROLE IN SPECIAL EDUCATION	20.5%	43.2%	36.4%	100.0%

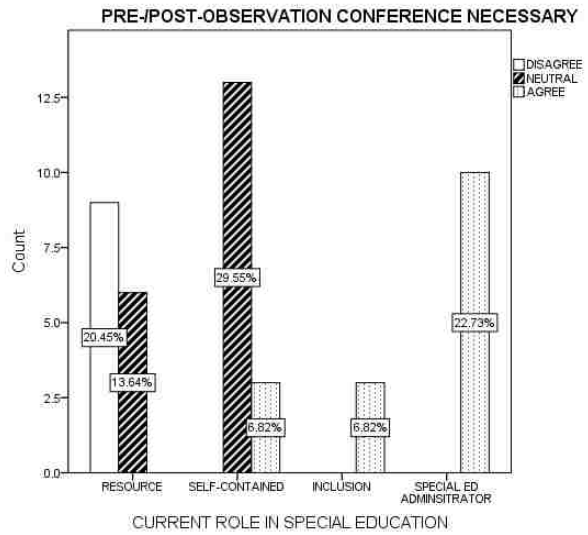
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	49.715 <sup>a</sup>	6	.000
Likelihood Ratio	57.214	6	.000
Linear-by-Linear Association	30.059	1	.000
N of Valid Cases	44		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .61.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.728	.000
N of Valid Cases		44	



```

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/COUNT ROUND CELL
/BARCHART.

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**Notes**

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**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * SPECIAL EDUCATION SPECIALTY RUBRIC IS APPROPRIATE	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* SPECIAL EDUCATION SPECIALTY RUBRIC IS APPROPRIATE Crosstabulation**

			SPECIAL EDUCATION SPECIALTY RUBRIC IS APPROPRIATE			Total
			DISAGREE	NEUTRAL	AGREE	
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 20.0%	2 13.3%	10 66.7%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	16 100.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	3 6.8%	2 4.5%	39 88.6%	44 100.0%

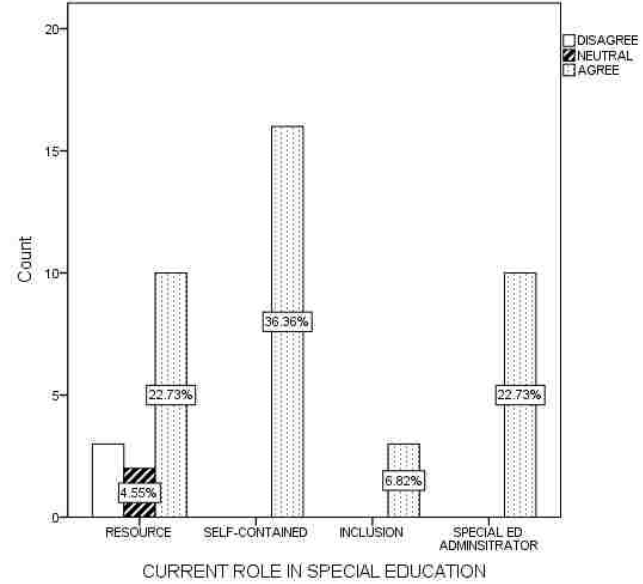
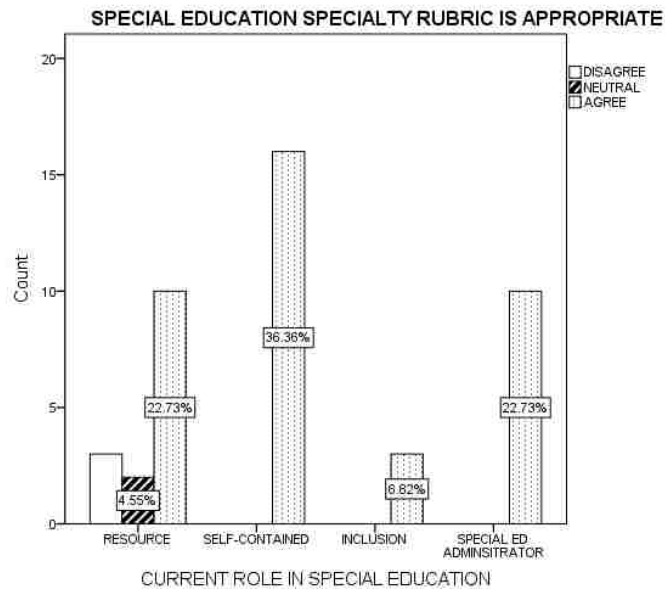
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.906 <sup>a</sup>	6	.091
Likelihood Ratio	12.061	6	.061
Linear-by-Linear Association	5.418	1	.020
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .14.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.446	.091
N of Valid Cases		44	



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**Notes**

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
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Resources	Processor Time	00:00:00.14
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	Dimensions Requested	2
	Cells Available	524245

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CURRENT ROLE IN SPECIAL EDUCATION * INCLUDING CRITICAL INDICATORS WOULD IMPROVE TESS	44	83.0%	9	17.0%	53	100.0%

**CURRENT ROLE IN SPECIAL EDUCATION \* INCLUDING CRITICAL INDICATORS WOULD IMPROVE TESS Crosstabulation**

			INCLUDING CRITICAL INDICATORS WOULD IMPROVE TESS			
			DISAGREE	NEUTRAL	AGREE	Total
CURRENT ROLE IN SPECIAL EDUCATION	RESOURCE	Count % within CURRENT ROLE IN SPECIAL EDUCATION	2 13.3%	4 26.7%	9 60.0%	15 100.0%
	SELF-CONTAINED	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	16 100.0%	16 100.0%
	INCLUSION	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	SPECIAL ED ADMINSTRATOR	Count % within CURRENT ROLE IN SPECIAL EDUCATION	0 0.0%	0 0.0%	10 100.0%	10 100.0%
Total		Count % within CURRENT ROLE IN SPECIAL EDUCATION	2 4.5%	4 9.1%	38 86.4%	44 100.0%

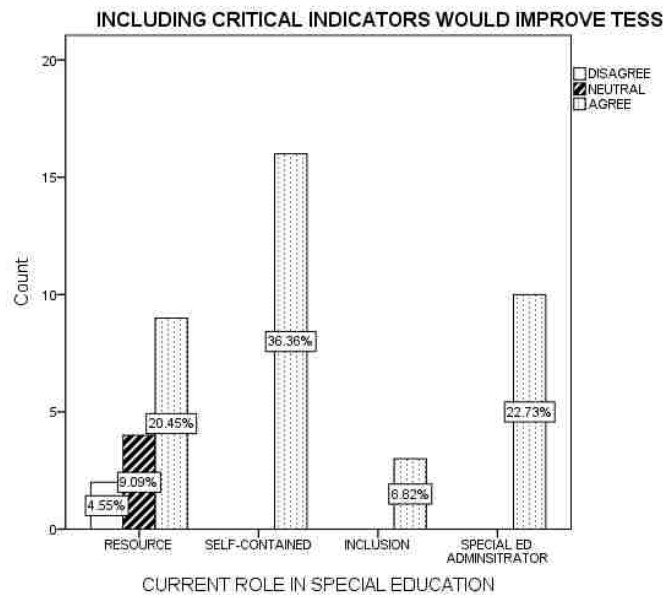
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.432 <sup>a</sup>	6	.037
Likelihood Ratio	14.861	6	.021
Linear-by-Linear Association	6.446	1	.011
N of Valid Cases	44		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .14.

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.484	.037
N of Valid Cases		44	



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6D: Raw Data distributed via Survey Monkey

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Disability Exp	Disability Exp	Disability Exp	Disability Exp	Familiarity wit	Familiarity wit	Familiarity wit	Familiarity wit	Perceptions of	Perceptions of	Perceptions of	Perceptions of	Perceptions of
Hearing/Vision Impaired				Not applicable	Yes	Yes	Yes	Agree	Agree	Agree	Strongly Agree	Neither Disagr
Hearing/Vision Impaired		Multiple Disabilities		Yes	Yes	Yes	Yes	Strongly Agree	Strongly Agree	Neither Disagr	Strongly Agree	Strongly Agree
				Yes	Yes	Yes	Yes	Agree	Agree	Agree	Agree	Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Strongly Agree	Agree
Hearing/Vision	Orthopedic Im	Multiple Disab	Developmental	Yes	Yes	Yes	Yes	Agree	Agree	Agree	Agree	Agree
Hearing/Vision Impaired				Yes	No	Yes	Yes	Agree	Neither Disagr	Neither Disagr	Strongly Agree	Strongly Agree
Hearing/Vision	Orthopedic Im	Multiple Disab	Developmental	Yes	Yes	Yes	Yes	Agree	Disagree	Strongly Disagr	Strongly Agree	Strongly Agree
				Yes	Yes	Yes	Yes	Agree	Agree	Disagree	Agree	Agree
Hearing/Vision	Orthopedic Im	Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Neither Disagr	Disagree	Strongly Agree	Strongly Agree
				Yes	Yes	Yes	No	Neither Disagr	Neither Disagr	Neither Disagr	Agree	Agree
				Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Agree	Agree
				Yes	Yes	Yes	Yes	Neither Disagr	Disagree	Disagree	Neither Disagr	Agree
				Yes	Yes	Yes	Yes	Disagree	Disagree	Disagree	Agree	Neither Disagr
				Yes	Yes	Yes	Yes	Neither Disagr	Neither Disagr	Neither Disagr	Agree	Neither Disagr
Hearing/Vision Impaired				Yes	Yes	Yes	Yes	Neither Disagr	Disagree	Disagree	Agree	Neither Disagr
				Yes	Yes	Yes	Yes	Agree	Neither Disagr	Disagree	Neither Disagr	Strongly Agree
				Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Agree	Agree
Hearing/Vision Impaired		Multiple Disab	Developmental	Not applicable	No	Not applicable	Not applicable	Agree	Neither Disagr	Agree	Agree	Agree
Hearing/Vision Impaired				Yes	Yes	Yes	Yes	Agree	Agree	Agree	Strongly Agree	Strongly Agree
Hearing/Vision Impaired		Multiple Disab	Developmental	Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Disagree	Neither Disagr
Hearing/Vision Impaired				Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Strongly Agree	Agree
Hearing/Vision Impaired				Yes	Yes	Yes	Yes	Neither Disagr	Strongly Disagr	Disagree	Agree	Agree
Hearing/Vision Impaired		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Neither Disagr	Neither Disagr
Hearing/Vision Impaired		Multiple Disabilities		Yes	Yes	Yes	Yes	Neither Disagr	Disagree	Disagree	Agree	Agree
				Yes	Yes	Yes	Yes	Agree	Neither Disagr	Neither Disagr	Agree	Strongly Agree
				Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Agree	Agree
Hearing/Vision Impaired				Yes	Yes	Yes	Yes	Neither Disagr	Disagree	Disagree	Agree	Agree
				Yes	Yes	Yes	Yes	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree
				Yes	Yes	Yes	Yes	Strongly Disagr	Strongly Disagr	Strongly Disagr	Strongly Disagr	Strongly Disagr
				Yes	Yes	Yes	Yes	Disagree	Disagree	Agree	Strongly Agree	Agree
Hand Injury				No	Yes	No	No	Strongly Disagr	Strongly Disagr	Strongly Disagr	Strongly Agree	Strongly Agree
Hearing/Vision Impaired		Multiple Disab	Developmental	Yes	Yes	Yes	No	Disagree	Strongly Disagr	Disagree	Neither Disagr	Strongly Agree
			Developmental	Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Agree	Agree
Hearing/Vision Impaired				Yes	Yes	Yes	Yes	Neither Disagr	Disagree	Disagree	Agree	Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Strongly Disagr	Strongly Disagr	Strongly Agree	Strongly Agree
				Yes	Yes	Yes	Yes	Disagree	Strongly Disagr	Strongly Disagr	Agree	Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Strongly Disagr	Strongly Disagr	Agree	Agree
				Yes	Yes	Yes	Yes	Neither Disagr	Disagree	Disagree	Strongly Agree	Agree
				Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Agree	Agree
		Multiple Disabilities		Yes	Yes	No	Yes	Agree	Disagree	Disagree	Agree	Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Neither Disagr	Strongly Disagr	Strongly Disagr	Agree	Strongly Agree
				Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Strongly Agree	Strongly Agree
				No	Yes	Yes	Yes	Agree	Disagree	Disagree	Strongly Agree	Strongly Agree
				Yes	Yes	Yes	No	Neither Disagr	Disagree	Strongly Disagr	Agree	Agree
Hearing/Vision	Orthopedic Im	Multiple Disabilities		Yes	Yes	Yes	Yes	Disagree	Strongly Disagr	Strongly Disagr	Neither Disagr	Disagree
Hearing/Vision Impaired		Multiple Disabilities		Yes	Yes	Yes	Yes	Disagree	Disagree	Disagree	Agree	Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Disagree	Strongly Disagr	Agree	Strongly Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Strongly Disagr	Strongly Disagr	Strongly Agree	Strongly Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Strongly Disagr	Strongly Disagr	Strongly Agree	Strongly Agree
		Multiple Disabilities		Yes	Yes	Yes	Yes	Agree	Disagree	Disagree	Agree	Strongly Agree
Hearing/Vision Impaired				Yes	Yes	Yes	No	Disagree	Disagree	Disagree	Agree	Agree
			Developmental	Yes	Yes	Yes	Yes	Agree	Neither Disagr	Disagree	Agree	Agree
				Yes	Yes	Yes	Yes	Strongly Disagr	Strongly Disagr	Strongly Disagr	Disagree	Agree







## Appendix 7: Interview Results

### 7A: Interview Transcripts

#### TRANSCRIPTION OF INTERVIEW 1

Q. So it's a semi-structured interview, which just means that we have some questions that you're looking over right now. And if things going in a different direction, we might (inaudible coughing over.) It is an exploratory interview to look at the -- a little more in depth at the perceptions of educators regarding TESS implementation. And just generally speaking, we know that -- generally speaking we know that meaningful teacher evaluation needs to be connected to preparation standards, practice standards and advanced practice standards. That leads to more meaningful professional development, teacher growth, and improved achievement. So these are open-ended questions. We might hit them all. We might change them a little bit. So you're comfortable with that?

A. Yes.

Q. Did you need a little more time to look over what we have?

A. No, I'm good.

Q. Okay. Thank you. I'm not saying your name because it's going to be completely anonymous. And we'll give a code --

A. Okay.

Q. -- to connect everything. So the first question just asks generally speaking, what are your thoughts on TESS, as related to the evaluation process for teachers in general?

A. I think the TESS is a good idea in general. I think it covers a pretty good section of what teachers do every day, gives a pretty good outline for evaluation -- if implemented in a way that it's supposed to be. Which, I guess, kind of goes to the next question. But overall, I think that it's a good foundation for evaluation.

Q. Okay. And so then the next one is after having been through the TESS process for -- this is your second year.

A. Second year.

Q. Do you feel like it's an efficient and effective measure for promoting reflection?

A. I would have to say no. Last year, with TESS -- granted, it was just kind of -- it was a piloting basis. I never actually had anyone observe me. So it was all kind of based on my own, I guess, reflection or whatever. But I think not having that other person's input really doesn't -- it doesn't help much. So this year with TESS, I did -- I did at least get observed, which that helped a little bit, but I feel like, especially for my classroom, that it didn't really apply very well to my classroom. So, I got pretty good scores on it. But it didn't really give me very good feedback on how to improve.

Q. So what is an example of how it didn't apply?

A. So like, for example -- and I was looking over this yesterday -- I only rated myself in all the domains for TESS, my administrator literally on every single area rated me higher than I rated, but I had no comments. I had no hey, these are things you could improve on. And if you're proficient and advanced in every area, it's just like yay, great job. But I don't think that's a good place for educators ever to be. It should be like, okay. You're good. We always need to be improving. Improving on our professional practice, improving on the strategies that we're using.

Q. Don't say anybody's name. Okay. So the next question doesn't directly apply to you in terms of using TESS to evaluate special education teachers, as the evaluator. But if you did kind of recruit another teacher or just in terms of develop your own self-reflection, is there anything else you'd add about your roles or demographics or anything like that, or have we covered that already?

A. Well, I think as far as evaluating special education teachers, I think especially at the self-contained level, sometimes you really have to stretch TESS, the TESS rubric to fit what's going on in that classroom. So, especially when it's asking for students to do all of these different things to display proficiency, that is going to look extremely different in a self-contained classroom than it would in even a resource classroom or a regular ed. classroom. So I think that's where the TESS doesn't really line up very well with evaluating special ed. teachers, just because their students are so different. And as far as class demographics, like we tend to have a lot smaller class size, so there's a lot less opportunity to see stuff going on where students display particular things.

Q. Okay. I hadn't seen thought about the class size. Okay. So the next question -- and this is kind of a loaded question, so we can look at it a few different ways, but what are some specific correlations between the TESS document and the CEC standards that you can think of? And I have some examples here. So, in Domain 1(f) there are questions regarding students' assessments. So how are the specific nature of formative and summative assessments for developing an IEP address in terms of...

A. TESS?

Q. Yes.

A. Well, I mean, so, obviously, TESS addresses that we need to have good assessments. I don't really know the TESS addresses what kind of formative and summative are appropriate for my classroom. And I also think that kind of comes back to your evaluator, too. Whether or not they know what kind of assessments are appropriate. And I think there's also just like having access to -- talking specifically about assessments, like having access to good assessments, and kind of what that looks like. You know, my students don't participate in benchmark or maps testing or other types of summative assessments like that, or intercourse or anything like that. They've done, you know, portfolios, which are always the best assessment, and then they've done piloted parking. So that's kind of for the in state TESS. So that's been kind of interesting. So I don't know if there's always -- like when my evaluators think of assessments, they would not really think of the things that we typically use.

Q. Okay. I'm looking at this next one.

A. Setting clear instructional outcomes.

Q. What domain is that again? Because I can pull that up if you want.

A. Setting instructional outcomes.

Q. So that is -- there it is. So, 1(e) setting instructional outcomes. And to reach distinguished, all outcomes represent rigorous and important learning in the discipline, the outcomes are clear, written in the form of student learning, and commit viable methods of the assessment. Outcomes affect several different types of learning, and where appropriate, represent opportunities for both coordination and integration. Outcome is taking into account the varying needs of the individual students. So to get distinguished, you have to have clear, rigorous outcomes that reflect learning in the discipline.

A. This is an interesting -- I just think that's interesting. Like learning within the discipline, what that looks like for my students. You know, time in what they need to be working on to a common core objective is always an interesting process. Yes, it can be done, but they're so far removed from that particular goal. So I mean, for example, you know, a lot of my students are working just on basic communication with requesting. And so the closest goal that we can tie that into is like an 11th grade standard, that's about collaborative discussions. So my students are so far away from collaborative discussions. But that's what we're saying that they're working on in common core. I mean I definitely would say that I think you can look at their IEP goals and say that they're regressed for that particular student. The nice thing about IEP in general is that they do make everything individualized automatically, which is nice.

Q. So, do you think that administrators would be able to do that, to make that connection and know that your IEP matches their evaluation components and is connected to their learning and --

A. I think it would depend on the evaluator. So, like, my particular evaluator would say yes. Like, she would make that connection because she, I think, would just innately trust that I was doing that. But there's a lot of -- if I have a different assessor, even in my same building, I don't think that would be the case. I don't see that they would see that connection at all. And I'll even go and say that I don't always -- you know, that connection is so broad, it's so vast in between those two things. It's -- I could see where that it is difficult to get there. The other thing, too, there -- I don't know that my evaluators know what evidence-based practices are for this particular level of student. I'm quite sure they could tell you what a typical classroom evidence-based practice would look like, but if you ask them to identify some in my classroom, I don't know that they would be able to do that. Other than they more or less say oh, look, they're doing it.

Q. Okay. So, those are the hard questions. I know in terms of behavior support, CEC outlines specific standards for performance. And if you -- and those are listed on the interview form. Do you feel that in TESS Domain 2, with classroom environment, especially particularly indicator 2(d) which is managing student behavior -- and I'll show you that in a second -- do you there's any connection? So the CEC standards are looking for behavior change practices that are evidence-based, appropriate, representing the dignity and human rights, using positive behavior supports that conform to local policies and then refraining from using aversive techniques. And if we look at TESS 2(d), and you can -- I'll pull it up here and you can look. 2(a), 2(d). To get a distinguished, testing behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring a student's behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to student needs and respects student's learning.

A. I think this is a really good example of how the TESS does not really line up with my classroom. So, for example, it says that student's behavior is entirely appropriate. If my student's behavior is entirely appropriate, they probably wouldn't be in my classroom because we're addressing behavior all the time. But that doesn't mean that I'm not doing what I'm supposed to be doing. It just means that that's part of their disability is prepared to deal with these different behavioral outcomes. Another thing is that they take an active role in monitoring. And though I think self-monitoring is really important, of all students in my classroom, I really only have two that have the cognitive functioning to use the self-monitoring system. And I've had one use it. But it takes quite a bit of practice for them to be independent and self-monitoring. Even then, it takes quite a bit of support. And then as far as monitoring other student behavior, that really doesn't take into account disabilities of certain students. So, for example, you have kids with autism who have social deficits. And a lot of my students who don't have autism have social deficits. So TESS at that point is asking them not only to identify what appropriate behavior is, but to socially interact with other students -- which is something they don't do very well either -- and monitor their behavior. You know, I think that managing behavior, especially in a special ed. classroom, is really important. I don't think that TESS even touches on how important that is or how much time and effort that that takes.

Q. Really good point. I hadn't even made that connection that way. So without their being any discussion in terms of positive behavior supports or evidence-based practices and those things, there's little room for an administrator to make those connections that you just mentioned.

A. Yeah. And I would say that, you know, for the most part, you know, we know that the positive behavior support system is the most effective, and research has shown that's what we need to be using in our classroom. I would say for the most part, administrators look at more of -- aversive technique sounds harsh. But, you know, more of a punishment-based model for addressing behavior. And so a lot of times they don't see oh, like they're reinforcing the student that that's actual behavior management. Why are you giving that kid a skill every time he stays in his seat for, you know, 30 seconds. That's actually a behavior management technique versus what I think they're used to oh, you're not sitting in your chair, you know, go in the hall or get detention or whatever.

Q. Okay. That's a really good example. Let's see what else we might want to cover because I know you (inaudible). So we have questions, the remaining questions on case management. And there are some specific CEC standards listed regarding maintaining student records, following procedural safeguards, providing accurate program data and student data confidentiality and planning for transition sequences. Do you feel like any of those are adequately addressed in TESS in using the data?

A. No, I don't. I mean, again, this is one of those particular areas where a special ed. teacher spends so much time with, you know, records keeping, maintaining the records. I think it goes back to just maintaining the IEP paperwork, and other special ed. paperwork. But also, that there's a lot that goes into that. I mean it's not just something you kind of pull up and decide one day yay, we are going write an IEP there. But I don't think the TESS begins to even address -- that's a pretty huge component in there. I'm just looking over some of the things that the CEC is listing. And then I mean especially like for transition, which is a really good part of what we do to prep our students. So especially with regards to transition, I don't really know that TESS addresses that. But that's a really big part of what I do is help facilitate my students' transition after school. So it would be nice if that was included.

Q. That's a large part; okay. So just a few more questions. One is regarding any limitations you might think an administrator with minimal special education experience might have. And you've kind of already addressed that, but is there anything else you might add to that?

A. Well, I do think like most of our administrators have kind of -- they have pretty limited knowledge on what evidence-based practices look like, especially in a self-contained classroom. So I think a lot of times, they're kind of guessing if we're aligning with TESS, or they're assuming because the kids are working, we're kind of doing the right thing, but I don't think they could really identify okay, this is an appropriate practice or whatever, you know?

Q. Okay. And then what about your familiarity with special education scenarios? Have you looked at those at all? And do you feel like they're adequate descriptions for a self-contained classroom?

A. I actually read over them. I've read pretty much everything that (inaudible) has put out about special ed, and I really think that what the groups that they're looking at when they talk about that is really more of your resource-level kids, your inclusion-level kids, your higher-level kids. It just really doesn't fit with my classroom, like the self-contained level. And especially -- I mean I could see even where, you know, in our districts, since we divide our self-contained, where some of their stuff would apply more to like kind of 15. But, you know, lower levels of self-contained. It just -- it still -- it doesn't fit just because of the profound level of the students' disabilities.

Q. Okay. So, I guess this is just in your opinion overall, do you think a rubric that's designed for special education teachers, following the same format as the TESS rubric with the same domains but having connections to special education, do you think that would be beneficial to administrators, teachers, or students?

A. Yeah, I mean I think it would. I think anything that where you could give our administrators a better tool to help teachers improve their practice would be very beneficial. Like I said before, it doesn't really help me to just be like, okay, yay. You did a good job, you know? I think giving our administrators a tool so they could appropriately critique a special education teacher would be really helpful. And that's obviously going to help the students out when their teacher is making, you know, gains and better progress.

Q. Okay. The last question would be why or why not quality indicator checklists might be beneficial in place of a separate rubric. So just having a short checklist or would a single rubric be better?

A. You know, I think that a checklist could be helpful. You know, I don't know that that would necessarily take -- need to take the place of the TESS rubric, but I definitely think that it could be an addition. Or definitely kind of like integrated into it, to give some more support. And I think what might be really helpful there is, you know, if the administrators have this checklist and it says okay. These things are what we want to see in the classroom. This particular indicator shows that this teacher is doing what they're supposed to. Not only does one, that holds the administrator accountable for knowing what those things are, you know, it gives the teacher a really good place to go okay. These are the things that I want to make sure take place in my classroom. And if they're not there, I can add them. Or they are there, I could make them better. And I think that would be helpful.

Q. Okay. That's a really good idea. Focus more and add something. Okay. Was there anything else you think you we didn't cover that you might want to add, to say?

A. No. I mean, the only thing that I think about TESS is its just kind of like the example we gave with the one that we were looking at, behavior, is just being aware that some of the qualifications to be proficient or distinguished are requiring students to display things that just at this level of student, they are not capable of displaying. So that doesn't mean the teacher isn't doing what they're supposed to be doing. It just means the population she's working with doesn't have those skills, due to the nature of their disability.

Q. Okay. And we will set up a time for your --

A. Yeah.

## TRANSCRIPTION OF INTERVIEW 2

Q. Okay. So, this is a semi-structured interview, which basically just means we have these questions here to kind of guide what we're going to talk about, but they might change depending on what you want to say, or we might not get to all of them. We just let the information guide the interview. So we are just looking to further examine the perception that educators have with -- regarding the implementation of Arkansas TESS teacher evaluation for special educators. It's part of a dissertation study. And generally speaking, we know that teacher evaluation should be connected to teacher preparation standards, teacher practice standards, and advanced practice standards in order to lead to more meaningful reflection and professional development, and therefore teacher growth and students' achievement. So these are just some open-ended questions to get a little more information about what people think about TESS. So the first one basically just says generally speaking, describe your thoughts on TESS as related to the evaluation process for teachers. So just teachers in general or special ed, however you want to answer it. Like what you think about TESS.

A. Well, I think for teachers in general, it's -- it's an effective process. But the whole time I was going through all the training, all I kept thinking is how is this going to pertain to me? How are they going to assess me using this? Because it was things like asking higher-level questions and preparation for -- oh, gosh. Now, I'm blank. You know, just the preparation for things that my kids are not doing. And there was no way that I could be assessed on those things, and I -- and I only think that sometimes your administrators don't really get what you do. Then to have them be assessing you with an instrument that isn't really looking at -- at how you have to adapt things and where you -- what is really growth for my kids.

Q. Okay.

A. It made me, you know, just -- it just made me not even be able to think about anything else. All I could think is this is never going to work for me.

Q. It is hard to see, which is why we're here. Okay. So having implemented the TESS for a year or more -- and is this your first year or second year?

A. I guess it's the second year.

Q. Okay. So, having kind of been going through the process for your second year, do you feel it's a sufficient and effective measure for promoting reflection and growth in educators? And we kind of touched on that a little in the last question, but think that generally speaking that rubric as it is promotes reflection and growth, and then to you how does that apply.

A. Yeah, I think I can generally, it really does, and it gives you some good guidelines of what you need to do and changes you need -- what you need to aspire to be distinguished and proficient. And, you know, if you do receive a basic score on something, it shows you where you need to go, and I think that that's good.

Q. And for special education?

A. Well, again, for special education, I mean I think this premise works, but the actual criteria don't work.

Q. Okay.

A. Because there are things that you have to do, that they expect you to do in classroom to be distinguished or even proficient that, as a special -- especially for kids with severe disabilities, that I can't implement those things.

Q. Okay. That's good. So, then, question three just looks -- it's almost the same thing again, but it's a little more specific to, in terms of using their instrument to evaluate special ed. teachers and their roles their class demographics, which you've already touched a little bit on, but could you be just a little bit more specific about who you have in your class and what you feel your role is?

A. Well --

Q. Not students' names obviously.

A. Yeah, yeah. Well, I have a classroom of students with severe disabilities. Most of the kids in my classroom have autism. Most of them are essentially non-verbal, except for using alternative communication. I do have two who are pretty effective with their communication devices, for like requesting things. But for answering questions, or completing academic assignments, they're not there yet. So when you're scoring or looking at how I'm teaching, based on this, you know, it doesn't make the allowances for the adaptations and things that we have to make and the fact that my kids can't answer higher-level questions and things like that. And to be honest, we haven't really -- we do our professional growth plan, but they don't sit down and do it like, you know, like this. Do the rubric with me?

Q. Because A or B, the one you don't have to do?

A. Yeah, yeah.

Q. I think there's a question about that in a minute but --

A. But, I don't -- I would actually have to go and ask. I just know that I -- what I have to do.

Q. Right.

A. Yeah. Right now, they are just having us do like a professional growth plan based on the Smart.

Q. Right. The Smart goals?

A. Smart goals.

Q. All right. So the next question is looking at more specific correlations between TESS and the CEC standards. And they're pretty basic in terms of the kind of information I'm looking for.

But the first one looks at 1(f). Let's go to that. And it just asks -- that's (b). Okay. The next one. I don't know why these are not in order. 1(f) is designing student assessment. So what it says:

In designing student assessments, basically to get distinguished, then your plan for the student assessment is fully aligned with instructional outcomes, with clear criteria standards, and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students as needed, the approach to using formative assessment is well-designed and it includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan for future instruction. So that's basically what the TESS indicator is for distinguished. Do you think -- or how would you describe the specific nature of formative and summative assessments used for developing an IEP and if that's addressed at all through that. That's one standard that comes close to assessments for using an IEP. Do you think that connection is clear? Is that a leading question?

A. Well, I mean I can use this to a certain extent to do assessments to -- to plan for an IEP, but...

Q. Do you think an administrator or evaluator would make that connection?

A. No, no. And, you know, the fact that student involvement is really important, it's a key factor of this, it's really hard for my kids to -- to use assessment information to affect their future performance.

Q. Okay. That was put very nicely. I hope that recorded well because I can't write it all down. Okay. The second question that slightly compares the two, in terms of setting instructional outcomes, which is one 1(e), sorry. I got lost in my question there for a minute. So the plans represent the coordination of in-depth content knowledge. I'm not reading very well upside down. Understanding of the different students' needs and available resources, including technology -- and I'm reading the wrong question. Just ignore that. I knew that didn't sound right. So all outcomes represent rigorous and important learning in the discipline, the outcomes are clear.

A. Okay. I'm lost here.

Q. In the form of student learning, implement viable methods of assessment. Outcomes reflect several different types of learning, where appropriate, represent opportunities for both coordination and integration outcomes, take into account the varying needs of individual students. So, how do you think that would apply in your question? And does it -- do you think, in terms of CEC, looking at systematic, individualization, evidence-based practices, and needing ongoing assessment to refining instruction. Do you think those general standards of CEC, or Counsel For Exceptional Children are met through that?

A. No. Because I mean I think the CEC standards are designed for children with disabilities of course. And if -- just -- I -- every administrator is not going to know the kinds of things that I need to do to -- what is rigorous for my children. They may come in and look at matching colors or matching shapes and think that we're -- you know, that's -- that's not rigorous. But for particular children, it -- it's very rigorous, and, you know, and I don't think they -- they understand necessarily the individual needs of -- of my students. When somebody's having a bad day, they -- they -- it's like a crisis situation, and it's just part of autism they have that day. And that then somebody -- their performance is affected. And as I was working on my professional development plan for my evaluation coming up, that was one of the things I noticed in -- in my data, was I could tell days when someone had had a rough time. You know, there was a particular week that some -- one child was having a rough time, and his -- his performance was affected by that. And that doesn't necessarily happen as dramatically with general education students as it does with ours. I mean it can completely change --

Q. So you feel like --

A. -- their performance.

Q. -- your data and your, the standards and things you are doing in the classroom are greatly affected by how the kids are holistically on any given day?

A. Yeah.

Q. That's not as clear.

A. Yeah.

Q. Clear observation may be different for them.

A. Yes.

Q. Okay. Let's see. The fifth question just kind of looks at behavior support. CEC has some specific standards for performance, and those are listed right here.

A. Uh-huh.

Q. Do you feel these are addressed in TESS Domain 2, which is classroom environment, and specifically in the year 2(d) it looks at managing student behavior. So we'll find that one. And the CEC standards talk about using only behavior change practices that are evidence-based, appropriate to your preparation level, and which respect the culture of dignity and basic human right and are focused on positive behavior supports and refrain from using aversive punishment type procedures. 2(d) to be distinguished. The student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against of conduct. Teachers' monitoring of students' behavior is subtle and preventive. Teachers' response to misbehavior is sensitive to individual student needs and respects students. So it's a lot of information.

A. Yes.

Q. Don't worry too much about --

A. Okay.

Q. -- the language. Just focusing on the evidence-based practices, the positive behavior supports, and refraining from aversive punishment procedures.

A. Well, first of all, my kids' behavior is never going to be entirely appropriate. And when are you're using behavior change practices, I see that the children are involved in that, but I don't know that somebody else will, and they may not see that -- that where we were a year ago is a dramatic difference from where we are now, even though the behavior is not perfect. But I know.

Q. You know the improvement.

A. Yeah. I know how far they've come. I'm going to start crying.

Q. Now you're making me sad.

A. Well, it's just that I know my kids. And when one of them's had a bad day, you know, I see that there's still progress that can be made, and I'm not sure -- or there's still progress that has been made, and I'm not sure that my administrators see that. They think if somebody bites -- you know, the incidents of biting this year have been so minimal, but, you know, he went through a little stage where he bit a couple of times, you know? But it was spread out. And it's like oh, does his mother know he's biting? It's like no, you don't get it.

Q. Yeah.

A. How many times has he bit this year? You know, so few compared to -- to last year.

Q. So it's hard.

A. Just, yeah.

Q. To feel like even outside of TESS, to feel like people aren't understanding what you're doing.

A. Yeah, yeah. And to understand the methods that we use. You know, when we're -- you've got a kid in the hallway, screaming, and you are calmly standing there saying stand up, stand up. And then they want you to get them out of the hallway, not make a scene, and -- but if, you know, this happened more with some other kids I had in the past. You know, if you do that, you're undoing the positive behavioral supports that you're supposed to be using, and, you know, when we first initially started with the behavior plan, the support was there. But then as his behavior began to change, and it was better if he had a meltdown, you know, they may want it -- quicker results. But you can't change a behavior, like dramatic behavior like that overnight. And you have to continue to follow the same procedures and be consistent if you want it to work, and if you want him to be able to change his behavior, which is...

Q. Oh, my gosh I really hope that is recording well because I did not get that nearly as well as you said it, and I won't remember. That was --

A. Well, that's one of the things -- that's the main goal is for them to be able to take control of their own behavior. And it takes a long time sometimes.

Q. It takes a lifetime for some of us.

A. Yeah.

Q. I don't think I've controlled my behavior yet.

A. And I am -- and we've talked about this many times. I am big on being positive and not using punishment. I just had a discussion with one of our bus drivers who has just started driving the special ed bus this year, and he was asking me, you know, I'm new at this. What do I need to be doing? And I said well, first of all, I'd go positive. I said do you have any specific problems? And he said I have a kid who drops to the floor. And I said well, just tell him what you want him to do and just keep at it. I said your aide can help you with that. He said well, I started a bus rider of the week award. And she said, don't do that. Their behavior is not good enough to get bus rider of the week. And I said well, yeah, it is, you know? Because they're special ed kids. And I said that and especially with special ed kids, you want to have bus rider of the day, or you might have to have you made it to your seat without dropping to the floor, and reward them for that. And she can't get on point with that, that maybe she -- I said, you know, to begin with the research shows that punishment -- punishment works short-term, but then the behavior is going to come back. And if you want to change a behavior, you need to make them want to do what you want them to do, and they will love you for it, as long as you are calm and cool, when you give your instructions, they are going to love you. And I told them about my kid who still says you're my very best friend. And we went through hell together.

Q. Yeah.

A. And -- because he knew that I loved him. I loved him no matter what.

Q. And you're going to make me cry now.

A. He thinks I'm his very best friend. Because he knew I could see who he was inside, and it's the same with the other one.

Q. Uh-huh. These are all the things that make you such a good teacher. But I really hope that they recorded because and it looks like it's doing this. We're good. Okay. I just hope it's loud enough. Let's see. Case management. there's like four or five more questions. And we don't have to go into detail with all of them. We have really good information so far. Case management. CEC has standards regarding maintaining accurate student records, assuring appropriate confidentiality standards are in place, following procedural safeguards, and assisting the school in providing due process. And then accurate student and program data, efficient and objective record-keeping practices, maintaining confidentiality again is in there. And then appropriate planning for transition sequences. So, there are several standards in CEC, and there's even more than that, that apply to case management. And, of course, that is addressed in TESS. In Domain 4, there are several data standards and professionalism. Do you think that -- again, do you think that can be addressed through TESS? And if you want to look back and, like, come back to that later, we can, in terms of after you look at the rubric. But I think generally, as we look at -- there is one on communicating with family, handle professionally. Maintaining accurate records. Only addresses -- maintaining information on completion of assignments. Student progress and learning and non-instructional records is fully effective, and that students contribute to the information and participate in maintaining those results. So, that's addressed through TESS. Do you think that comes through covering the requirements for maintaining data from IEP and procedural safeguards, and meeting all the other responsibilities you have as a special education teacher when it comes to data?

A. Well, I won't -- I think the confidentiality issue is really important in special ed. I mean it's important for anybody, but especially important for special ed. Because, you know, that information could be -- you don't want your child's information spread all over the place, and not everybody, you know, wants to know everything about...

Q. So you think it should be a strong requirement in TESS because of the confidentiality factor?

A. Yeah.

Q. I want to make sure I got that right.

A. I don't know what it says about procedural safeguards, but...

Q. It does.

A. Okay. It probably -- it definitely -- that definitely needs to be addressed because, I mean, I think that there are times when like kids get expelled from school -- or not expelled but suspended for a behavior that is related to their disability. And that is not -- I mean it's against the -- I don't know what they are, the special ed regulations, and, yeah, yeah. But I know it happens. I know it happens all the time. I know it happens. Well...

Q. Okay. On that continuum of placement options where kids usually end up if it affects their behavior at home.

A. Yeah.

Q. So, okay.

A. At least there was a time when we sent a child home at one point in my class, and I said that was -- we realized it was a mistake, and they did realize it was a mistake because it was reinforcing. It was giving him just what he wanted. And so we never did it again. But they would have -- if we had not shown them, you know, this is -- when he, you say mother and he goes are you going to send me home, it was pretty easy to see that those were reinforcing the behavior. So they supported it in that case. But I know it doesn't happen in all cases, and I'm not just saying in my school, but...

Q. In all schools.

A. In all schools because I know there are kids who are sent home. I mean their behavior is a result, a direct result of their disability. They -- they can't help that they want things to be all in order and everything to be just perfect, and you may or may not understand how that could set them off, but a special ed teacher would.

Q. I wish I had taken shorthand. So four more questions, and I will try and go a little faster because I know you need to get back to class. It's 1:45. So the next couple of questions. They go pretty fast. Number seven says describe any limitations you think an administrator that has minimal special education experience may experience in making connections to CEC standards if they don't have -- they have limited knowledge. Would that inhibit the professional growth of the teacher?

A. Yeah, because they would not necessarily see how what you are doing, what you are -- how your accommodation can be tied to Common Core, and they may think you're doing kindergarten, preschool work, when it's actually closely tied to Common Core. They may not see how using things like the visual schedules is a way of letting the kids take control of their own education.

Q. Classroom and how those work. The learning schedule. I know. What were you thinking?

A. I'm not thinking. Well, I mean, that consistency is so important to my kids I mean, and it helps them know what to expect, and -- I know that that's not...

Q. That's okay.

A. Yeah.

Q. There is a lot to tie together. So basically if they don't understand.

A. Yeah.

Q. The (inaudible) they not to be able to help you grow.

A. Yeah.

Q. They are not going to understand what you're doing. Have you looked at all at the special education scenarios on the Danielson Group and ADE website.

A. I have looked at them briefly, but it's been so long, I don't have any real familiarity with them anymore.

Q. Just a general question. And if you don't remember, that's fine. Do you feel like those -- any of those scenarios apply to your classroom or your level of care? And if you don't remember.

A. I don't remember.

Q. Okay.

A. I mean...

Q. No worries about that. Okay. So, just in your opinion, the last two questions. Number 9 asks if you think a rubric designed specifically for special ed teachers following the TESS format and domains would benefit administrators, teachers, or students. And then the last question do you think a quality indicators checklist might be better in place of a rubric? So either one of those or both. And do you think that would be a useful tool?

A. Well, I think that definitely designing a rubric for special education is a necessity. You know, when I look through all the different special --

Q. Special ed.

A. -- rubrics that they have for other school professionals, and that we don't have any for special ed. That is just insanity. I mean school counselors have their own. And speech therapists. I mean, it's not that speech -- I think speech therapists should. But if they think it's necessary for speech therapists, how could they not think that it's necessary for special ed? Because especially the teachers who teach kids with significant disabilities. Because what we do is so different, and it can't be measured on -- with there this rubric as it is. It can't! There is no way!

Q. Okay. I've got as much of that as I could. I hope that catches everything.

A. Also, I was in a policies class when they were talking about teacher evaluation systems. This was before -- this is when this was all just in the beginning stages. And they were -- all and in many other states, it's related to performance pay.

Q. Uh-huh.

A. And in a lot of states, there was no way that a special education teacher could ever reach a level where they could be considered distinguished and would receive -- could ever receive the kind of pay that a general education teacher could have, just by virtue of having kids. And, in fact, they were paid less because they had less kids. And there needs to be recognition of what we do. And I know that we're not talking about performance pay here in Arkansas at this point.

Q. Well, we were. It got put on hold. It was supposed to start next year. But this fall they put it in on hold because of special education teachers.

A. Oh.

Q. And they did some highlight studies in the fall. And there is something called SOAR. It's still on AEE website their model, SOAR, like and eagle soaring. And their initial feedback just proved that the population is too small for a regular teacher, even if you go over a three-year period. So there is no way to have a significant sample. So we're on hold on that for now on that. But anyway. Off topic.

A. If you institute any sort of performance pay that is not equitable to every person who works in the district, I mean as a certified teacher, it's -- it's not right. And, shoot, after getting beaten up by kids every year, you can't tell me that I am or any of those other teachers is not distinguished, if they are still going back and still love their job.

Q. Oh, I've got to get that quote. You can't tell me that any of those teachers are not distinguished if they keep coming back. Okay. I just know this is working perfectly. And I'll get this specific... Okay. So, you think either a rubric or a checklist, or you think one would be better than the other?

A. Well, I'm not sure what a quality indicators checklist would...

Q. So that might just look like just a list of things that an administrator could come in and look for that aren't directly tied to the different domains of TESS. So it might be a shorter, quicker snapshot versus a long rubric that has indicators under each domain. It's not that important.

A. Yeah. I mean I actually kind of like the rubric in that it does give you an idea of where -- things that you can do to improve.

Q. I didn't think about that. Because it has that continuum; right?

A. Uh-huh.

Q. Okay. Is there anything else you can think of that you wanted to say about TESS or special ed? We can always, if something comes up later, we'll probably chat again before it's all said and done so...

A. No, I just think it's -- it is a necessity.

Q. Okay.

## TRANSCRIPTION OF INTERVIEW 3

Q: So, Like I said, I'm just recording to be able to keep up with the notes and I just gave you the questions and a quick overview of the interview process. This is a semi-structured interview which just means that we may or may not follow the line of questioning here. If you say something that might lead us in a different direction, then that's where we might go. We don't have to cover everything. Just say what you're thinking about the interview. And I already said I'm just exploring the perceptions a little more in depth based on the different roles that people have in their building and based on the Arkansas TESS. And just as a side note, I don't know if I said this already or not, but what the research says is that in order for ...

A: As I mentioned earlier, I think we have administration here at this building who is more sympathetic to special education because the principal does have a special needs child who did go to school here, so I think she does look at things a little differently. As far as TESS overall, when I read the rubric it scares me. When I look at the videos, it scared me with what their snapshot of perfect was because that is not what my room looks like at all. I was very happy with my actual evaluation. [principal] did mine. Mine was based off PECS, which is kind of an easy one for my classroom because I made PECS kind of a free flow. So, we're doing communication all day long. Its integrated everywhere. And she actually picked up on some things that I was really embarrassed about and put a really good spin on it where I was like, you know, we're going to be okay here. One of them was when I did PECS snack. We're doing attributes. So they're learning how to name colors and different things with their PECS. And I get around to one of my students who has just shoved his mouth completely full. I mean he's like a little chipmunk and I'm like, swell, what'd you get, I'm moving on. And she turned that as pacing. You know, so she took things that were ... I never would have thought of, skipping him until he swallowed, as pacing, but she did. [It's easier when] your kids are higher functioning, where in my room, she doesn't know PECS but from what I've got on the form. What she looked at was their behavior. Their behavior was so much better than what it had been. She couldn't use barometers, but she couldn't walk in and tell me "Look if you do this, your PECS lesson could go so much better" because she has no idea what the PECS rules are.

Do you feel like you can meet those domains in TESS for distinguished?

A: Do you want to know how I feel about this? I feel like this is teaching to the test, kind of crap, and I won't do it. I'm going to do what's best for the kids. My kids, some of them, can't lead. Now, so what I'm going to do. I'm going to do those research-based programs no matter what this says. I'm going to do STAR, I'm going to do PECS, I'm going to do what's better for them and be damned if they're too ignorant to see that this is what we're supposed to be doing for our kids, in my place. [Other classrooms] have some cross-over. She's got some lower kids that really need my support, but then she has the OT and the PRT piece that. Now, what we do have, and I've got on tape, where, you could consider student-led opportunities because everybody gets a shot at it with the wand, with the magic pointer, and they get up and they will do their ABC's and they will count their numbers, they will dance to the song, and there is a child who comes up in front of the class, you know, but that to me is more demonstrating what they know, not leading the activity. Because I tell you what. If I give reinforcers to [students] it's going to be like 'No, no, no, no'. But they do, we're trying to foster independence. So, like to me, what is more leadership for my kids is when [student] goes over and she knows its snack time, and I look over, and she's putting placemats down. Those kinds of things show me that they're taking initiative. But those are things that may or may not happen with a TESS observation because that's one thing – having somebody in my class observing, totally throws the whack-a-doodle into the formula. And what usually, where I may have a student who normally does this when given this natural cue and they start doing. Where is [administrators] are in the room, they start poking at her toes or looking at her jewelry wanting to get an arm hug. That kind of thing. And I think that's where [it's not a clear picture]. And that's why I've gone to the videotaping, so they can see and the parents can see what their kids are doing. I uploaded a PECS round of what it really looks like. Okay, here's the deal, is we teach exponentially. My aides have got to be to teach and I have to be able to control the folly. So there are times when I have to step back and supervise the process to make sure we're all doing it the same way. What [principal] really needs to see is that not only do I do this lesson, but there is consistency with how everyone in my room does this lesson. With me supporting them as they take lead, because they're in their stations. My kids don't learn effectively unless it's one on one. They don't generalize those to small group lessons for a long time. So, they need to see, that needs to be a part of the process. It just doesn't need to be about us, because that's a small part of our classroom. We've got other teachers working with us.

Q: I put some information about supervising and working with paraprofessionals in the revised rubric, but I don't think I put enough. When I observed a classroom earlier, every paraprofessional knew exactly where they needed to go, what they needed to do, where they needed to be, and doing it well. Not as well as the teacher was, in terms of prompting and such. General make-up, level, and how that effects...

A: Self-contained 1:6, Language levels: non-verbal, Ability levels: moderate to severe cognitive impairments. Now, let me tell you, my last batch, I got three kindergarten students, all of them whose IQ scores came through higher than my core group. So, what's been really interesting is that I've got a bunch of babies who are right up alongside, if not passing my other kids. It's actually helping to create a more competitive – now the older kids are like wait a minute, they can do that? And behaviors: My old group used to be able to sit and participate. I have one student whose parents are divorcing and all of the sudden we are having behavior problems with, and my kindergartners are – it was like *Lord of the Flies* in there for like six weeks, I swear. But it's calmed down. I still have one that can't transition without screaming. I've got one who got a new baby over Christmas so we imitate the baby really loudly. You know, but, when we finally get her over, she will work. If can actually get her engaged, she's really smart. But I have behaviors throughout the day. Academics, what does your classroom focus on: functional skills, but let me tell you, I get really touchy about this. When kids are put in my classroom, it's assumed they're not able to do more academics. So we actually have a dual struggle with getting the bear to sit in the chair and teaching them. Let me tell you, I've got kids who can count to 100. I've got kids who are skip counting. I've got kids, nearly an entire class, who can identify which pile has more, which pile is bigger, and it's because every day we pushed it and now we're so tired we don't do anything, we're just packing up, thinking maybe they'll be better after they come back from summer. You know, but they're academically to the point where I took out that STAR program and some of my kids are at box 2 already before we even start. So, now [we have a wide range and incorporate academic and functional skills] and sometimes it's all behavior. Because, if you don't have the behavior under control, you can't learn. And if you've got a screamer, nobody can learn. One child's behavior can shut the whole room down and we all have to be reactive and we might not get it back under control until we go outside.

IEP – Designing student assessments. Do you feel that the TESS ratings, distinguished in particular, does that address how teachers are developing their IEP? We assess for many different reasons. We assess progress on their IEP and to develop an IEP. There is nowhere in TESS that necessarily focuses on the IEP. So, this is one place where IEP and assessment and data could fit. The IEP is not an assessment, but it is a program plan that assessment should be linked to. So, do you think an administrator could make that connection?

A: Is this aligned to how teachers are developing an IEP. So, should this apply to our IEP, technically. No, I really don't think. Most people don't consider an IEP to be an assessment. Or a goal to be an assessment. Where the teacher, as well as the student, designs the assessment. And again, when you get into 1:6 kids, and not that I'm trying to be cruel, but I in the past have had students that can't move their head. How is that student going to show that he is using the assessment information? I don't know, I think our administrators would tie that to the IEP, because that's what we would lead them back to. I have three that are heading into reading sight words. When they use the word correctly, they are able to put a sticker on the chart to show they've mastered. But, do my children fully understand what that means? No. No. I don't think cognitively. If I put up a chart and said 'you didn't run', she'd say 'run, where are we running to'. I think that I could very easily meet.

Setting instructional outcomes. Do you think the TESS standard measures what is necessary for designing and IEP and lessons?

A: I don't think with the group that I've got; I could ever determine what the instructional outcome will be. I can hope, I can predict, based on my data, but depending upon the behavior and the, you know, you know they know the answer but they're just going to pick anything but the answer to see what you're going to do about it. Now, again, I fall back to the good graces of my administrators because they see the difference between who entered the building and who they are now. But know, I don't feel, just reading off this one, I could make proficient.

What if you look at it in terms of outcomes on an IEP? Do you think it would be clear to an administrator that this how it should be measured in this environment? That this should be connected to an IEP for a special ed self-contained teacher. That that's a measure of IEP growth.

A: Yes. [reads some of standard: "The outcomes are clear, written in the form of student understanding and permit viable methods of student assessment"]. Yeah. I do, I do think that ties directly back to. I don't see how we'd be able [reads standard again: "All instructional outcomes are written in the form of student learning"]. Your data supports the instructional outcome. So, yeah, if you take it to the bigger scope. If you take it to a day to day lesson, the steps that you're taking to meet that bigger goal, no. If someone came in and watched me do the discrete trial, they may not see the intended learning at all. They may see things flying. And me ignoring it and then wondering why I'm not getting up and making the child pick it up. I don't think an administrator, other than our building, would get that this should connect to the IEP. I think they'd come in and they'd be looking for that outcome and that micro-second.

Q: Would it be clear for an administrator that this domain could be a measure for an IEP? As you read through that, do you see how that could connect to an IEP and do you think others could make that connection? There is not a measure in TESS for the IEP and that's one of the largest components for special education teacher's job.

Benefits of revised rubric:

A: I think a [revised rubric] would not just help us in Springdale, but everywhere. Because this [TESS] is kind of sticky, when you apply it straight letter to the law, to self-contained environment. I can see where someone, like I said, when I read it, does this mean I shouldn't be doing what I know what these kids need, and seeing the division this could cause depending on the administrators. I could see where I could be putting my track shoes on and running to look for a good resource job. Or McDonald's, they're always hiring.

Behavior Support, Domain 2, which is used when they come in and observe your classroom:

A: And I've heard some scary outcomes of how that went. Because of student behavior. With the administrator sitting in the back, when the teacher may not see what's happening in the back of the room. So, they're getting points knocked off when they don't even know what's going on. Do I think this [CEC standards for behavior is measured in TESS], no. And again, most administrators don't understand planned ignoring, they don't understand when we're doing a task with an individual that we know ... I'm actually writing now in my IEP, I think we've done planned ignoring wrong, I actually did some research and I'm writing my IEP and behavior mods different now based on that. And the first thing is planned ignoring. Let's say I've got [student] dancing on the table, a little boy with Down's syndrome, I do the planned ignoring, not feeding that behavior, not looking at him, not saying anything. He already knows the standard. I put him down and then, why was he standing on the table, was he avoiding, escape behavior, was it attention based. So I have actually built into those mods where you have to evaluate what was the function of that behavior before you proceed and you go either plan A or plan B. And this is what's acceptable. After about seventeen hours of research, and I have it down to five little lines on the IEP, this is what you do, and I wrote it on the IEPs. So if they come in, I say, this is the instructional plan for this student. I'm not just ignoring what they're doing and letting them continue to hurt me, I'm assessing the function of the behavior and we're proceeding based on that. I heard from one teacher, that during her observation, the administrator wrote that all she was doing was feeding the kids Cheetos. And of course, we all know what she was doing, she was reinforcing the positive behavior. But that administrator, all he saw, was that she was feeding him Cheetos. And that was written up in her, and she was not given a good evaluation. If [administrator] came in and saw my morning, what we were doing, she would immediately get it. I don't think overall an administrator is going to look at that and ... So, I'm using *The Functional Communication of Severe Behavior*, and that's part of what I'm using to write my plans. It's old, and a lot of it we already do, but what it gave me ideas on is how to help some of this behavior that we've got going on; that we're not carrying it quite as far as we need to. And that's when I go the idea. With Down Syndrome kids, it's usually the two split right there, the top two. But I'm doing the old assessment rating, to see what the function of their behavior is, and I'm giving it to my aides and letting them do it. And then I decide how to write what our tactics need to be, put it in the IEP, so when this comes a calling, I can say, well this is how and this is how every teacher should be doing it. Nobody should say we didn't know we were supposed to do X, because you've got a copy of that mods page. And that's what we all need to start doing, is stuff like this.

Case management, procedural safeguards. Do you feel that all you do to manage your students learning is addressed in TESS.

A: No. Not only that, okay, you've got to look. Okay, we have a friend who works in a building where their special education teachers get two 45-minute planning periods a day to do their paperwork and keep their data current. I don't get one. So, if you want to see why people are cycling through and getting burnt out, that's part of it. And so then you throw in something like this in it, and they're getting rated in negative ways, then guess what, every grade level is getting out of their classes once a week while they collaborate and we're not getting anything. We're not even getting what the law says we should be getting, which is a lunch and a 45-minute planning time. We're not even getting that. Let alone, an hour a week to get together and plan. At ten o'clock at night, how inspired am I? That's really something that needs to be solved for all of us, and it's district-wide, we know it because we talk to other teachers.

A: We need a rubric to have an idea of where we need to place ourselves and based on what we're planning to do with our classrooms

## TRANSCRIPTION OF INTERVIEW 4

Q: So. Like I said, I'm just recording to be able to keep up with the notes and I just gave you the questions and a quick overview of the interview process. This is a semi-structured interview which just means that we may or may not follow the line of questioning here. If you say something that might lead us in a different direction, then that's where we might go. We don't have to cover everything. Just say what you're thinking about the interview. And I already said I'm just exploring the perceptions a little more in depth based on the different roles that people have in their building and based on the Arkansas TESS. And just as a side note, I don't know if I said this already or not, but what the research says is that in order for ...

A: I have to tell you the TESS. It is scary at first, whenever you read everything but [principal] came in about four times and observed me and her feedback was very constructive and it helped me as an educator grow. I mean she gave some great ideas that I couldn't, I mean, when you're in the midst of everything, you don't get to look in and see, it's like on a game show – how did they not know that answer. You know she gave some great feedback and I really do appreciate it. Because you want to grow. You don't want to stay stagnant. She observed me on some of my

reading and sight words and how I implemented it and how, what helped me, how they were able to lead in the small group. You know, not just me leading. I was able to take it and say "Okay, now it's your turn to say what word". To me that's what, I mean in the morning, I have a different student lead the calendar in the morning time. And that's, to me, what we're supposed to be, leaders, and they're able to teach the routine and.

Q: So, in TESS, a lot of the distinguished categories look for student involvement, so I think, and tell me if I'm wrong. I think what I heard the difference was, in your classroom, which is higher functioning, slightly, on the continuum overall, they were able to lead so you feel like ... Do you feel like you can meet those domains in TESS for distinguished?

A: That's right. Yes. I know how I was able, but I was wondering how [name] would be able. I looked ahead and thought, okay this is what I need to implement to get distinguished.

Do you feel like you can meet those domains in TESS for distinguished?

A: But, let me tell you, the way I implemented [student] leading. She's not verbal, but I had her hold her little Barbie and when it's time to get the reinforcement of the little teeny marshmallows, she put the teeny marshmallows in the Barbie hand and she handed it to the one that had their hand raised. That's implementing them.

Q: I put some information about supervising and working with paraprofessionals in the revised rubric, but I don't think I put enough. When I observed a classroom earlier, every paraprofessional knew exactly where they needed to go, what they needed to do, where they needed to be, and doing it well. Not as well as the teacher was, in terms of prompting and such.

A: I'd rather videotape it and send it to them. I've been doing a lot of videotaping and sending it to parents so they can see what they do. I would like to videotape and send it to the principals, because I don't think it is a true picture. I uploaded two on them doing their sight words as evidence.

General make-up, level, and how that effects...

A: Higher functioning, my PGP is focused more on the academic teaching. And we have behavior too. I just got a kindergartener that was a behavior ... and one kid's can change tone of the whole room. And you know, when you have kids that are low cognitive, it is definite modeling, I mean that modeling behavior. I think that's one reason why kids like that need to be taken out to a calming area so the other kids can stay on task so the other kids don't go out while that student stays and controls the room. I don't, I think the rest of the class suffers. [I] come from Texas, and when we had that kind of behavior, there were behavior specialists in every building. You pushed a button and they came. You continued teaching. You pushed a button, they come, they remove him, you continue teaching. You don't disrupt an entire class that is supposed to be learning and let that child control the classroom. I mean that's not teaching them anything. And, yes, it can be done improperly, but everything can.

IF – Designing student assessments. Do you feel that the TESS ratings, distinguished in particular, does that address how teachers are developing their IEP? We assess for many different reasons. We assess progress on their IEP and to develop an IEP. There is nowhere in TESS that necessarily focuses on the IEP. So, this is one place where IEP and assessment and data could fit. The IEP is not an assessment, but it is a program plan that assessment should be linked to. So, do you think an administrator could make that connection?

A: The IEP is how you measure progress, through their goals. I assess every Monday, but I do it very differently using general academics, but also with the goals and objectives, and behavior. [One] student, he hasn't ran in ten days – that's an assessment. Using data to assess progress and I, of course, have academic assessments that I can print off. Would you be able to reach proficient or distinguished, just looking at the TESS rubric and knowing what you use in terms of your data, your IEP goals, and progress. Or what do you think would limit you from reaching that distinguished. I think what would limit it, I think kids should be able to assess themselves. That to me is the difference between proficient and distinguished, that students should be able to assess themselves. I thought of implementing this next year, of having a chart where they can put a star – look you haven't run all week, or something like that. They should be able to, that's proficient. Kids should be able to assess their own behavior, their own sight words, instead of me standing over them, I mean they're not learning. I feel like I can do that in my classroom. I will. Setting instructional outcomes. Do you think the TESS standard measures what is necessary for designing and IEP and lessons?. Would it be clear for an administrator that this domain could be a measure for an IEP? As you read through that, do you see how that could connect to an IEP and do you think others could make that connection? There is not a measure in TESS for the IEP and that's one of the largest components for special education teacher's job.

A: Right. Let me ask you a question. Do think some of the exits in this district in the 1:10 are leaving based some on this. Because I talked to one, just one, I don't know any other one, and she just said the administration put so much emphasis on this and they're putting a lot of pressure on her. I just wonder if a revised rubric like this would help people stay. Because administrators would better understand the balance.

Behavior Support, Domain 2, which is used when they come in and observe your classroom:

A: It's different when you're in the special ed. I had to learn because I was in general ed and then when they said planned ignoring, I thought I'd actually get counted off for this. I mean finding out why is important. It's an active role. I think that's my biggest, especially after being in the general education class, you come in and they're supposed to be quiet and on-task, and then in a special ed classroom, I would still like them to see order. There's an order in ... I would grade a teacher on how they handled the meltdown. And general ed needs to be graded on, have in their files, what they're doing for the modification.

Case management, procedural safeguards. Do you feel that all you do to manage your students learning is addressed in TESS.

A: No. And there is no time for those things, which is not fair to the kids. Even if we had a floater that comes and relieves so you can go and actually do your planning time.

A: You know I'm a checklist person, so this will help me. You gotta have a rubric so we can measure our growth.

## TRANSCRIPTION OF INTERVIEW 5

Q: Okay. So, basically, you know, you have a general idea about what this is about. But just to cover the basics, it's a semi-structured interview protocol. So there are questions here that you're looking over, but we may go in a different direction, depending on what you're saying. We might not cover all. It just depends on how things are going. And you were selected by what we call a criterion reference sample and then randomly selected from most people that met the criterion, based on the survey responses. And it's just an exploratory interview to look a little more closely at perceptions of different educators from -- in different roles regarding implementing Arkansas TESS and looking at a rubric for the special education indicators. And basically what research tells us is that for teacher evaluation to be meaningful and effective, it should be connected to teacher preparation standards, practice standards, and even advanced practice standards. So that's the model that the indicators are based on for the revised rubric. Because that brings more meaningful professional development and growth for teachers and students. So that's that. You ready?

A: Uh-huh.

Q: So the first question just asks generally, what are your thoughts on TESS as related to evaluation for teachers in general? And then the next few questions go right along with that. So you can kind of look ahead if you want to. They look more closely as whether it's an efficient and effective measure for promoting reflection and growth. And then the third one asks specifically for special education teachers and your experience.

A: That's a loaded question, so ...

Q: Right. Let's start, what are your general thoughts? Doesn't have to be anything, you know, profound, but what do you think about TESS in general?

A: I think I -- in general, for all teachers, for SPED.

Q: For all teachers.

A: I think it's a good standard. There are some really good points to it. There are some things that go along with best practice that everyone should do. But when you look at the specialty areas, I think you really have to stretch to meet those -- those areas in some places.

Q: Okay. And so what track are you on, just --

A: I'm 2B2.

Q: 2B --

A: 2B2 is right before summative.

Q: Right. I see. I have to have my chart in front of me. So basically you're not necessarily observed in all domains or reflecting in all domains, you pick what --

A: We do 2B1 or 2B2, and I think I'm 2B2.

Q: Okay. So after having done this for at least a year, if not two, if you were in the pilot group, do you feel that it's efficient and effective for promoting reflection and growth? Like has it helped you reflect on your teaching and learning or growth, or others that you know?

A: No, I really don't. But then again, it's all on what you put into it. So if you -- if you put the right effort into it, and you have the right mindset, then, sure, absolutely, it will -- you will go back and you will look over your reflection pieces, you will look at your data, you will look at all the components that you need to meet. But if no one is coming in telling you to do those things or -- especially on my track -- if you're only looking at a few indicators, then those really are the only indicators that we're focusing on. Even though we're supposed to be focusing on all of them, you really only focus on those ones that you've put into your goal.

Q: So how did you select your goal?

A: I selected my goal. I selected my goal because of the weakest -- things that I'm weakest on, that I think I need to improve the most.

Q: And then what have you done with that PGP so far? Like have you identified professional development or worked with administrators?

A: You know, the PLC has been the best thing.

Q: What was your goal area? It doesn't have to be exact. Was it like instructional methods or --

A: It was -- I just had it pulled up. It was instruction and creating a functional zoning plan.

Q: Okay.

A: Because with that, it would be easier for me to meet the needs of my students, get the direct instruction, have time to put in the data. And that's what I really needed to improve on.

Q: So you've had like almost monthly professional development on that area?

A: Yes.

Q: Okay. So that was a little off the list of questions. So I threw you for a loop there, but --

A: That's all right.

Q: Okay. So you've kind of already touched on this in terms of evaluating special education teachers. But specifically when you just think about, you know, the class demographics that you have or others that you've talked to, and your specific role, anything you want to add to what you think your thoughts on TESS from that perspective?

A. I think it is harder for an administrator to come in and observe me and try to find what I'm doing and see how it fits into TESS. I think they really had to stretch to see some of the things that we're doing, how does that fit, where does that go in TESS, what she's doing? I know there's a purpose for it, but where does that fit? Such as things like sorting blocks, you know? When an administrator comes in, it might look like we're just playing blocks, we're just playing with blocks, we're playing with some things that are colors, some things that are different sizes, when in actuality you're working on sorting discrimination, ordinal numbers. But to them, they don't know that. And if you've got an administrator who is willing to work with you and say, okay, what were you doing with the blocks? I know there's a purpose for that. Tell me what you're doing with that and why you're doing it, then they can come back in the TESS and make it fit a little better. But for those closed-minded administrators, they just see it as playing with blocks.

Q. Okay. So, just for the purpose of the record, because I may know, but can you describe like what the demographics of your classroom, what the kids --

A. I missed that part of it.

Q. No, that's okay, because, like I said, I know that, but just -- it's kind of clear for me in your answers, but specifically what's the mix level, so on?

A. Three boys, all with autism.

Q. And would you say that's severe and profound or does it -- is it individual levels?

A. I would say two would be on the severe level and one --

Q. One kind of moderate?

A. Sure.

Q. And did they have language?

A. Two are non-verbal, working with assistive technology, Proloquo and PECS. The other is verbal, very verbal.

Q. Okay. And any other general challenges with some of your students, like behavioral?

A. Behavioral. Two attention seeking, one task avoidance.

Q. Very specific.

A. Very cut and dried, those three.

Q. So do you feel like -- since you were talking about having to stretch as some administrators wouldn't have knowledge. So do you feel like they would -- the typical administrator, would understand different strategies you were using or putting in place for behavior?

A. No. Not unless they observed in the classroom, they've been around, they've made an effort to come around and watch you in and out of the classroom. Because what we do in here is quite a bit different than what you do in general in a classroom. You don't talk a student down with autism. You use more visuals. You point, you gesture. Whereas in the general classroom, you talk it out, you try to figure out what's going on verbally. A student with autism, that's just going to overwhelm most of the time. So they need cues, they need something to keep them on track with visual, timings, and that looks very different.

Q. Okay. That actually goes along with a question in here in a minute. I was going to ask you something else about your kids, but that's okay. So you basically have a small classroom in terms of number of students. You have how many --

A. Caucasian, Hispanic.

Q. No, not that kind of -- just what the picture of the classroom is. But you have two instructional assistants?

A. Uh-huh.

Q. So that changes the way that you have to organize and manage?

A. Oh, certainly. One is one-on-one. So you -- basically you've got a one-on-one situation in here right now.

Q. Okay. So, that just gives a picture of all the things you're naming here. Okay. So the next question looks a little more closely at a few -- the next three questions look at some of the specific indicators. Let me just make sure this is still recording. And we don't have to be 100 percent specific. So one question is, looking at the designing assessments and relating that to instructional outcome. So we'll look at what TESS as in that. Another one is looking at behavior support, which we've already touched on a little bit, and the third one is kind of case management. So first in terms of designing student assessments, if we look at 1(f). This is a modified rubric, so it's a little longer. Let's see. So what the general TESS document says is to reach a distinguished in designing student assessment, teacher's plan for student assessment is fully aligned with instructional outcome, clear criteria, and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction. And just in general, looking at that in terms of your students, how do you feel TESS -- or that would be measured in your classroom, and would it be possible to meet that distinguished standard?

A. That's almost impossible to me, it seems like. I don't know that -- I don't know that you could ever truly -- I think you can strive to do this. I don't know that you have enough time in the day to be distinguished like that. And if you are, great for you.

Q. And if we look at --

A. But we do so much of this already. You do informal observations in assessments all day long. And you adapt every day. Every day you see changes. So you adapt, and you either decrease some things, you increase some things, you increase your rigor, you may back off on some things, you may add some things in. You may take some things away. You may fade. You may see that you've been giving too much help. So I think we do this informally every day.

Q. So every day, you're doing things that meet that standard. Is there anything in specific -- or specifically that might be hard to meet? Because, you know, again, it's looking at student contribution to the development of assessments and using the assessment information.

A. And it sounds like what you're saying is you're assessing all day long.

A. And I think about using -- doing this and relating it back to the standard, to every standard that we have for a sixth grader or a seventh grader. For me to be able to be distinguished using a Common Core standard is nearly impossible, because by the time that we get to those -- you scaffold down to those prerequisite skills, it doesn't even look like the standard anymore. So that's why I think it's -- it would be hard to be distinguished.

Q. Okay. So the next question --

A. Does that make sense? That's what I'm thinking when I see this is, I know that's how we're evaluated, that we're also -- when they come in, they're thinking, okay, what standard does this fit? And that's what we are -- that's what we've evaluated on, this Common Core standard and did you meet that distinguished?

Q. And you're telling that's how you're assessing. That makes a lot of sense because, like you said, it's hard for people to see through that outside of that room. So the next one was setting outcomes, which I think your answer will probably be very similar because it is related to what you just said. We don't have to spend a lot of time on it because I know you've got to get going. But it just basically says --

A. It's -- there it is.

Q. So instructional outcome. What TESS are saying to get distinguished, all outcomes represent rigorous and important learning in the discipline, that outcomes are clear, written in the form of student learning, and permit viable methods of assessment of learning. And they reflect only one -- oops, wrong one. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying levels of student. So, I think what you were saying earlier -- and correct me if I'm wrong -- is that when they're coming in and looking at outcomes and for the disciplines --

A. Uh-huh.

Q. -- they're going to make connections to C, to Common Core; right?

A. Right. Because they'll look at my lesson plan to see what -- see what I'm teaching, what Common Core standard it relates to, and then make the evaluation after that. All related to what the Common Core standard is and what they see. And this -- it's almost crazy.

Q. Yes. Now, I'm not going to even quarrel with you on that. That's a really good point.

A. Because it may be done different somewhere else, but that's how it's done here.

Q. Right. And I have heard people say that generally in conversation, but I don't think I've ever really gone that far into looking at it for TESS. Okay. Behavior support. Unless there's anything else you want to add. So behavior support. And CEC -- and if you look on your paper it might help -- I listed three of the standards around question five.

A. Uh-huh.

Q. So their standards for behavior support are related to using behavior change practices that are evidence-based, appropriate to your level of preparation, that they respect individual students. You're using possible behavior support and following local policies and refraining from using aversive techniques or punishment-type techniques, unless it's absolutely vital, and you've tried more positive and less restrictive methods. And then when we look at TESS, one area where behavior management would fit is in 2(d), managing student behavior. So the way that's described -- we're on Page 2. So they get distinguished that what they're looking for in this domain is behavior -- a student's behavior is entirely appropriate, students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring of students behavior is subtle and preventive. Teacher's response to student behavior is sensitive to individual student needs and respects students. So just comparing the two, do you think it's possible or that an administrator would understand the techniques used to -- you said earlier you weren't sure that they would understand the strategies you were using.

A. Right.

Q. If there's anything else you want to add to what you've already said based on what TESS --

A. I have a problem with student behavior is entirely appropriate. What's appropriate here in this sector is so much different than what is appropriate in the general ed population.

Q. Okay. And I think, like I said, we already talked a little bit about the different strategies. So I think that covers -- positive behavior, supportive behavior, and using the aversive techniques and punishment. Anything to add on that reinforcement versus punishment idea?

A. I have a problem with negative. I think everything should be positive. That's in the special ed population and general population. I think kids understand being able to work toward something. I think that works a whole lot better than taking something away. That gives them something to work for rather than once -- if you keep taking things away, then what happens? There's nowhere to go with that. Aversive, I've never known that to be effective. I've never seen that it's effective. And maybe I've just not seen it done correctly, but I just don't --

Q. And aversive doesn't have to mean really bad. That word has a negative connotation. But it's the idea of punishment procedures or, you know, your typical discipline policies of suspension and ISS, but aren't necessarily aversive. So anyway, it's just never known to be effective. I think you covered that.

A. Because we've got repeat offenders in ISS.

Q. Yes. General ed, special ed.

A. If it works so well, then why do they keep coming back?



Q. Okay. The next question looks at case management. And it's a little broader. Okay. So the next one is case management. And CEC standards that are like maintaining accurate student records, ensuring confidentiality is in place, follow appropriate procedural safeguards, and assist the school in doing that. Providing accurate program and student (inaudible) all people involved. And then confidentiality and transition sequences. So in terms of looking at TESS, do you think any of those are really addressed throughout TESS, do you think there's a direct correlation, or kind of hard if you don't look at the whole thing, but generally speaking in TESS, there are a few areas of domains where like (inaudible due to background conversations) maintaining the records. So you can read that over and see if you feel like that matches what CEC is saying, if necessary. If you can give me your general thoughts on data in --

A. I look at that and really see how does that correlate to what I do? I still have to take attendance, I have to take grades, I have to fit things like that, and I still have to do progress reports for special education, take data so I know what to put on those progress reports. So that's the way I see it.

Q. So basically the level of data that you have to do in special education and all the managing information doesn't match what's listed in TESS and what most teachers have to do? Is that kind of what you're saying?

A. Right.

Q. Okay. Okay. So -- and do you feel like there's a need for an ability then, if this is what's measured in TESS, this is what is required in special ed? Does this provide a measure of growth for you in special ed?

A. No. Because our growth is not measured the same way.

Q. Okay. We're almost done. And you -- we already covered number seven. I think there might be something now. It asks for potential limitations -- (inaudible because of alarm) with minimal special ed experience might have. Okay. So, I think you covered that, but there might be something you want to add.

A. Let me look at this. You know, the administrators have been trained to -- trained on TESS, and they've also been trained on Common Core. They get heat from their administrators about meeting every standard in Common Core. And that's what's ingrained in them, that they have to meet Common Core. And everyone has to have access to Common Core and everyone should have a strong rigor. And when you go into the general ed classroom, even the resource and inclusion classes, you can see the correlation. You can see, it's very easy to -- to mark that off on your TESS. Little check sheet. It's there, you can see it. When you get to your self-contained classes, everything is so scaffolded down, and the kids are in such a different level ability-wise, cognitively, that it just does not look the same.

Q. So it would be harder for them to make those connections?

A. Much harder.

Q. Okay. And number eight -- and you might not have even known these exist because a lot of people don't, but on the ADE website and then on the Danielson Group, website, that's who put stuff together, they have something called special education scenarios, and that's their answer to special education questions that they have.

A. Yes. I actually did see that, and I looked through it, not very much because I thought this is a joke. This is really -- someone took this out of a textbook, a very old textbook, and it just does not apply to what we're doing.

Q. Okay.

A. And I didn't go any further. I didn't -- I really probably spent two minutes. Did not want to waste my time. Maybe I should have watched all of it or gone through everything, but I didn't see that it was necessary or beneficial.

Q. Okay. Two more questions, and they're very related. So, number nine asks whether you think a rubric designed for special education teachers that follows the same format and domains as TESS currently, do you think that would be beneficial versus in number 10 where a quality indicators checklist be beneficial in place of a modified rubric. So it's kind of the idea of a checklist to go in a classroom and check off behaviors versus a rubric that's aligned with what everyone else is doing.

A. No, I definitely think the checklist would be better. There are certain things that you need to see in a special education classroom that you're not going to see in a general ed classroom. Just following best practice in a special ed classroom, there are certain things that need to be there. Just like in a general ed, but they look a lot different here. And unless an administrator is familiar with that or knows to look for it --

Q. So what kind of things would you include on that type of TESS? Just generally, doesn't have to be all inclusive, just...

A. The room --

Q. Room arrangement?

A. Thank you. Room arrangement, visuals for the kids, schedules either on the wall, schedules with them, technology for them. Like everyone else, technology.

Q. Okay. And then just looking at -- since we have the example here of the aligned rubric. So, just to give a visual of, okay, so we have what the TESS domain is and then listed specific attributes based on standards that kind of match those areas. And they're broken down into the varying levels. Do you think that is useful or what would be the limitations of using something like this? And you can look at it. I know it's a lot to look at. You don't have to study it right now, if you don't have anything to add to it.

A. I don't think that's hard to meet. It certainly different than what general ed has to do. But maintaining records is maintaining records. You either do or you don't. I think special ed is a little better at getting that information out to the parents.

Q. Okay. So let's just bring it out just a little further. So not necessarily that domain, which is any of the domains looking at the rubric aligned -- the aligned rubric, where you have what the general TESS is, and then below it you have specific things to look for in terms of special ed based on the standards. So -- and it follows the same rubric, the same idea from unsatisfactory to distinguished, different levels of performance based on those standards.

A. So are you asking which one would be easier to meet or --

Q. No. Like this, in terms of a rubric aligned with indicators, that still follows the same model that's in place versus just a checklist. Like, do you think the rubric -- the aligned rubric is useful and manageable in terms of evaluating and keeps a clear connection, or do you feel like the checklist would just be sufficient by itself? Does that make sense?

A. Yes. And I'm still leaning more toward the checklist, because there's so much gray area between special ed and general ed, it's hard to be objective when you're looking at the two different populations. You just -- by human nature, you want to make my classroom look like general ed, because that makes more sense to an administrator, especially an administrator who does not have special ed background. It makes more sense to try to make me fit their mold, and that does not always work.

Q. Okay. So that would be harder for them to see the difference?

A. Right.

Q. That makes a lot of sense. I hadn't thought about it like that. All right. So, I think we're done, unless there's anything else you want to add right now.

## TRANSCRIPTION OF INTERVIEW 6

Q. All right. So, this is a semi-structured interview. And that just means that we might address all the questions or we might skip some questions or go in a different direction based on what you're answering. So you just have a copy. So you can kind of look and if you want to look ahead or start thinking about them. But you were -- the criterion reference simple selected, based on the survey respondents and then did a random sample from those that met the criterion of being self-contained teachers going through TESS. So that's why you're here. Like I said, you can drop out at any time or whatever. If you -- if I end up sending, for some people, I will do what's called a number check, and I'll randomly select people who I have observed and interviewed and type up the summary and e-mail it to you. And, you know, you can make sure that's what you said. And all that kind of stuff. But even if at that point you want to drop out, you can. But it is confidential. So there's no worries about that. So we're further examining the teachers have regarding the implementation of TESS for special education. That is part of the dissertation. Generally speaking, we know that teachers' evaluations to be meaningful, should be connected to the teacher preparation standards, the practice standards, and advance practiced standards, to lead to more meaningful professional development, teacher growth, and then of course student achievement, which is our ultimate goal. So these are just open-ended questions, and if you want to take a minute to look through more of them, you can, or we can just go ahead and jump right in.

A. Just jump right in.

Q. The first three kind of go together. I have found most people kind of answer two and three while they're answering number one. So it's just kind of looking at TESS overall, for evaluation for teachers in general. The second one, you know, asks for a little more detail about whether you think it's beneficial and effective for promoting growth. And the third one connects that to special education teachers. So if you can kind of answer those separately or together whatever you want.

A. I don't think that the TESS is a good measure of how well we do, especially teachers. Because it's looking for a lot of to yourself students. [intercom interruption] As I was saying I don't think I don't think a good measure because our children continue generally show as much growth as the general population does. So, they are just measuring us on their growth, then it's not very accurate. I don't feel. Besides that, most of our children don't take standardized TESS, so you can't really show a measure of where even that is either. So you just have to look at what did they come in with and where are they within a year, what skills and capability. And some of this isn't even academic. Some of our children -- I just had a conference where the mom was amazed that her daughter was independent. That she can go to specials and go to recess and go to the bathroom and do all the things for herself, which she didn't think she could do until she saw her do it here.

Q. That's exciting. I like those meetings.

A. Yeah. She was like I was amazed that she could do these things. I didn't think she could. She said it hurt my heart when I saw her in the lunch room by herself. I thought oh, my gosh. They're ignoring my child. And then I watched, and she was okay. So, yeah. That's not just measured. It's something you can't -- no standardized TESS is going to measure those. Those are the types of growth that we see. And that's why TESS fall short.

Q. That's a good point. We will have to go back and make sure that's clear on the rubric because I know I have mentioned in a few places those functional routines and life skills. That might be a place to add clarity. But back on track again. So you've -- is this your first year with TESS or your second?

A. Second?

Q. What track on you? You are on 2(b) something. That's what most people are on. So you don't have to do, like, the four observations.

A. Huh-uh.

Q. And the full rubric.

A. Huh-uh.

Q. What's your PGP been linked to? What's your goal?

A. Evaluations. And 3(c) and 3(b) whatever those are?

Q. I have to pull up my rubric?

A. Making it fun for the children. More -- engagement. That's what it is. I had to think of the word.

Q. Gotcha.

A. For the other one.

Q. I should have it memorized by now.

A. It was evaluation of engagement. Which I am the world's worst about, you know, doing the before and after data keeping on some of these children, so...

Q. Oh?

A. That's my PGP.

Q. Yeah. I don't know that you would -- you're probably not the world's worst if you're actually thinking about it. Some people don't even think about it, it seems. I'm just getting the rubric out so we can look at it. So do you think the process has been effective for promoting your growth in those areas?

A. Honestly, probably not. I'm pretty stubborn. No, probably it's made me think about -- it's made me think about the evaluations more, and the fact that I need to be doing more, you know, as far as before and after data on doing the subject that I'm teaching the kids. Because we usually do units. So I need to do some many pre and post TESSing. So it's made me think about that more. Engagement? Somewhat. Because it's difficult to get everyone in the classroom engaged in the activities. But I think I've modified a lot more this year to try to make where everybody could be successful.

Q. Well, that's good.

A. Because I have K through 5.

Q. Yeah, I've always wondered how people manage that. K through 5 is a big difference.

A. It is. And what's really sad is my kindergartener is probably more capable than some of my fifth graders. He is very intelligent. So how to keep him challenged and then meet the needs of the older kids who feel like they know more than him but really need to be -- yeah. So it's made me think about those type of things more.

Q. Uh-huh. Good. So in terms of special education teachers specifically, you already talked a little bit about that. But what we didn't kind of note -- well, at least we sort of did. You said you're K through 5. And you're in what type of classroom?

A. One to ten. But I have 12 students.

Q. Okay. And would you say -- what are some of the different disability categories or ranges? You mentioned a little about the different --

A. Autism, OHI, ID. I think that's it.

Q. So you have some focus on academics and some of life skills; okay.

A. Personally, I think I focus on the academics more. It's just I think the management of my classroom leads more to the functional skills. Because my biggest goal for these students is for them to be independent. So whether that's independently working, whether that's going from place to place independently, that's my main -- that's one of my main focuses is for them to have those independent skills. Because when they get out into the real world, they're not going to have somebody holding their hand all the time. So they need to be independent. And I don't necessarily work on that. It's just an expectation. I guess I do in a way, but I don't really think I realize. It's just more what I expect of them.

Q. I never really thought about that. It just kind of has to be because of the number of students you have.

A. Right.

Q. Okay. Yeah. So, I just wanted to get that information so we could tie it to why you felt like it doesn't maybe line up with what is in the TESS evaluation. So, the next couple of questions look at some not necessarily specific connections but some connections between CEC standards and TESS. So we'll just take a few examples. In TESS 1(f), it is designing student assessment. I chose this because it's not one I can really catch in an observation. So we can look at any others if you wanted to, if there are areas that you are kind of focused on. Okay. So designing student assessments. It basically says that, you know, reach distinguished. That the teacher's plan for student assessment is aligned with instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Their assessment methods are for individual students. The approach using formative assessment is well designed and includes student as well as teacher use of the assessment information. Then we use that for future instruction. So that does like go along with your PGP a little bit.

A. Uh-huh.

Q. But if you think about the nature of formative and summative assessments as related to developing an IEP, are there connections there to the IEP? And do you think that administrators or teachers would see that, or just what do you think in general about assessments and the IEP being measured?

A. I think they can be meshed. I don't think that they are now. Because things like TESS is looking at your capabilities in the classroom, and the IEP is the capabilities of the students and what you're working on for them. So somehow it needs to be -- is the teacher directing her lessons or her -- is she working towards the IEP? Is she working towards what she's saying that she expects the children to be able to do? And I don't think that in TESS, that we're looking at that. We're just looking at what is the teacher's capability. And it needs to be okay, yes, can you teach. You know, are you hitting these areas, but also are you actually addressing what needs to be evaluated, if that makes sense.

Q. That makes perfect sense. And that's the second really good insight that I need to make sure that I've addressed in the modified rubric. So you're keeping me on my toes here. I know that there are some CEC standards that I kind of put into some of these areas to try and address that, but I don't know again if I have done that. So the second one just looks at the TESS domain about setting instructional outcomes. So, again, it's just kind of looking at if the TESS standards, if there's a clear connection to those measures for developing an effective IEP. That systematic individualization and using evidence-based practices. So setting instructional outcomes is I think 1(c). And it just kind of looks at -- let me make sure we're still recording. All outcomes represent rigorous and important learning in the discipline, outcomes are clear, written in the form of student learning and permit viable methods of assessment. Reflect several different types of learning. And where appropriate, represent opportunities for coordination and integration, taking into account the individual needs.

A. That's what popped in my head. When an administrator is looking at a general ed teacher, they know what that teacher is supposed to be teaching at that time because of Common Core. So that they have that mindset. Okay. They are supposed to be on this area and looking at this. This is what they are supposed to be teaching. When they walk into our classrooms, they have no idea most of the time what -- because we don't have those set guidelines. We don't have that set curriculum of what we're teaching. So walking in my classroom is going to be totally different than walking into another self-contained teacher's classroom and what we're teaching. And so I think that it's hard to -- for an administrator to look at us and say okay, are they meeting this, can be distinguished, when they have no idea what we're focused on to begin with. You know, they have that small snippet. I do units. So -- and I love science. So most of my units are based around science. Whatever I'm teaching, reading or writing or math, everything is based around. So they need to know, okay, right now, she's working on polar bears and this is how it ties into her IEP. This is what she expects for this student to get and that student to get, and that's something you can't get from TESS. And there's no -- they're sitting down with those previous to that and saying okay. What are your expectations for this classroom? How are you expecting your student to get something out of this unit that you're teaching? So it's just kind of a blind -- a blind evaluation when they come here because they have no idea if we're meeting that goal or not. Are we trying to meet that IEP need for that student? All they can see okay, she's doing this. And, yes, she's addressed this student's issue, and she's addressed that student's issue, but there's no way of knowing whether I'm actually tied -- I could not have it tied into anybody's IEP and they wouldn't have a clue. So is there a way for that to be...

Q. No. That makes perfect sense. It's another really good point. So do you think the preconference helps with that or doesn't help with that?

A. I think the preconference would help with that. If, they -- you know, I think it would because it might mean more work for me, and it might mean way more work for the administrator. But when they walk into my classroom, they would know, okay, I'm teaching -- another thing we did was we did insects. She's teaching insects, and this is what she's going to be teaching on. And this is how it ties into this person and this, you know, all the IEPs. So they can see am I actually meeting those needs? Am I actually a distinguished? Because I'm never going to get distinguished the way it is, you know, because they have no clue am I actually meeting those needs. And my distinguished is not going to be the same as a general ed teacher's distinguished because I don't have a lot of students that are going to be doing a lot of questioning and brainstorming on their own, and problem-solving on their own, without me modifying the work and pushing them and questioning them. My distinguished is going to look different than a regular teacher's.

Q. So have you had pre and post conferences? In 2(b) I don't think you necessarily have to.

A. Yeah, you don't have to.

Q. Okay.

A. I'm going into this detail. I think they need to be, you know?

Q. I'm going to add that in case something happened with the recording?

A. It just needs to be maybe a quick, okay, what are you working on, what are you expecting from this? You know what, address, I try to change it every year because I have same students. But I don't want them to study insects next year just because I have three more students. I have to think of something else. I try to change it up, but then I still want them to have...

Q. That's really another interesting point. You're giving me a lot more work to do now. I'm just kidding. Okay.

A. It's a question.

Q. No, no. That's perfect. That's the whole point of an interview like this. Making sure we're still recording. Looks good. So the next question, and, again, you can address it however you want because you worded it not related as opposed to perfectly related. The next one looks at behavior supports. CEC has four, actually has several specific standards for performance in terms of behavior support and management. And so now I'm just trying to see if there are any connections from TESS Domain 2, which is the classroom environment, specifically 2(d), which is managing student behavior. So if you just want to look at these three indicators that I've listed, using evidence-based behavior change practice, using positive behavior supports and refraining from the use of aversive techniques, and I will find 2(d) here. 2(d) is just student behavior is entirely appropriate, students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive teacher's response to student misbehavior is sensitive to individual student needs and respects students.

A. I don't put a lot of faith in my students' monitoring behavior just because of their disability. I don't think they intrinsically have that capability a lot of times. If you point it out to them -- for instance, I will have a student that will try to hit me occasionally. And so I'll just ask him. Do you want me to hit you? And he's like no. So why do you think I want you to hit me? Oh. So you have to put it on, you know, make it reflective of them. If they don't like it, why would I like it? But they don't have that intrinsic ability to say well, I don't like being hit. So, therefore, I should not hit other people. I mean that's just not -- that capability is not there at this point in time. And also a lot of teachers -- and I found, you know, we have that one, two, three, you get three chances. That's not enough time with my kids because it takes them to three to realize that I mean business and that they need to calm down. So I give them -- we count to five. And by five, they realize that okay. One minute. This is what I'm doing wrong. I need to change it. And then by five, they usually have changed it. But if I just do to three, and then get onto them, they don't know why they're gotten onto because it would take them that long to figure out what they were doing wrong to begin with. So some of these it doesn't fit because the types of disability and the processing that the kids have, and the delays and, you know? I try to be very positive and bring out the positive. Oh, I really like the way X is sitting on the carpet. And then you have five

kids running to carpet, even though they might have been squirreling all over the room five minutes ago. So if you make it, you know, oh, Joe just really had a terrific idea. He's really thinking about this problem. And all of rest of them want that praise. They all start thinking maybe I could be answering the questions. So the more positive you make it, the better it is. But you have to make it positive in a way that the kids can have that kind of time to process and have that time to think. And I, you know, just because a child is dancing around my room doesn't mean that they're not working. It doesn't mean that they aren't on task. They may not look like to someone else that walks, but that may be what that child needs to be able to focus on what I'm doing. So if somebody walks in and says oh, her classroom management stinks because she has a child dancing around the back of the room. She has one over here bouncing on the ball, that's not true. Because that's what those children need to be able to stay focused, to not be in trouble, and, you know, to listen to the lesson. So I don't think that it's effective for us.

Q. Your standards would be slightly different.

A. Uh-huh, I think so because...

Q. Your expectation of how things run?

A. Right. That's not -- it can be different in a general education classroom. But in our classroom, you know, it needs to be taken into consideration with disabilities that we deal with and how those children react, and what works for them. So classroom management looks, I think, a little bit different for us than it does for other teachers.

Q. Okay. Those are really good examples that you gave. I don't think I've gotten that much detail yet. So I'm excited. This is really good. So if it's taking longer, sorry. Tell me if you have to stop. The next one talks about case management and where that might be addressed through TESS. And it's not really looking at any specific standards in TESS. But if you look in -- there are several CEC standards relating to it. Do you feel like that is addressed or could be addressed anywhere in TESS that you're aware of? Or how do you feel like that, as this being a part of the job?

A. I don't know of where it would fit into TESS. But as far as if they -- a TESS is written specifically for special ed teachers, that needs to be addressed, I think. Because we try so hard to maintain confidentiality that, you know, you know people in the district and I know people in the district that I know about kids that I've never even had. And I shouldn't know that information. So...

Q. Uh-huh.

A. In some way, you just know, you know? You kind of figure out who the child is from what they're talking about. I think that probably does need to be addressed somehow. And then transitioning, what they make me think of as transitioning between -- I know it's not exactly the same. Transitioning between schools, we -- and it's maybe it's me, that I haven't worked on it that hard, but I think as a district, we don't do well with transitioning from one school to the next and making the kids be successful when they leave our school. You know, they could have been really successful for me, and they go to another school and the teacher is wondering, you know, why -- surely, you know, you are not telling the truth on this paperwork. Really what it needs to be is we need to sit down and say, you know, this worked for me. This is how I handle this behavior, you know, try this. You know, you can't do this because that's going to set him off. If that's the kind of information that's handed across early on, then that would save some problems for the child and the teachers when they move from one school to the next.

Q. So if we had some kind of accountability like in an evaluation, people would do it.

A. Uh-huh.

Q. And that's the way I read the transition piece, too. Because transitions are throughout. You know, dealing with all the pre-K conferences. I don't know how you guys manage that. It's hard. It's hard when you -- it's hard to -- and it's hard to write an IEP. This is not an IEP, but it's hard to write an IEP for an incoming child you've never seen. You've seen them. That's it. You've never interacted with them.

A. Right. So that's the same when a child moves from me to middle school is they might have seen them, but they never interacted with them. Yes, they may be perfectly fine with me and they may be calm, but how are they going to interact with that person? And if we don't have a chance to discuss what works, then that child is going to have a horrible year until the teacher -- and teacher may too, until they realize what works and doesn't work.

Q. I talked to someone else recently about someone going from middle school to junior high, and if they could just have like a few days or a few mornings and afternoons where they just went into that classroom now at the end year, so everyone gets to --

A. I think what I want from my students here is they are so independent here. They go out with their own classroom. And the middle school that they transitioning to, they never go out with the regular class. So that is going to be different for these kids. Totally independent.

Q. Used to doing that.

A. Uh-huh. They had food in the regular classroom. Their friends come and get them, their friends come and eat with them at lunch, play with them at recess. So for them to go from that environment of where I've expected them to be associated with everybody, and to be included, into going back where they're not included, that's going to be very -- that's -- behavior is going to come back out on those children because they're not going to be able to have that outlet of being with their friends.

Q. We're going to have to talk about that later because we have to make sure that doesn't happen when they get out. Talk about that. Seriously. Because that does bother me. And I think, like you were kind of saying along the way, that different -- well, you focus on that independence, and letting, having them be able to do things on their own, and not every self-contained teacher does. So the middle school teacher getting kids from different schools doesn't realize the different levels and -- yeah. So, we'll have to make that work. Okay. Number 7. And a lot of people haven't -- oh, wait. Number 7 is -- you already addressed a little bit, but if there is anything else you want to add into limitations an administrator might have if they don't have that special ed experience. You've covered that almost every time.

A. Right. No, I don't think I have anything to add.

Q. And then Number 8, a lot of people don't realize these exist. So we are getting that knowledge. The special education scenarios, they were created by the Danielson Group who created the TESS rubric. And they are on the ADE website and they're also on the Danielson group website. And they're just called the special education scenarios.

A. Which I didn't know that we had. I can't answer questions. I didn't know we had them.

Q. If you look at them and want to let me know what you think of them, let me know. But because I'm just curious on getting feedback on that. Like I said, most people didn't even know they were there. Administrators didn't either. And so you're not alone in that, but they are there. Number 9. Just in your opinion 9 and 10 are very similar. Nine looks more at a rubric designed for special education teachers that domains within TESS. And number 10 kind of asks more for the checklist type thing. Where you're going into a classroom and just look to see certain things are in place, and somehow connected.

A. To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two her (inaudible) resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial.

Q. Okay.

A. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.

Q. That's another good point. My goodness you just are full of good ideas.

A. I am very tired. I'm surprised that anything good is coming out of my head. Believe me. I am so worn out.

Q. Okay. That's really all the questions for today. The other questions are more specific to the aligned rubric. I'm not really -- I haven't been asking those because it's more kind of a follow-up thing. And I haven't gone through and looked specifically at another rubric. So from the 10 teachers that I've gone in and observed and evaluated, I put in to be randomly selecting from those, and then either e-mailing or talking on the phone or meeting somewhere to look at the rubric.

A. Okay.

Q. And how it was in their classroom. Just so you know, I said you are welcome to say no, and I don't know...

A. Uh-huh.

Q. But. All right. Did you have any other questions?

A. Huh-uh. Q. No? I'm going to stop this then.

## TRANSCRIPTION OF INTERVIEW 7

Q. Basic information. And it's a semi-structured interview. So we might answer all these questions, we might go in a different direction, but if you don't -- don't worry if you don't --

A. Okay.

Q. -- know how to answer one, we'll just skip it. There's a few on there that are kind of hard to answer. But the general idea behind it is that for a teacher evaluation to be meaningful to the teacher and help with professional growth, it should be connected to teacher prep standards and general practice standards, and advanced practice standards. So that's kind of the goal I was shooting for when I made the rubric. And there are a few questions that will look at the rubric a little more closely. But the first three questions, pretty much everyone has answered together, because the first one is just asking you to -- just your general thoughts on TESS as far as evaluation for any teacher. And the second one is looking at TESS for a year or more, just do you think it's efficient and effective for promoting growth and reflection. And the third one is specific to special ed. So answer them individually or all together.

A. Okay. So I think TESS is good, or some form of TESS is good, because I think we need to be evaluated and give feedback on how we're doing and what we can do better, what we can change. My experience has been -- I know nothing about TESS because I've never even been evaluated. And my TESS evaluator gives about two seconds of her time and says, here, do this and tag this. So it's all been kind of pushed to the background. So for me, I don't feel it's effective because I don't know what I'm doing, because I haven't been informed. But I don't know how that would be with other people who have TESS evaluators that have helped them. sure it could be effective. I think all teachers need some form of rating, as well as administrators, for positive/negative change feedback.

Q. Awesome. I think that's very important, right. You're not the only one that has said that either. Is this your first year or second year? Did you guys do a pilot year with TESS?

A. I don't know.

Q. Okay. Do you know what track you're on?

A. 2(b).

Q. 2(b). Do you know what area you chose for your PGP?

A. Like I think I have A 3(c), a 2(c), a 1(c), and a 1(a). I can look it up. I don't really know.

Q. Oh, no, you don't have to look it up. Generally, was it like engagement or instruction? 2(c) and 2(e) are --

A. I think 2(b) is the track I'm on. Is that right? I don't know.

Q. Yeah, that would be the track.

A. 2(b)(1) or 2 maybe. I'm a --

Q. 2(c) is management and procedure.

A. I think that's what it was.

Q. It's not that important.

A. I think it was an (e), something, a 1(e)? Is there a 1(e)?

Q. That one is -- all right. I think it's student outcomes but --

A. Yeah, I think it was. Yeah, I think it was that, classroom procedure and student outcome because of behaviors.

Q. Okay. 1(e) is designing coherent instruction.

A. Oh, okay.

Q. Student outcomes is another one, though, that we actually look at. All right. And just to have some specifics about your classrooms. So you're a self-contained teacher?

A. Yes.

Q. 1 to 15. So how would you describe like the type of students that's in your class?

A. Like an average student is reading at about a first grade level. Their math skills, some are at below first grade, some are up to about third grade level. I'm not PC. So they look normal and they open their mouth and you're like why are you saying something that a first grader would say? A lot of them that we deal with don't have parent support. And they don't have a lot of the soft skills, like how to enter a classroom and not "I'm here" in the middle of a test. Or just saying please and thank you, waiting their turn. We have a few students with autism, ID kids, and we have one or two SLD kids, couple of OHI, hearing impaired, vision impaired.

Q. So you got the whole range, basically?

A. And ED, yeah.

Q. And what do you teach?

A. English and job skills.

Q. English and job skills. And this is high school?

A. Yes, 10 through 12.

Q. All right. That will just help compare the difference between grade level. Okay. The next few questions look a little more closely at TESS and CEC standards. So, we don't have to get into a lot of detail, but if we look at TESS 1(f), it's designing students assessments. And to get a distinguished, I'll just read that generally, but "Teacher's plan for student assessment is fully aligned with instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodology have been adapted for original students. The approach to using formative assessment is well designed and includes student as well as teacher use of assessment information, and use the results of plan for instruction. Just in general, given that in TESS, there's nothing specific to IEP development or looking at the individual student plan, that's one area that it seemed like it could fit. And what are your general thoughts on that, as far as an administrator or a teacher seeing those connections?

A. You mean that would be a good goal, TESS goal, is what you're saying? I might not understand.

Q. Yeah. Well, just any -- whatever you think about, like would that work for IEP, if someone could make that connection?

A. Yes. And it would -- yes, it would be based on each individual student. So they'd have to plan for each individual student's assessment, and each -- and the instructional outcome may be different from Johnny to Susie.

Q. Do you think an administrator and/or teacher would make that connection to the IEP, just looking at that standard by itself?

A. You mean if they're --

Q. If they're evaluating a professional or a teacher?

A. I don't think -- I think the special ed teacher could. I don't think a regular teacher looking in that doesn't have any experience with special education would know, because they're -- I know we have teachers that say, well, you're doing such easy work, or it looks easy for the typical high school student, but for our students, it's not easy.

Q. Okay. That is a good example. All right. So the next one is setting instructional outcomes. And does that -- kind of the same idea. Do you think there's any way to connect that to developing an IEP, systematic individualization using evidence of --

A. I think it would be great for individualization because you want to instruct, you like, like each individual needs a different instructional outcome. So Susie might need to learn just her basic math facts where Johnny knows how to do his math facts, but he's going to need more help on the checkbook. Is that --

Q. Yeah. And the standard itself -- I've got to check and make sure we're still recording -- okay. All outcomes represent rigorous and important learning in the discipline, they're clear, written in the form of student learning and permit viable methods of assessment.

A. And each student is going to have different rigor.

Q. Uh-huh. Okay. All right. The next question looks at behavior support. And the CEC has -- well, they have several. I wrote four and then put three in there. But what CEC expects is that the special education teacher would only use behavior change practices that are evidence based, appropriate to their preparation and so on. They support the use of positive behavior supports and refrain from using aversive techniques. And you can read them to get more specific detail. But if we -- one place where that could be connected is in 2(d), managing student behavior, which states that student behavior is entirely appropriate, students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring a student behavior is subtle and preventative, and response to student misbehavior is sensitive to individual needs. So, are there any clear connections to --

A. I think that would be a good one for special education teachers, depending on the level of students they teach. Because I know we have some behavior students thrown into our mix. However, I will say to use evidence based, I mean sometimes you fly by the seat of your pants to figure out -- I mean, all of a sudden a new behavior shows up that you've never seen, and you can have all the training in the world.

Q. And you just do what comes naturally?

A. You've got to do what comes naturally to protect you and the kid.

Q. Yes. And do you think a special ed teacher could easily reach distinguished --

A. Yes.

Q. -- given the way that it's worded?

A. Well, it depends on when somebody's observing the classroom and what the mood of the day is. I mean, you know, you can have -- I mean sets the whole student's mood off, the whole classroom off. So if someone is observing during that time --

Q. They might know --

A. Yeah. And they might not see, you know, Susie's behavior has improved from when the random bell went off at the beginning of the year to where they are in January. Because we have a kid now, I mean, his behavior is like so drastically improved, he's great, or we have some teachers that think he's still like the most misbehaved young man ever. But if you look at where he started and where he is now, he's completely changed. Like his behavior is completely changed. And someone that doesn't necessarily come and observe your classroom that often might not see that.

Q. That's another good example. Okay. Number six just talks in general about case management and the CEC standards and expectations for case management, being maintaining of accurate student records, confidentiality and safe -- procedural safeguards are followed, provide accurate data, and planning for transition sequences. So with your -- what knowledge you do have of TESS and some of that may fit into domain four and professionalism and all those things, do you think there's any accountability for special ed teachers in terms of case management and TESS?

A. Do I feel --

Q. Feel like TESS holds teachers accountable for the responsibility of --

A. I don't think it's TESS that would make me be held accountable. I think it's more, that's when I -- I mean, I knew when I went in -- you know, you take classes in college, and when you sign up to be a special ed teacher, I mean, you know you have to be confidential about things, you know you have to keep everything under lock. I mean, I don't -- I did that before TESS. I don't think TESS has changed in how I've --

Q. So it wouldn't like refocus you into that for an area of growth or reflection?

A. The only way it would is if I were being like, oh, this is an easy one to do, let me pick this domain because I know I can do that distinguishably.

Q. That's true, too. Okay.

A. Sorry. Sorry.

Q. No, that's really good. Okay. So number seven, you've kind of indirectly addressed but just, if you had an administrator that had little to no special education experience, would they be able to make connections between CEC standard of practice and TESS, or you know --

A. I think it could be really complicated for them to do because, I mean, walking into any classroom anymore are different. You don't see them just sitting in their desk military style, most of them. But in -- I mean, in -- we have -- they could come into our room and see this group working on sight words and this group working on small passages and this group. And then if they don't know what's going on, if they don't know the kids, and they don't know where they started, and they don't have the background, it's going to be really hard for them, I feel, to give a good evaluation on how the classroom's doing.

Q. Okay. Just trying to get that down. I can't write fast enough.

A. Should have done shorthand.

Q. Me, too. You might not -- most people didn't even know these existed, but on the ADE website and on the Danielson Group website, there are special education scenarios, which is kind of their answer to why there's not a specialized rubric for special ed, even though there's one for ESL and all those other areas. So if you have seen those, do you have any thoughts?

A. I have not.

Q. Many administrators -- I don't think teachers or administrators really know that they're even there. But it's their answer to all the questions.

A. Oh, okay.

Q. So if you ever want to look at them. And if you do look at them, you can let me know what you think, if they help.

A. Got it.

Q. But no worries. The last two go together really. One is just -- number nine asks if you think rubric designed for special education teachers that follows the format and domains of TESS would benefit administrators, teachers, or students? And number 10, do you think kind of a quality indicators checklist might be an official instead of a whole --

A. So instead of like the TESS rubric that we have now, a modified one for us?

Q. Yes. So it would look something like this. So we just looked briefly at some of the standards, but what I've done is go underneath and pull the CEC standards and kind of break them down on a continuum that relate to those areas versus (inaudible).

A. Yes, I do. And I think -- I really think -- I think we keep -- yes, because I feel like --

Q. And you can look at other domains.

A. Well, I feel like some of our teachers are just doing the bear minimum, which I know that, you know, that's their prerogative. But I feel that they should be scored on that as well, and they should have to reflect on why they're doing just the basic minimum. And then when they complain about our students, they can reflect and say, well, look, I'm only doing the minimum, I'm not doing the distinguished, no wonder my kids are misbehaving, that way. But it doesn't make sense on all of the TESS stuff because it isn't all geared.

Q. And so TESS by itself isn't specific enough for special ed?

A. Yes. And we have different areas I think we need to focus on, special ed.

Q. What do you think some of those would be? Like what are some things you think in general special ed --

A. Definitely behavior. I think that -- I mean, I don't know if it's even in here. I don't know much about TESS. But just like how we talk to our students, like tone of voice, how we approach. Like maybe our approach to the students.

Q. Uh-huh.

A. And that could be tied in with behavior, too, because when you have a behavior --

Q. I had an elementary -- well, actually a speech path, not for this, but we had that same conversation today, that they wanted help designing actually a staff, whole staff professional development on how to interact with kids, effective behavior management.

A. Yeah. And just -- and also I think -- maybe in TESS for the regular teachers because at least, you know, you had to take one special ed class, and I don't know what it went over, but didn't go through that program. But if you are a regular teacher, you have to go through one special ed class, and that would tell you all about special ed. Well, I had a teacher call today that was kind of nasty about failing a kid, like can I even fail this kid? And I'm like, you can fail a special ed kid. However, are you making all accommodations or modifications? If the kid's sitting there doing nothing, I get it. But, I mean, maybe even have him test for the regular ed teachers, a component of special ed for them --

Q. That's a good point.

A. -- to work on.

Q. And there are some places in TESS that talk about individualizing for students, but they don't talk about how and --

A. And we need to remember there isn't always equal. So yes, yes, you're making the kid take a test today, and, yes, you're making a regular ed kid do this three-page back and front test. And you might just have pictures and a couple of questions for the SPED kid. Yes, they look different. Yes, this one seems harder, but theirs isn't always equal. And this kid, when you got the pictures and everything else, that test is still hard for him. It's not easy for him like you may think because -- I don't know how to word that.

Q. No, that's a good point, because that level of -- that's something someone else mentioned. You know, there's nothing in TESS that gets to the level of scaffolding and modifications that are really necessary. And even in the aligned rubric, I didn't highlight that fact because it was kind of addressed but not really. So that's something to focus on. Okay. So then number 10 is, do you feel just a checklist, so keep the rubric as it is but maybe give a quality indicators checklist or something. Do you think that might be --

A. I think the simplest -- it's not simple because I know for me this is so -- like with the -- this, to me, is I need modifications as well. Like this is too much. I need pictures.

Q. Yeah.

A. I think they -- I think they spend so much time making things look pretty and sounding fancy, they don't -- I mean, just -- what is it, just shoot from the hip? Just do it simple. Why make something more complicated? I mean, do we really need all of this to say that a teacher is distinguished? Isn't there something like -- can it be on a page, and you just answer something? I don't know. Why is it so complicated and wordy?

Q. It is. And it's even wordier when you go and make connections for special ed, because monitoring and all those things. So that's exactly why I'm asking the question.

A. Yeah, I don't like -- and this, to me, my brain doesn't function. Like I don't want to -- you know, when you start back at the beginning of the year and they say, oh, test this, and they give you all this new stuff. Like why for teachers, if we know our kids -- I mean, I know we need to be able to be critical thinkers, but why do they keep giving us more things that are so complex, and they keep piling it up, and then we start losing good teachers and we wonder why.

Q. Yes. Someone else said that, too.

A. The kids like that, keep it simple, stupid.

Q. I never heard that. I'm writing that down.

A. You haven't?

Q. No.

A. That's my favorite thing to tell them, keep it simple, stupid. It's the KISS method.

Q. That's really all the questions. The other questions that are on that list are more about -- for someone that looks more closely at the rubric, and we're not at that point.

A. Okay. Good. So this is what you decided to do your doctorate on?

Q. Uh-huh. So what I need you to do. (Tape ended.)

## TRANSCRIPTION OF INTERVIEW 8-

Q. These are the interview questions. You can take a minute to look over them if you want. But while -- before you get too far, it's a semi-structured interview, which just means that we might ask all these questions as they are, we might go in a different direction if something leads us that way. But I'm not really good at going off script. But basically what you say will help guide the direction.

A. Okay.

Q. And you were selected randomly from a group of people who said that they would be willing to participate, and then based on certain criterion, like whether you're a self-contained teacher. That was the big criterion. Random selection from that group of self-contained teachers. And it's just to further examine what teachers and administrators think of TESS related to special educators. And then, generally speaking, one of the reasons I'm like doing this for my dissertation is because teacher evaluation, what all the research shows that to be meaningful needs to be connected to teacher preparation standards and then practice standards and advanced practice standards. And that leads to more meaningful professional development and teacher growth and students' achievement and all that good stuff. So I wanted to look at TESS in terms of does that meet that standard and what can we do to support it. And that's kind of what the questions focus on.

A. Okay.

Q. And if you don't feel like you can answer a specific question, like you don't have enough information, that is fine. Don't worry about that. These aren't the best designed questions. But anyways, that's where we are. The first three kind of go together. Most people have pretty much answered them together. So you can do it either separate or together, however you want. But the first one just asks about your general thoughts about TESS as related to evaluation for teachers. The second one is, after your first or second year, some people are in second year, do you feel that TESS is efficient and effective measure for promoting that reflection and growth? And the third question looks at specifically the special education teachers and that connection we have. So you can answer those however you want. You can see why some people just kind of answered it all in one. So what do you think about TESS?

A. I do not like it.

Q. Okay.

A. Just straight up, I don't.

Q. Do you like it for general ed teachers? Do you think it's a good measure, or --

A. I really don't. And it goes to -- one of the things is, part of number two, it's so inefficient. And on paper -- and when you say, oh, just all you have to do is upload your documents, well, okay, you have to upload them here into your E portfolio, and then over here, and then you have to tag them, and then you have to do this. And, you know, maybe if it was one upload into this area, one upload into this area, it would be more efficient. But the way it's set up, there's too much and it's redundant part of it. Upload here, upload again, now let me tag you. And I really do not like it. I would have rather stuck my stuff in a notebook and wrote reflection on each one of them. I think I could have been more efficient at that and less frustration.

Q. So that's the Bloomboard part of TESS?

A. Yes.

Q. So Bloomboard, just for purposes of this, even though I kind of know, Bloomboard is the electronic basically an electronic (inaudible).

A. Yes.

Q. So that's what you're referring to? And you have to tag things by domain; is that right?

A. You tag people in them. You have to go in and label them by domain. You can't even like shoot your documentation into the domain. You have to go back and rename everything as well.

Q. My goodness. Okay. And do you have to do that for every sub domain in the TESS? Do you have to (inaudible)?

A. Yes. Depending on your track, yes.

Q. What track were you on?

A. The one where you have to put something in everything. There's --

Q. So like the new teacher track one type thing, the new --

A. Rhonda and I are doing the same one.

Q. Oh, okay. It's probably 2(a) or 2(b).

A. Uh-huh. And my -- my goals were to incorporate my paras more and kind of be a better leader to my paras. Well, there's no staff development that supports that, you know? And financially I can't go out and buy my own staff development. The district's not going to pay for it. So how am I supposed to show growth without training and, you know, things like that? And if you're -- if the district doesn't back you up on things, then there's nothing you can do, and you continue to struggle in that area.

Q. So when you say the district doesn't back you up, do you mean like back you up in terms of trying to organize things for your staff more or professional development?

A. Well, like disciplinary procedures or expectations for my paras, things like that.

Q. Okay.

A. You know, I mean, it's just another timesheet and that's, you know, you kind of get with -- you know, the best you can. That's not okay when it comes to our kids because they need the best.

Q. Yes. So paras themselves don't have any kind of accountability?

A. No.

Q. And then you don't have any accountability for --

A. If I showed up at 9 o'clock, 9:30, 10:00 every day and missed every Monday, I don't think I would have a job.

Q. No.

A. Or if I stay and said, oh, I'm working till 4:30, even though there's no kids here, I'll work until 5:00. No kids here, but I'm going to clock out, then I wouldn't have a job. That's that.

Q. Yes, it is.

A. So, I mean, it's hard for me to feel like I've successfully met my goals when I've had no support whatsoever, you know. I mean -- and I don't think it's necessarily, well, we're not supporting you, it's just as a whole, there's no staff development because staff development is never special ed, it's general ed.

Q. So, will your building pay for you to go for training since it's related to professional career?

A. I don't know that. I've honestly never known of a training that helped me be a better, stronger personality in that area. I don't know. I honestly don't know.

Q. Okay.

A. Okay. You know, I read online a lot about things like that, you know, Pinterest, there's nothing on the in board, nothing. So but --

Q. Bloomboard has the training.

A. Nothing that pertains to special ed or you have to pay for it. I'm a single-income family. I'm not paying for it. That money goes to other things.

Q. Okay.

A. And I'm poor, so...

Q. I had forgotten that -- not done. Money. Okay. Let me make sure we're still recording. Yes, we are. Okay. Trying to move on because you probably have to be somewhere. Do you have to be somewhere?

A. No, I'm just waiting on those people to call me.

Q. We can pause or whatever. And so in terms of your classroom, just to get to some background. So you're a one two -- you have students that are in the one to six to 1 to 10 range. How many students do you have?

A. This year I have 12, I believe.

Q. How many paraprofessionals are in your room?

A. I have one full time, and I have one who is a one-on-one that has attendance issues. And there's always a lack of a sub. And I have a student who has a one-on-one in his IEP, but the district did not approve that. So we've never hired anyone, and we just kind of fill in with whoever.

Q. Okay. So using aides from other classrooms and stuff?

A. Uh-huh. So if we -- it's just you and I and we have someone that needs a diaper change, either you do them alone, which, you know, fortunately, Jill and I are pretty good at it, and we don't need help, or two people leave the room and who's going to watch the kids?

A. So...

Q. So given that you mentioned diaper change, the general -- I know there's always a range, especially in special ed classrooms, but the general type of student in your classroom, what level of supports do they need with personal care and academic and what is your focus?

A. I really focus on academics with mine, functional academics, and academics as far as -- they -- all of them but maybe two or three don't need someone to sit right there with them, you know, to -- to completely facilitate the learning. The other ones, you have to sit right there with them. I mean, you do. And then as far as -- I only have one this year -- no, I had two in diapers, one tube fed, and one, you know, you had to kind of sit there and help him eat and stuff. Next year will be totally different.

Q. How so?

A. I will have four wheelchairs and four students who need assistance eating and toileting issues.

Q. So since we weren't able to get an observation in your classroom, let me just ask generally what -- how you go about providing that instruction? Like do you do whole group instruction, several small groups, one-to-one, how do you --

A. Usually it's small group, because of the different levels of the kids. The assistant that's working inconsistently here, you know, it's kind of scary to assign her something because --

Q. She might --

A. -- not be here, and that's where this kid's at. And with TESS, and me being on my computer so much here lately, it's been Ms. Jill doing it all, because by the time I get finished with IEP, portfolio -- not park, but the other one that we just did --

Q. Mixing?

A. Mixing it in TESS, yes. Then it's Miss Jill, and as much as I late it, you know, we'll -- everybody gets a little packet, and Miss Jill stands up, and we do it together, you know? We write stuff on the board and talk about, you know, whatever the lesson is that day. I try to have the non-verbal kids have a switch, so they can participate. But time limit, I don't always get that done.

Q. Okay. For your non-verbal kids, what kind of -- this isn't on there either. This could have come from observation. Do you have different types of assistive technology that you use? You have the switch, and then do any of them use PECS or any other assigned --

A. I use PECS with one. He's verbal, but I use PECS with him just because he needs those visual cues. One kid, he will not, instead but if you show him a picture or give him a choice, it's more accurate than his nods. And then one who uses the switch for everything, or eye gaze.

Q. Okay. All right. And what kind of instructional strategies do you generally use with your kiddos? Like do you have any specific strategies that you use to provide instruction or do you use direct instruction and --

A. Pretty much direct, just because -- when we're doing like social time, we're learning to play games. So it's hard to do, learn the play games while you're trying to learn a lesson, you know, things like that. Once they get those lower skills, we take for granted they're going to play a game. Then we can incorporate lessons into it, like manners games and money games, or things like that.

Q. Okay.

A. And they like to play the bomb game where you ask -- they can plan that, where you ask the questions and pick them off the board and they blow up the bomb.

Q. Okay.

A. And hang man. They got hang man. So our vocabulary words, we can do hang man.

Q. That's cool. Okay. Back to the questions. We got a little off track. The next couple of questions look at TESS as compared to CEC standards. And these are the ones that aren't really the best worded questions. But I will just show you in TESS, there is 1(f) which says -- (e), there's (f). And it's focusing on developing student assessment to get a distinguished -- to get a distinguished teacher's plan for student assessment is fully aligned with the instructional outcome with clear criterion standards, show evidence of student contribution to their development assessment methodologies have been adapted for individual students as needed the approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use the assessment results to plan for future instruction of individual students. So two things to think about in that. One, just generally speaking, do you feel a special education teacher in a setting such as you would be able to reach distinguished based on that? And, two, are there any implications for relating it to the development of an IEP in here, and how clear would that be to the average person? Does that make sense? Do you think a special ed teacher and a self-contained teacher based on that 11 --

A. Yes, I think they could because we have our transition assessment, because we're preparing them at this point, you know, to go from school to adulthood, work, or whatever, we try to get them ready for work. We have classroom-based assessments that kind of address our functional skills, and, of course, their three-year eval, you know, that we keep up on. When we do our IEPs every six weeks, we're checking up on percentages and stuff like that. We have portfolio, which is here -- I don't know if I really think it's an accurate assessment. I think it grades us more on how we put it together than it does the kids. But as far as the formative assessment, that's all day, every day.

Q. Uh-huh.

A. I mean, everything we do is a task analysis. And we, you know, from brushing our teeth to following a recipe, you know, wait, you didn't put your toothpaste on, it's a constant formative. So I mean, that's -- we always would be distinguished in that.

Q. That's a good thing.

A. And we should.

Q. So -- and do you feel like that student contribution to their development, to the development of the assessment and student use of assessment information? I mean, I think you described to me in terms of a formative assessment and task analysis, but the student contribution, do you feel like your students are able to contribute to the development of the assessment?

A. No.

Q. But indirectly, I think is what you were --

A. Yeah, indirectly. But I mean, the state pretty much sets the, you know, the majority of what we do, state sets it. Our -- I have like little teacher -- I mean, student assessment sheets with smiley faces, striped face, a frowny face, you know, I did good, I did okay, I did bad. And sometimes when we do different activities, you know, I'll have them look at that, how do you think you did, or I'll give them a sheet, you know, check off, did you put your toothpaste on your toothbrush, did you wet your toothbrush, did you do that, did you do this, you know, and they have to self-assess on that. But I don't know how much --

Q. That is so cool that you do that.

A. But I don't know how much that means they're included, but they are self-assessing.

Q. Awesome. Okay, I really like that. I swear, after all of these interviews myself, I feel like I should get a collection of all the samples from everyone, and put them all in a training, and then each one of you stand up and share. The next one looks at setting instructional outcomes, and it's the same idea. Like, do you think it would be easy for a teacher and administrator to connect this to IEP development? So in TESS it says all outcomes represent rigorous and important learning in the discipline, that outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcome reflects several different types of learning and when appropriate, represent opportunities for both coordination and integration.

A. I mean, yeah, I mean if you picked up my IEPs, you could walk in and figure out what you need to do with the kids. It reflects their learning, their individual learning, you know? I mean, it's an IEP, it's for them.

Q. So given this standard and TESS, do you think a special ed teacher, if a new administrator and teacher knew to use the IEP of the measure, they would be able to (inaudible)?

A. I think so, if they used the IEP. If they walked in and compared me to regular teachers, no, because mine looks a lot different.

Q. Uh-huh. How many times have you been evaluated this year?

A. I don't remember.

Q. Okay. But more than one? I mean observed, not evaluated. Sorry.

A. We had an administrator come in once.

Q. Okay.

A. Yes, at least once.

Q. Okay. I forgot to ask that earlier. Number five asks about the CEC standards for behavior support. And CEC has several standards for behavior support. And one area to make that connection is in 2(d), which is managing student behavior. Which says student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring student behavior is subtle and preventative. Teacher's response to student misbehavior is assess individual student needs and respect student culture. And CEC standards basically say you'll manage behavior, change practices that are evidence based appropriate to your level of preparation, support the use of positive behavior supports, and refrain from using aversive techniques. So do you think those CEC standards are addressed within this managing student behavior domain?

A. I don't know. I honestly don't know. Maybe being sensitive to their needs and stuff. I mean, I always try to -- I try to cover all those. But it looks good on paper, is not always actually what works in the classroom.

Q. Uh-huh.

A. You know? We do practice respect. As far as monitoring the other kids, yeah, they tattle on each other all the time.

Q. That's so funny. I've never heard anyone say that as an example. I think it's true.

A. He's not doing this, they did that, they're doing that. Yeah, they definitely monitor each other's behavior. Monitoring their own? You know, I have to use -- unless I specifically tell them like Helga is having problems, she wanted everyone's attention all the time, you know, that I was telling you about. I made a thing, put it on her desk, and she got teacher cards. It was a 10-minute card. And she had a criteria. Do you need help with your work? Do you need attention? Or, you know, do you need a quiet visit? And she did come in here and sit down and we'd visit with her for a little bit. If she just really wanted somebody to sit with her or whatever. And once she pulled her card, she had one card for each of us, and she really had to think, do I need help with my math, or I just want some attention? And she could only -- I mean, she had one card, and she brought it to us. Okay. You know? And it had to be -- I mean, I couldn't be right in the middle of an IEP, you know, you couldn't be sitting with another student. Is it inappropriate for the person, you know? And that worked pretty good for a little while, and then it wasn't enough for me, and she started having problems again, but there were other things going on. One kid, he would get so upset because it wasn't his computer time. So we made a big PECS clock. It's his computer time. He cries. No computer. So it worked perfect for him, you know? So he was able to, you know, monitor his behavior just by looking at his card, and she monitored hers. And like I said, they monitor each other's a lot.

Q. Those are really good examples, and I honestly have not had anyone give good examples of self-monitoring behaviors. I know people do it, but I haven't been given --

A. One likes to be in everyone's business, and it's always our business to listen to conversations because we had a little MYOB, mind your own business on his. And he, again -- it's really I can sit the desk and go, hey, mind your own dang business, or I can walk by and I can tap that card, you know? It's just a lot easier to go (makes knocking sound), than to say over and over again, mind your own business.

Q. I love that. I'm going to use that one.

A. You know, I mean, it kind of shows a little more respect for the kid.

Q. Definitely.

A. And it's teaching them to self-monitor. I had a lady with Asperger's once and she blurted nonstop. And I cut out a huge set of lips and put on the wall. And when she was going out into class, she had a set of lips on her desk, and her teacher would walk by and tap it. And she got really good, and by the time she was in junior high, she wasn't a blurter anymore.

Q. Wow! Just because of lips.

A. So I think we can attain that to an extent. And, you know, as far as going along with those standards, I think they do -- I think probably pretty close.

Q. Okay. The next one just talks about the requirements for case management that we have in special ed. Do you think those are -- anywhere in TESS? So just in terms of maintaining accurate student records and ensuring procedural safeguards are met?

A. There's something in there that talks about lists and records and so forth. I can't remember.

Q. Yeah, it's in domain four. I don't know remember which specific one it is.

A. And it is, but I don't think it goes into -- yeah, I don't think -- I don't think it addresses IEPs or our student records, per se. I don't think it talks about confidentiality and stuff like that.

Q. So it's there, but not to the level of requirements?

A. No.

Q. Okay. Just a few more questions here. Number seven. Do you think there are -- could you describe any limitations you think an administrator with minimal special ed experience might have in identifying the connections between CEC and TESS that might kind of limit professional growth opportunities?

A. I think if you have someone that does not have -- I don't want to say doesn't have experience because Labina is great. I mean, she really understands our kids. She's, you know -- and I don't know that she's ever taught SPED. You will have people who have never taught SPED that may hold a doctorate degree in special education but don't know poop from pineola. What looks good on paper is not always realistic. And, you know, I know I'm kind of beating that dead horse, but it's so true. Until you're down in the middle of it, and not for a couple of days, you just don't understand what day-to-day is.

Q. Uh-huh.

A. You know? And I just --

Q. So they might not have direct experience teaching, but if they get the kids and get what teachers have to go through.

A. Right. If they see me every day and know, you know, this is what I'm dealing with, this is what I'm doing, this is what's not working, then I think -- you know, I mean, I have no problem whatsoever with Labina evaluating me. So I would, because they don't understand and they don't know.

Q. Okay. I wish I knew shorthand. I just hope everything records because that's a really good example because it's not necessarily the direct experience, it's the understanding.

A. Yes.

Q. Okay.

A. And not seeing just dollar signs or paper.

Q. Right. Okay. And most people have not even been aware that these exist. So if nothing else, I'm making y'all aware. On ADE website and then also on the Danielson Group, and the Danielson Group is who kind of did the whole TESS thing, the framework for teaching, their answer to special education specific rubric --

A. Uh-huh.

Q. -- is what they -- a document they put together called special education scenarios.

A. Uh-huh.

Q. And that's to assist with the evaluation of special educators using TESS. So for each sub domain and domain, they have examples of -- little snapshots. Have you seen those?

A. I have never heard of it.

Q. Never heard of it?

A. Huh-uh.

Q. Many of our administrators haven't either, but that goes to the training.

A. Uh-huh.

Q. Okay. If you ever do look at it and you have any thoughts, you feel free to send them my way between now and the end of -- I can send it to you if you send me an email to remind me.

A. Okay.

Q. And I'll try to remember, too. But they're also on the ADE website, if you go to the TESS part of the ADE website, on the right-hand side there's a link. And it just says special education scenarios.

A. Okay.

Q. And I think it's another resource or something, one of those links under the TESS. And also if you go to the Danielson Group, if you just type in Danielson Group, then they have a tab for special ed, and you'll find it there. Okay. So number nine and 10 go together slightly. One -- number nine is asking whether or not you feel that a rubric designed for special ed teachers following the format of TESS would benefit administrators, teachers, or students? So that would be similar to what we have for ESL areas. They have slightly different in terms of how it's arranged. They don't necessarily have all these same sub domains.

A. Uh-huh.

Q. Do you think something like this would be beneficial?

A. Yeah. Why would they have it and we wouldn't? I mean, why -- we should already have something like that in place, if other specialty areas do.

Q. So what would be the benefit of having it?

A. I think that understanding that I'm going to write in my lesson plan square, I'm going to write money, quarter lesson. Well, I may have one kid sitting there, you know, they're going to have one big lesson plan, talking about what they're going to teach your kids. I'm going to have probably 11 different ones, you know. And so when you say let me see your lesson plan, here you go. Quarters today. All right. Well, you know, I think that they should, you know, maybe look at my IEP. Am I doing what my IEP says? Am I doing my progress reports? And I think that having something more specific to us, you know, I mean, heck, you could grade me on how much stuff does she get at a thrift store or garage sale for her kids or she made herself, you know?

Q. Uh-huh.

A. Because we don't get books and curriculum.

Q. Right.

A. So I think it would be great, because we are different than other teachers. Our rules look different, you know?

Q. Okay. Those are really good examples. And then number 10 just asks, do you think a checklist, quality indicators checklist, is this here or not, yes or no? Is this present in their instruction?

A. I think that would be great. That would be I think much easier for an administrator to look at and be able to determine, is she doing that, you know? With the exception that they understand our kids, you know? And I mean, if it's somebody who's never been on SPED kids, you know, am I doing what are they thinking? Nope. Am I for that kid? You bet, you know?

Q. Uh-huh.

A. So, yeah, I think that would be good. And I think, you know, we could write ourselves -- I think it would be awesome for us to go into each other's classroom. Maybe, you know, one to 15 come down to one to six, you know, maybe go up to, you know, a resource or something. Within that special ed, show me what you're doing that maybe I can incorporate. So like peer evaluations to be incorporated into ours.

Q. That's a really good idea.

A. We used to do that in Texas.

Q. You know, that might be good for your professional growth and specifically this year that you had because then you could see how other people managed --

A. Uh-huh.

Q. -- their paras. Even throughout the district, not just in your --

A. Oh, that would be another yeah.

Q. Which is one thing we're trying to create, classroom, like model classrooms.

A. Uh-huh.

Q. We're still not (inaudible) all the training that goes along with that and -- anyways. Okay. I'm trying to think, since I didn't -- that's all the questions really on this. The next five questions are more specific to the aligned rubric, and it would be another -- like looking closely at it. Okay. I was just reading this. Sorry. I'm just trying to think of what we can get from -- since we didn't get to do an observation due to timing, what we can add to, without looking at this rubric and having to spend extra time, I can't really think of anything because you'd have to spend extra time. Is there anything else you can think of that you would want to add or any questions you have or --

A. It's just mostly -- it's so time-consuming, that -- if they want me to be a better teacher, then let me teach.

Q. Okay.

A. Don't keep me tied to a computer all day.

Q. Yeah.

A. I've had to go to a chiropractor because I've sat there so long, and like one of my muscle inflamed from the position I was in. I had to go to the chiropractic and get acupuncture because you're sitting too much. And I'm like, I can't help it. I got to do my job. He said I thought you were a teacher. I used to be.

Q. Now I'm on my computer.

A. Yeah. Now, I'm a data entry person or something. I mean, it stinks. It really does.

Q. Okay. (Tape ended.)

## TRANSCRIPTION OF INTERVIEW 9

Q. This is a semi-structured interview. These are the questions we will be asking, but it could go in a different direction based on what you're saying or whatever. We already went through how all participants were selected. And the general purpose of the whole study is that given that we know teacher evaluations should be connected to teacher preparation standards and their practice standards and advanced practice standards to be more meaningful and lead to professional development that's connected to their areas of growth, and ultimately that leads to improved student achievement. And all the research for special education, teacher evaluation, everything says yes, it should be diversified to meet the jobs of the special education teachers. They shouldn't be evaluated using the same rubric. But yet no one has a rubric for special ed in any state, with the exception of Alabama, which I found out the day before I did my proposal. So anyway. They are open ended. Some of them kind of go together. So don't worry if you can't answer one or you kind of get, you know, caught up answering one later, that -- whatever. Doesn't -- it's all going to be fine. The first three are very related. A lot of people have just answered them at once. So I'll just go through them at once. But the first one looks at TESS in general for evaluation for teachers. Just what your thoughts are on that. The second one is after you've implemented it for a year, or if you did the pilot year last year, do you feel like it's efficient and effective in promoting reflection and growth? And then the third one is regarding your experience in evaluating special education teachers, and if it's effective or not. So like I said, you answer them separately or some people kind of have just thrown an answer in all in one.

A. Okay. Well, my thoughts on TESS is that I think that it can be a way to improve your teaching ability and your methodology. If, you know, you're actually getting feedback on observations and input from the information that you know you're given. But this was our first, you know, pilot year. So in the beginning, you know, we rated ourselves on the scale, and our administrator you know rated ourselves. We created our professional growth plan, and my professional growth plan was related to Common Core math, understanding what those mean in general and how to modify those for my 1 to 15 kids. My observation was not even done in my professional growth area. My observation was completed in a history class. So the feedback that, you know, I got on that, there was never a formal meeting. It was, you know, submitted the copy of the -- observation was submitted on line as an artefact. And there was no formal meeting to go over the results of the observation. I don't think there's been any follow-up on, you know, what my professional plan is or where I am in it. It was kind of just left up to me to go in and look at it and update it. And really, it wasn't really even mentioned except for another -- twice. I mean right before Christmas break there was an e-mail sent out to update your professional growth plan and, you know, for your semester information. And then the next e-mail came later, a month ago, saying all the artefacts needs to be in, and I was like what's that? I don't know what that is. Where does it go?

Q. How do I upload it? And so that's kind of why I'm here today is to work on that actually.

Q. It's okay because I got an e-mail yesterday saying do you think you guys could come in over the summer by June 30th and meet with me. I myself have done nothing on the board. And my is (inaudible) and all my work has been on TESS. Okay. So anyway, kind of like it could be effective or efficient. But the way it's been rolled out hasn't been as efficient.

A. Correct.

Q. Generally. Just for a little bit of background knowledge in terms of what you teach in your world. So you're a special education teacher.

A. Yes.

Q. And you have a self-contained class.

A. Uh-huh.

Q. But you have -- how would you describe your students? You have 15 of them at least. probably.

A. I actually have -- I've had 14 this year. It's been a great year. Very appropriate number, but...

Q. There you go.

A. I have a paraprofessional that is also in here with me. So we have 2 to 14 ratio. Works really well. I have disabilities ranging from intellectual disability to autism. Grade 5 equivalency, you know, ability level are from pre-K to fourth grade.

Q. Okay. And junior high.

A. Uh-huh. And ninth graders and starting out, some of them are 12 and most of them, you know, turned 13. I have a couple that have turned this year. So, 13 to 16 years old.

Q. Wow. And you teach what subject?

A. I teach all subjects. I teach English, math, science, social studies, and a life skills class.

Q. Okay. All right. So, let's see what Number 4 says. Unless there's anything else you want to add.

A. I can't think of anything.

Q. The next few questions we don't have to go into a lot of detail on these, but they kind of look at some of the specific TESS standards as compared to the CEC standards. So if we look here at 1(f), just flip to 1(f), which is designing student assessments. And this question isn't very well worded, so don't feel bad if you -- but you know, in special education, we have a different need for formative and summative assessment in terms of IEP. So I'm just looking for any connections that you feel that could be made looking at what distinguished is. If you could reach that as a special ed teacher with your classroom, and if that in any way connects to what your responsibilities for IEP development. Does that make sense?

A. Yes.

Q. It's a very broad question, so...

A. Well, I would say that I do a lot of informal assessments in class. But normally, it is aligned to, you know, the frameworks. I do consider, for example, most of my students have very low basic reading, reading comprehension, expression in math. Most of them are very low in those areas. So a lot of what I do covers all of those things. And I try to generalize those skills across all areas of the curriculum that I teach. We might be doing a math lesson in science. We might be doing, you know, a writing in math, for example, which you normally don't think about those things. I usually do exit slips. You know, an exit slip, entry. It could be a Kahooted quiz, but it's not just based on, you know, one assessment. I do collect data on the skills that I'm teaching. It could be vocabulary. It could be math. But I collect the data, you know, twice a week, and then when I go to design the IEP, then I use that data to kind of help guide me in creating, you know, goals and objectives for the next year.

Q. By the way, I looked more closely at your data sheets after you came in that day, and I was so impressed because that's exactly what it should be. When I looked at how you pulled out the specific skills from the assignments and so on, it was it was clear that you were looking specifically at skills, not just grades. And we've talked about using that in future training.



A. It's so easy. It really is.

Q. I know. And you had it better than I ever did in the classroom because I know how hard it is in the classroom, and how hard it is to pull that out. So anyway, you did a very good job. And if I were to look a CEC standards and the requirement, then yes you could meet distinguished. Do you feel there is any accountability for special education underlying data to your assessments and IEP goals?

A. The accountability lies, I think, within myself. Because nobody else, you know, double checks it. So -- which is, you know, why we were sending those in. Another thing about the data collection, you know, for -- for the student assessment, is super easy. Like, we put it on the Google drive and shared it. So that if, like, for example, I don't have an inclusion -- I don't have the file for a kid that's in my inclusion civics class. It's online. So if they did an assignment, I'm going to take a small assessment grade on that, I can put it in, and it's shared with all of us. So when the teacher has the IEP meeting on that kid, then they have the assessment. They don't have to run all around looking for it.

Q. That is so awesome. I definitely need to get that put together for training on data next year. Sorry. We are going to be pulling that in. Okay. So the second part of the question is just about setting instructional outcomes, and, again, it's very related. I think that is 1(c). Look at the TESS standards for distinguished. Yes. In terms of what you do in your classroom, would that be clear for an administrator to be able to rate you as distinguished?

A. This is where I think TESS doesn't really -- it's not very well outlined for special education. Specifically, like, you know, probably 1 to 15, maybe even resource, you know, class. Because a rigorous, you know, an important learning, you're going -- it's going to look different in all classes.

Q. And that goes to a question later, but we'll just get to that.

A. I don't really know what -- rigorous. So this is like the rigor of the curriculum; right?

Q. Yes.

A. Okay. Okay.

Q. So it is aligned with assessment.

A. Does that make sense? So, if I'm taking let's say an English UBD and I'm following what they are covering in their class, like say we read "To Kill a Mocking Bird," which we did, and I take the UBD and I modify it for my kids. So I have lots of resources, and I have lots of activities, I have lots of work sheets, and I have lots of videos, and I have lots of pictures and all that kind of stuff. But then I take out what my students need to know from the essential questions, what they need to gain from that. Is that...

Q. Yes. So if you had that as evidence under the standard, then I think that it would be clear for an administrator if you actually had.

A. Okay. You can see I'm not super familiar with some of the TESS.

Q. I'm not either. And I've been doing this for my dissertation. I get lost in it too. It's a lot. But, you know, that's a really that's the first -- out of a lot of people that I have interviewed, that's the first clear connection that has been made. Sorry. I just need to remember to find that on your transcript because I wasn't writing down what you were saying.

A. In terms of like the math, for example. That's what I wanted to do this year for my professional growth plan with math. I mean they have, they have, you know, a curriculum in place for math. And I did meet with the resource teacher, the math resource teacher, and I used a lot of material that she had, and then I modified it for my kids, you know, made it a little easier. I will be quite honest with you. I mean Common Core for math was extremely hard to redesign for the 1 to 15 kids, so...

Q. And that's a lot of your time and effort.

A. And that's what the time I didn't have. I mean -- this is where I'm talking about. I think I failed my TESS, my professional growth plan this year.

Q. No, I don't think you can fail your professional growth plan, number one. Number two, you took the time to modify it and meet with the teacher. And it takes a lot of time and effort. And how can you make that work. And I like what you mentioned the other day, how you still pulled in their math, math skills into it. And that needs to be accounted for somewhere in TESS. And I will make a note to check and look for that. Okay. Looking at behavior support, CEC has several -- I don't know why I put four in there and only listed three, but that's okay, several standards for performance. And TESS Domain 2 talks about classroom environment and indicator 2(d) is managing student behavior. What CEC expects is that you're using behavior change practices are that are evidence-based, that support the use of positive behavior supports and follow-up policies in that regard and you refrain from using aversive techniques. And those are, yeah, pretty straightforward in terms of the expectations for a special ed teacher and 2(d) is where I found the closest connection to behaviors. So we'll just look at that. And if you have any thoughts. It doesn't have to be -- you know. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against the standards of conduct. Your monitoring is subtle and preventive and your responses to misbehavior.

A. See, this is where I think TESS could be a real positive thing for teachers who have -- who maybe have had classroom management issues. For example, you know, you're looking at the number of discipline referrals that are turned in. I mean I have had one discipline referral this whole year, and it was due to -- I can never look

Q. We have that here.

A. So, you know, I -- so I feel like in terms of that, I do. I do take, you know, my classroom management, my students' behaviors are appropriate enough so I don't have some behavioral issues. But I think I handle it well enough to where it doesn't have to be turned in. So therefore if TESS could be aligned with those things. I think it's going to take more than just one observation, you know, one planned observation. It needs to be where an administrator comes in at odd times, does just a quick peek in. How does it look, what does it look like? Try to do that over the course of time because if I have a planned observation, man I'm telling those kids, you know, that is what we're doing. I'm prepping them ahead of time. This is what to expect. So their behavior is going to be great. And I think I do monitor teachers. I think probably the most -- the behavior problems that I see the most are off-task behaviors, maybe bothering over people. And so, you know, try to redirect students to what is going on in the classroom. Is that what you're...

Q. Yeah. No. Those are good -- I mean you just basically slowly re-direct kids to where they are supposed to be. And I think what was mostly implied of what you said is the idea that more than one planned observation is needed. Because, again, I think people have talked around that in the last few interviews, but I haven't heard someone say that exactly. Some people haven't been observed at all, so, and some have, many have just gotten the one observation. And so I think, like I said, everyone's talked around that. But in order to see the behavior aspect, you definitely need to have more. Okay. So the next one has case management. And really there's several place in Domain 4, where some of this could be addressed. You don't have to be very explicit, but we all know that with special ed, there are several responsibilities and of course maintaining accurate student records and following procedural safeguards and assist the school in providing due process. And then there is providing accurate student and program data, maintaining confidentiality, and planning for transition sequences. So those are several things that are just snippets of what's responsible for case management. Do you feel like those things are really addressed anywhere in TESS?

A. No, not at all.

Q. And do you think they are critical to --

A. Yes, they are critical.

Q. -- do the job?

A. Actually, if they were really critical this year, I probably would be fired.

Q. I'm sure you wouldn't be. No, it's a lot to manage, and I think if there is no accountability, that's a good point. If there is no accountability, then there's not going to be time built in to address it.

A. Partly our director, our special director, she double checks our paperwork, and then our SPED secretary double checks our paperwork before we send it in. I mean that is extra time. I feel like I'm very thorough in my paperwork. I mean I do. I mean I feel like I really mean that. I really try to individualize it so you get a really good picture of what the kid, you know, is like. And I don't feel like other teachers are held to the same standards as that. It's very frustrating when you get a file from a different school, and it's not complete, there's pieces missing, and, you know, you don't -- I mean it's more like a cookie cutter. And it's still happening. So if there's no accountability, then it's never going to get better. And I think what frustrates me the most is going to meetings -- and I'm not saying I'm perfect. I can always improve, and I have no problem with that. But going to meetings, and you're told to do it one way, and yet people still don't do it, and nobody knows except for the receiving teacher.

Q. You are throwing out all the best examples on this Monday morning. No, you really are. Because, again, like that's been talked around, but no one's really said.

A. I have a problem with people scrutinizing IEPs, my teaching. I just -- I want to be better. I mean and I'm not -- I take constructive criticism very well. Why should I try to teach kids to take constructive criticism. So, therefore, I should take it also. And I have no problem specifically if somebody calls or e-mails or says to me to do it a certain way, I'm going to do that. Another factor is that sometimes it takes a long time to find out what you're doing wrong and therefore you've done five other conferences incorrectly as well. So...

Q. That's very true.

A. I mean by the time we learn that it's a mistake, it's too late, and...

Q. Awesome examples. Okay. The next few questions go a lot faster. Just so you know, we're going to Number 10. But, the -- I don't know. We started to talk about this, but I didn't make that jump. Describe any limitations or potential limitations do you think an administrator might have if they have minimal special education experience? So would they have any limitations in terms of the identifying the connections between CEC standards and TESS that we have just kind of talked about, only touching the surface. Do you think that might inhibit professional growth or do you think it matters if they got taught special ed or not?

A. I don't -- I don't -- I don't know enough about administrators' experiences. You know, like some I know, have some special ed background information, and then, you know, some don't. I would hope that I would be assigned an administrator that had some special education knowledge. You know, that would be my administrator to be observed by so that they could, you know?

Q. So you would feel more confident if your administrator --

A. Had a special education knowledge.

Q. Okay. You've -- I've been through a lot of interviews, and you're very -- okay. You might not have ever heard of this, might not know they exist and that's fine. Because I think only one person has. There is something on the ADE website for TESS called special education scenarios that was created by the Danielson Group to answer questions they had received about special education, teacher evaluation, and differentiating that. So I'm not going to give you a copy right now, but I will definitely share it with you if you want to. Have you heard of it?

A. I haven't.

Q. I could tell by looking at you.

A. I didn't even know it was there.

Q. A lot of our administrators don't either. You can look at it and if you feel like it would be useful for your classroom, the examples that are shown, and share that, especially if you feel like your administrator doesn't have any knowledge. Let's be honest. They are written, and it says in there, in the preface or whatever, that they're written for higher-functioning individuals in special education. So some with not necessarily intellectual disability and definitely not severe intellectual disability, but more like the inclusion type student. I think they work very well. There are some things up there, but it is long. Even longer than my rubric. Okay. They're just examples. But might be a good resource. It is a good resource. The next two a lot of people have answered together. They were the last two questions. So it's just looking at two different options and what you think would be more beneficial. So what this is here is this is an aligned rubric. So you

have the TESS domains as they're written, and then underneath, I've pulled, tried to pull some related CEC standards, and then took them down on a continuum. And I tried to pull ones that had that matched the essence of the TESS content. So there would be a specific thing to look for. Like I said, you don't have to read each one individually, but just that general idea and the utility of something like this versus a checklist, of, you know, expectations or practices in a classroom, like certain instructional techniques, or room arrangement, or use of visual supports, or visual schedules, do they have it, yes or no, checklist. Which do you think, if either, would be

A. So either the rubric or a checklist?

Q. Uh-huh. Do you --

A. Would a checklist allow for feedback?

Q. Well, it depends. I have actually -- my original plan was to take more of a checklist approach and just simply list whatever TESS domain it would match to. But it was still just kind of present or not present. Whether it was present in the classroom or not. We did that for -- way before I started this. We did that last school year for some classroom observations. But my opinion is a little different obviously, if I did that and then I created this. Because I think that gives you a better continuum.

A. I do, too. I mean I like the rubric because it's better than just a checklist saying here, not here kind of thing. You know, or meet or does not meet standards. I also like the rubric because it gives the specific details and shows how, you know, they possibly link to the TESS. You know a checklist, to me, sounds more like a classroom walk through, and I hated those, because it was a snapshot. And I want more -- something that's more than just a snapshot.

Q. You did it again.

A. I did?

Q. Sorry. I shouldn't even be saying that. I'm not being very professional in the interview. But you just, like I said, you really have. Classroom walk through versus the evaluation.

A. Yeah.

Q. One thing I've been --

A. Well, I hate, I hate classroom walk throughs.

Q. Why?

A. Because you walk in, they stand there for five minutes and look to see what's going on. And you don't get -- you don't get any feedback. I mean you don't see what the kids are doing, you don't see where we were, you don't see what happened before that point. You know, you don't -- you don't -- it's just not a good gauge of what the class is going -- what's going on in the class. I want you to hang around a little bit, ask questions, you know, talk to the kids even. Because that -- feedback from the kids are the best thing. You know, what are you working on today? First of all, they have to use their expressive language skills and tell you. And if they don't know, then I get immediate feedback. If they don't know what's going on and I've spent 20 minutes talking about it, I would be like man, I sucked. Let's go back and talk about this again. You know, it's only written in like 20 places and up on the white board. You know, hello?

Q. Oh, my gosh. Okay. Well, just because I didn't get to do a classroom observation, I'm just going to look really quickly at these, see if there's something. Because I have a lot of good insights. We have Number 1 and 2 you already answered. I guess the only one would be do you think -- I mean do you think this would be -- something like this would be a viable tool?

A. Yes.

Q. You already talked about how it would be supportive. Is it manageable. I mean it needs work definitely. I found a lot of errors as I've been doing the observation. I need a group to identify the most appropriate standards.

A. No. I think it would be definitely be very beneficial for a special education teacher who is really wanting to get better.

Q. That's the key. It's a little similar to the other specialty area rubrics in that, because I don't know if you know, but for ESL teachers or gifted and talented, school psychologist, and several other specialty areas have individualized rubrics. But special ed does not.

A. I didn't know that. I didn't even know that.

Q. And so that's what really got me to do this observation. That and everyone asking me how did I make this work for my teachers. But I still did it slightly differently. Each of those has some differences. But this is definitely more involved, and it's clearly connected to standards, instead of just listing a few. Some of the aligned rubrics have like question marks, things underneath each one, things that you would check into. So I worried it was a little lengthy and too much, but...

A. Well, TESS is a little lengthy. But I like how it's aligned with what's more, you know, special ed like information.

Q. Okay. Unless there is anything else you wanted to throw in there.

A. No, I think that that's really great.

Q. I thank you for your time.

## TRANSCRIPTION OF INTERVIEW 10

Q. Okay. So, I went through the consent forms. And just to give you an overview, this is intended to be a semi-structured interview, which just means that these are the general direction the questions are going, but we might go in a different direction, depending on what you say, but I'm not creative to think on the fly when it comes to this. So I might not. But this is just a general reference for you. And then if I have any follow-up questions as I'm putting everything together, I might e-mail you, even though it's summer if that's okay with you.

A. That's fine.

Q. The purpose is to kind of explore a little further through the interview what perceptions of special education teachers and administrators are with regards to Arkansas TESS, teacher evaluations, and a specialized rubric for special ed. Because we know based on research that if teacher evaluation is to be meaningful and effective, it should be connected to teacher preparation standards, practice standards and advanced practice standards. And that leads to meaningful professional development, not just random professional development. And, of course, that's teacher growth and improved achievement. So that's partially where I'm coming from in doing this, and then there are about a hundred other reasons why. Just because it wasn't working for people. So like I said, these are open-ended. If you want to take a minute and just glance over them, first, you can. Or we can just jump right in. Okay. And the first three go together. And like I said, if you feel like you can't answer exactly as it's asked, that's fine. Just say whatever comes to mind. Because that's the whole point of a semi-structured, open-ended, whatever interview. And the first three questions pretty much go together. I have found that most people have just -- if I ask one, then they kind of start to answer two and three. So I'm just presenting them all at once now. So, the first one is just your general thoughts on TESS as related to evaluation for teachers in general, and then having implemented TESS for a year or more, do you feel like it's efficient and effective. So that's based on your experience for promoting reflection and growth. And then the third one looks a little bit at your experience directly related to special education teachers. And I always ask a few follow-up questions about the types of students you have in your class, so...

A. Okay.

Q. All right.

A. For like number one, I -- I love the thought of having TESS stuff because I think we do need to be evaluated more than just once a year, throughout the year, to make sure that we are, whatever our growth plan is, what our goals are, that we're staying consistent with those, that we are achieving those, that we're not just forgetting those and putting them off to the side. I do like the way that TESS is formatted. It's been, from my experience from being observed several times and being evaluated and stuff, it's the best I've seen for regular education, but not for special education. For special education as it's wrote right now, I don't think it's appropriate in areas, especially the higher level of questioning and the higher level of responses that it's kind of looking for from our students. Specifically, in my classroom, it's not appropriate.

Q. Okay. So since you mentioned in your classroom, what are some general descriptions of the students you have. Like you're in an elementary classroom.

A. An elementary classroom in a one to six, classroom-based instruction. Classroom with a range from kindergarten through fourth grade, of five students. I do have one student that rotates between myself and another -- a one to ten classroom for language and PECS communication.

Q. That's cool.

A. A lot of my students -- well, I have two students that have like echolalic speech. So it's a constant repetitive. And so you may think that they're actually answering your question, but it's something that they've learned and they know that -- it's kind of like a script thing, they talk.

Q. Uh-huh.

A. They find that script speech. And then I -- the rest of my students are non-verbal. Two of them are emerging verbally. They are starting to learn some communication verbally. A lot of them they use PECS to communicate with -- the Picture Exchange Communication System to communicate with or a communication switch button, what it is, to communicate with. And I do have medical fragiles also in my room.

Q. Okay. So when you mentioned a second ago some of the higher order thinking, I think you said student participation.

A. Yes.

Q. That kind of explains why.

A. Yes. My question how we -- whenever, when it's a group activity, when it -- when we are wanting group participation how we do it in my classroom is if it's a question I'm asking, I wait for a response to see if anybody will give me a response. Either with a PECS, a switch, whatever. If I don't get it, the -- my assistants in my classroom will model the correct response. So if I'm asking what a color is on the board, I'm pointing to the color. I'm waiting for a response. Then if I don't get a response from one of my students, one of the people in my classroom will model the correct response and then that student therefore will follow the correct steps from that.

Q. That's a really good description of that. I haven't had anyone make that connection. I guess like I said, I'm not good at thinking on the fly, and you did it for me. So thank you. I was just checking, making sure we're recording. It makes me nervous because I can't write that fast.

A. Uh-huh.

Q. Okay. So is this your first year or second year with this?

A. This is my second year.

Q. Second year. And what track are you on?

A. I'm on track one still, I think. Yes, track one. And next year, I'll be moving up. And then I kind of focused in on classroom behavioral management. Because I wanted some more of the ABA information, all that kind of stuff.

Q. Okay.

A. I really thought that was kind of my area that I needed to work on.

Q. We didn't get as far I wanted in the PLC but there's next year.

A. Yeah. But I learned a lot. I mean the task boxes, everything that I think is going to really help develop independencies, which will then in turn help with behavioral management in my classroom.

Q. Look at you go. So you have had to go through every domain.

A. Uh-huh.

Q. And then do you have to go through every sub-domain?

A. Yes. So -- yes.

Q. And put evidence in there.

A. Uh-huh.

Q. Okay. So since you've done that, and there's only one other person that has, what are your general thoughts of having -- having gone through each sub-domain, and looking to find evidence that matches. Was that as clear?

A. It was super hard. Because a lot of these domains, you know, in a general education classroom, some of them still could be kind of hard to find evidence in a general ed classroom, especially in a classroom that's not all the same level of academic skills. In a special education classroom, when you're working with a kid that mentally is maybe functioning at two-year-old level, you may have one that's functioning at a three-year-old level. That's a big range that you're having to show different kinds of evidence and all -- everything in there. It's -- it's kind of tedious to get everything in order and show those evidences. I mean luckily Miss Bewley has been really good about students' rights, that you think would work, pick a kid.

Q. That's good. I'm going to ask follow up on that one in a minute, if I remember. Okay. So you might have a little more insight on these next few questions. And mind you, they're not the most well-written questions. And as I've asked them, I've realized I could have done better, but that's okay.

A. Uh-huh.

Q. Okay. So there is, the next three questions are looking at some very basic correlations between TESS and CEC standards for special education. So the first one just looks at Indicator 1(f) in TESS, which is designing student assessments. And the intention of asking this question was to look for any connections in assessments and using them for developing an IEP. And if you feel like IEP information could fit under this domain. And I would be curious to know what you used to fit under this domain, and if you connect your IEP in any way to this or any domain.

A. Well, I do do a classroom-based assessment on all of my students. I do two of them. I do a functional behavioral assessment to see what self-help skills they can do, what self-calming techniques they know. All that kind of the stuff to help my IEPs already and where -- you know, where their growths are, and where maybe they were before, but we've kind of stepped, you know digressed a little bit. And then I do a functional, just an all-around, you know, their colors, their shapes, where we are on that.

Q. So is that what you put for evidence here?

A. Uh-huh.

Q. And if you -- I mean I didn't -- sometimes I've been reading this. But some of things for the distinguished on there are, you know, there's assessment is aligned with outcomes, clear criteria and standards that show evidence of student contribution to their development. And then, of course, adapted for individual students. Your assessments are adapted...

A. They're adapted to them. But for a student in my classroom to assess themselves, it's really difficult. I mean we work on -- if you said at circle time you participated, give yourself a high five or thumbs up, that's how they're assessing themselves. But what they're honestly doing is mimicking my response. They're not truly assessing themselves. For a student that is that delayed, they truly cannot assess themselves.

Q. And I just need to put some stars here so I find this in the transcript. I didn't get it written down. That's a really good example of what might look like self-assessment but it's really imitation skills. It's a really good connection. I haven't had anyone make that one yet. Okay. So, was there anywhere, just -- and this might be hard to remember the specific standard, but did you feel like anywhere that you put your IEP information?

A. No, I don't think so. Just because -- I don't know. No. I really don't. Because an IEP, to me, I don't view it as an assessment. So I would never put IEP under assessment. To me, it's not an assessment. It's a working, living, breathing document that is ever-changing on a student. And it -- I don't know. I don't see it as an assessment. I may be wrong.

Q. No, it's not -- you're not wrong at all. I mean there is the assessment piece in the goals.

A. There is.

Q. -- in progress.

A. Yeah.

Q. That's kind of where I was when I was looking at the -- that's where I was like well maybe an IEP could go here. I was --

A. For the goal and data collection, I could see how that would work in an assessment, but the other the part of the IEP?

Q. Right. So is there anywhere in TESS that you remember that you felt like an IEP would belong?

A. How it's wrote now, no. Do I think it needs to be in that? Yes. I think special ed teachers need to be evaluated on how they run their IEPs. Because I came across some IEPs. I'm like what in the world? Does this teacher really know the students?

Q. Okay. That's a really good -- it's useful. And the IEP is kind of central to the programming for the students.

A. I recently got a student in from another school district that when we looked at the IEP, honestly I didn't think the teacher knew the student. They gave me no background information on the student. I did not know how to teach, what his behavioral stuff, any of that kind of stuff was.

Q. I need to put more stars there to go back. The next one looks at setting instructional outcomes, which I'd like to look if there are any connections here to developing effective IEP, using systematically individualizing evidence-based practices, ongoing assessment, and so on. And it's just another place where I felt like perhaps IEP could go.

A. Yes.

Q. So I just want to, again, same thing. And this one's stating for distinguished: all outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, improvement, viable methods of assessment, reflect several different types of learning, and where appropriate, represent opportunities for both co-ordination and integration. Outcomes take into account --

A. Yeah. I mean, that's good.

Q. So --

A. I think.

Q. -- there's a place for IEP connections.

A. Yes.

Q. But not something that you did when you were implementing your -- so it wasn't a clear place for IEP until --

A. No. Until now, yeah.

Q. And it -- I mean that might --

A. Because I can --

Q. -- that can be a stretch.

A. Yeah. Because I can have all data in the world. But if I'm not, you know, using my data, for my instruction, then what is -- I mean...

Q. Right. That's another good thing that hasn't been kind of clearly stated that way.

A. Uh-huh.

Q. Okay.

A. I mean I can have all these tools, everything else in my classroom. But if I'm not using them, they're not doing what they're supposed to -- what they're designed for, and what they're supposed to do, so...

Q. Okay. I'm checking that recording. Okay. The next question is just in regards to behavior support. So in TESS domain two, the whole domain is about the classroom environment. And looking at 2(d,) managing student behavior, there's one place is where CEC standards could be connected. So it talks about CEC states only use behavior change practices that are evidence-based and appropriate to the teacher's preparation, support the use of positive behavior supports, and refrain from using any of the aversive techniques. In TESS, under managing student behavior, to reach a distinguished, again, it says student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.

A. I think this needs to stay. I love this verbiage. Just because you, as a teacher, you have to respect that student and you have to be sensitive. So, yes, in my classroom there is behaviors that you would probably never see in a typical classroom. And, but at the same time, I respect that student. I respect their self-worth, their everything. If a child is having a behavior, I try to make sure that it's not drawing attention to themselves or whatever. And because then my question they are really not seeking the attention of their peers that they would see in other student's classroom, and some of their behaviors may become intense and I have peer buddies in my classroom. At that time, I usually will have the peer buddies leave. Just of some of situations that happen. I had one student that will raise his shirt completely over his head. And for his dignity, I kind of, you know, in self-respect, I kind of ask students, you know, that are not assigned to my classroom, that are just peer buddies, to go and step on out.

Q. That's a really good example. Do you think that given what distinguished looks like, do you think an administrator would --

A. My administrators would because they understand my classroom because they're in my classroom enough, and they understand. Administrators I've had in the past, to them that behavior of him raising his shirt up would -- and that has happened to me personally -- would be a write up on my myself because I did not teach him to keep his shirt down at the appropriate time.

Q. Okay. So that's a really good example. And that's going to go to another question also in just a minute. But. Okay. So, that's behavior. And the last one is case management. And I didn't really pull out a specific TESS domain here, but some of the CEC standards for case management just reflect the need to have accurate student records, ensure confidentiality standards are in place, follow procedural safeguards and assist in due process.

A. Yes.

Q. Where is the next one? Provide accurate student and program data to administrators, colleagues and parents, based on efficient and objective record keeping.

A. Yes.

Q. Maintain confidentiality. Engage in appropriate planning for transition sequences. Those are just a few. And there are many. That's a big part of our job as special educators. In domain four, which the whole domain is about professional responsibilities, there are some places where it might fit, but the general domains are reflecting on teaching, maintaining accurate records, communicating with families, and participating in professional learning communities --

A. To me that is, a special education teacher, that is good. I think it's more powerful than a regular education classroom. Just because our parents rely on us so much and rely on some of our expertise, where we can -- if we don't know, they expect us to go find -- to help them find the answer. So I always, you know, will have a database of who to contact, where parents get ahold of the information. If it's a waiver, whatever it is, just something that they can have access to. And, to me, that's a big, you know, just how we talk to our parents, and how we don't -- we listen to their concerns. We don't downgrade the students, you know? I've been in some situations and I've heard of special ed teachers, just the way that they would talk about their students. And to me, those students are my kids. And, you know, you treat them with the same respect you would of your own child. And I think that professionalism is a big thing for me.

Q. Some of what you said would fall under communicating with families, and that's --

A. It really is. And, you know, it's really hard when a special -- when a regular teacher's coming to me, and they're not serving my student, but they're wanting more information about my student. And, you know, I'm responsible enough to say, you know, I can't legally tell you, anything that's sensitive, that's, you know, that's based on that child. And I think, you know, we -- we -- some of us tend to forget that, that these kids deserve the dignity to keep some of their stuff private. And that's a lot with the professionalism and representing them as, you know, it's hard to describe. I see what the kids are capable of doing and not what they can't do. And I wish that everybody professionally could see that.

Q. I like the way you just said that. So if you said you couldn't -- I wish I could write faster, but it's on tape hopefully.

A. It's something that my staff in my classroom always repeat to them. We always -- we look at what they can do and not what they can't, and we focus on their abilities, not their disabilities.

Q. So important. I really hope that I find a place to incorporate that better into the revised rubric.

A. Luckily my supervisors see that, you know? And they, you know, they respect that, too. They're not the same -- why is he not reading right now? Why is he not doing this or whatever. They see those little bitty tiny steps that eventually bloom to bigger steps that, you know, that we're winning. It's those little bitty things that some teachers and staff take for advantage that actually mean little things to us.

Q. Well, and that actually goes I think to our next question. Do you feel like there are any potential limitations for administrators with limited special education experience might have in identifying the connections between CEC standards and TESS? So you just went through three different domains and were able to see connections. Do you think someone with limited experience --

A. I think someone with limited, it would be a struggle. Because if you're used to the general education classroom, looking at math scores or whatever it is, you're seeing these big growths. But in a special education, you're not going to see those big, massive growths. You're going to look at these little bitty tiny steps. Was this person able to sit in a chair for five minutes when they used to be only able to sit for 10 seconds without a reminder? Or, you know, is this student now able to match her letters when she couldn't even identify a letter or even make a letter sound? You know, is she able to look at colors and know that each color is a different color. That they're not all -- that, you know, that it's actually a color. That it's not something completely different. That they actually mean something. Finding meaning in things. And, you know, it's the little bitty things of even a child's laughter, who never laughed or never initiated play who now is initiating play or an interaction. It's those little bitty steps that I think a lot of people take for advantage. To me, the laughter -- I always go back to Maslow's hierarchy of needs. You've got to have safety, you've got to have care before you can learn. And if -- especially kids, they don't get that, they're not going to learn, and those behaviors are going to intensify. So that is for administration. I think that's where it would be super duper hard if they do not have any knowledge. Not -- I mean you have a little bit of knowledge especially. But until you've actually spent some time with those kids, you're not going to see those little bitty growths and what they actually mean.

Q. So you've talked several times about the strengths of your administrators.

A. Yes.

Q. And their ability to see it and coming into your classroom. And so probably just hearing you speak, because they're seeing you speak, it's clear. It makes the connections a little clearer. Do you think the whole pre- and post-conference, what's your experience been with that? And how many times were you observed officially formally and informally?

A. I think I was observed a count of three to four times. I can't quite remember.

Q. That's okay.

A. Three or four. I'm pretty sure it's four. And it was great. I mean, you know, Shelly worked with, you know, my schedule because I can't always step out like everybody else can. And as kind of hard to kind of schedule. You can schedule time with me, but there's no telling if I'm actually going to be able to meet that time because my students kind of come first to me. So -- but I liked it because it let me know because the times that I thought I was falling apart as a teacher or the students were falling apart, whatever, they were able to see these little things that maybe I was not catching. Of like, you know, Amanda, you know, your student was up there after you got done doing your literacy time, trying to say the words and pointing to the words that you had just read in the literacy book. And I didn't realize that because I was focusing on a medical crisis that happened or afterwards, you know? So it's catching all those things that maybe I didn't get to see and celebrate.

Q. So awesome. So you had a really good experience with observation. And then the pre and post conference, did that give you the opportunity to make connections?

A. Yeah, it did. Because I could learn, you know, this, in this situation, especially the pre-observation stuff that I could -- I fill out for. Okay. This is what you may encounter. If this is what happens, it could be a seizure. These are the steps that we follow to let her know ahead of time that we do the modeling. You know, if I can't get a correct answer out of a student or I wanted a response, somebody will model. Even if we're doing independent rotation time, if I'm sitting here and the student wants an iPad, especially one of the kids I've been working with, he used to just say iPad. And now we're in a correct response of him asking of I need the iPad, or I need an iPad. Whatever it is. If he's having problems, given that I'm not going to say it because I'm the one requesting what is needed, somebody -- somebody in the other part of the room, big ears, will say, "I need" and then he'll finish what he needs to say. And he -- so it's -- so the principal is aware of what kind of strategy she's going to be seeing ahead of time. Because it's not the same strategy. You're not going to see that modeling kind of going on.

Q. And I didn't even ask that question in the interview part, but that's actually a whole component of the part of the rubric, there's a section on implementing those strategies. So, that's very good. Again. Amazing. Okay. You -- most people are not aware of the special ed scenarios, special education scenarios. So don't feel bad if you don't. I think I've talked about them in our PLC group maybe, but I'm not sure. So you might be one of the few that are. But on the ADE website, under the TESS document, there's something called special education scenarios that the Danielson Group created.

A. Uh-huh.

Q. And it's on their web page also. And it's their answer to their many questions about special education teacher evaluation. I don't know if you've actually had a chance to look at them or if you have any thoughts on them.

A. I haven't. I'll look at them because I'm on ADE website quite often, looking for stuff. Although I'm...

Q. Well, if you do look at them and you have a sentence or two response.

A. Okay.

Q. Feel free to e-mail or text that to me. Not that I need you to do or anything. Actually, I would be really interested to know your response, not even as part of this, but maybe we'll look at it more clearly in our PLC next year. Because I am --

A. Especially they are coming from special ed, you know, same point. Because some of the stuff I feel sometimes is not wrote by somebody who has ever been in special education, and it needs to be.

Q. Yeah.

A. You know, it truly does because you can look at it from the outside world. Until you -- and as several teachers have said that who have come to observe me or whatever, until you actually step foot in there, what you see from the outside is not what you -- is actually going on. It may be looking like we are playing, but actually we are developing several skills and behavioral skills, and a lot of stuff. So, you know, it's not all fun and games in special ed as what some people think it is.

Q. That's a really good connection. And I don't know that I have that clearly in here -- which is why this would mean a lot of work. And I would need a group of people to really make -- I mean as I've gone through and observed, that's what I've been doing when I'm observing, is finding all my weakness in here and how to make it better. But the next two questions relate somewhat to this aligned rubric. So -- so I've been asking them together recently because it seems to help. But the general notion of the next two questions is kind of looking at an aligned rubric, similar to what is in place in Arkansas for gifted and talented teachers or ESL teachers, or, you know, some of other specialty areas. It's a little more detailed, and it's aligned to the standards, actually, for special ed. So it's different but similar in that it's completely aligned with TESS as it is and aligns the special ed standards on a continuum, to fit the continuum of TESS. So Number 9 asks, do you think a rubric similar to something like this would have any benefits, or do you -- and/or -- it doesn't have to be one or the other -- would a quality indicators checklist, as simple as is it present, yes or no, kind of checklist for administrators to go into classrooms with, would that be beneficial?

A. I don't -- I like the checklist. I don't know. Because on a checklist, you can't be at levels. I have observed classrooms, you know, when I was the coordinator for a special needs program, I would go in classrooms and all I had to observe was the checklist. But there might be areas that I could see growths in and you're not going to see that on a checklist. You're not going to see digression on a checklist. Let's say maybe this teacher was distinguished in this one area, and it she rocked it. And then all of a sudden, I don't know what happened, but it no longer was what it used to be. And I think you don't get that on a checklist. Where with something like TESS, you would get that, where their strengths are. And I could look at it as a teacher and say this is my weakness. This is where maybe I'm proficient at or basic. I need to grow in this area. Or if I was proficient, why did I go back to just basic? What did I do, what are my teaching strategies or what are my IEP writing weaknesses. Whatever it was. What happened. How did I (inaudible) -- because I look at just how I look at the kids' data, I look at my own personal data on myself to see where I need to grow as a teacher, as a professional, for these students. Because you can't be distinguished in every category. We all have our faults and we all need to grow in those faults.

Q. Okay. That is a really good example. Especially that last thing that you said about can't be distinguished in every area. Because we have strengths and weakness. And on a given year those are different. On a given day

A. I mean on given day that I rock at behavioral management and there's days that I don't because I need behavioral management myself.

Q. Awesome. So the idea of a rubric gives you more --

A. Yes.

Q. -- room for reflection?

A. I'd rather as a teacher. I know some teachers would rather just have a checklist. For me, I want to see where my faults are and how I need to go, and I expect to not be distinguished in areas and just basic. Make me, you know, show me where I need to go.

Q. Awesome. Okay. So just -- we're done with the interview, except there are a few questions just about the aligned rubric. And I think what I found that most people have answered them as we go. And I don't expect you to really study this in detail. So I'm just going to look real quickly and think through to see if I feel like you've answered these. And you can look if you want. You know, what's most critical? What are the most critical connections, do you think, administrators need to see for special ed responsibilities?

A. It's just hard. It depends on the administration. I mean it does. And it totally depends on the person. I mean...

Q. Well, no. I mean like in terms of what's expected of a special ed teacher, what's required of a special ed teacher, what would be the most important thing to include in a specialized rubric? Like case management, behavior management, IEP development?

A. All of it, to me, is so important because it's just how you are as a teacher. I mean if the IEPs are not wrote right, then how can they truly teach the child what they need to teach, what the child needs to do. And I mean if their classroom management is not where it needs to be, how are the kids learning? Because that's one of those Maslow hierarchy of needs is if they are not, if that behavior, that management, that safety is not there, they're not going to be able to learn. And these other students that are in the classroom with this child who is having behavioral stuff, how can they learn? Because they're not safe. I'm not saying the child hurt another child. It's not a safe environment because the noise levels, everything else, that's not, you know, not harming the child. But you've got to look at all the aspects to see if it's a -- if, you know, the teachers do what they need to do.

Q. Okay. And Number 2, you already touched on the opportunities for growth.

A. Uh-huh.

Q. The third one is does it provide additional guidance for administrators, and you did talk about that. Does it offer, the aligned rubric, does it offer support for administrators and teachers with regards to meeting the standards of practice. We touched on that. The last one. Do you think kind of, and I know we've only looked at this briefly, but as it's connected, designed, and set up in terms of what I mentioned about how it's maintained the same exact standard that every teacher is held to. And then added in underneath each domain, a list of standards and kind of follow them on the rubric. So it makes it lengthy, twice as long as it was.

A. Yes.

Q. I think it was 12 or 13 pages, and now it's 28 pages. So it's --

A. Long

Q. It is. Do you think it is viable?

A. Yes.

Q. There are definitely strengths and weakness of it, but like what do you think would be...

A. I like how it -- how you have it with you know, what it is, and then the different level and stuff, I think that will be great because it gives the administrator, who -- especially who has not been in a special ed world, some ideas of yes, this teacher excels at this, or, you know, the verbiage, basically, of how they can make it fit to their teachers.

Q. And that's where it needs a lot of work.

A. Yes. One thing, though, I would like to see is maybe like how they work with their classroom staff, how their interaction is. Just because with my team, we rock it. We rock it. We're a great team.

Q. Yes, you do.

A. And I think it's because I worked, you know, I was a para, and then I became -- you know and I've done several different steps. So I know what it's like. But some of those teachers have not been a para. I hear from their paras just the frustration levels of, you know, well, you change diapers? But you're a teacher. It doesn't matter what role I'm in, I'm still going to do that. I don't, you know?

Q. We're all a team.

A. We're all a team. And if we're not a team, then the kids are not going to grow the way that need to grow. Because the kids are going to feel the tension. The kids, especially special needs kids, they feel your emotions without you even expressing it. And I think if you're a true team, the kids can feel that and they will grow and thrive. And if you're not a true team, there might be stuff that we're missing. And it can harm the kids educationally in a way that we never thought of.

Q. You're exactly right. And very, very few people that feel that way. But I mean it's not going to work if you're not --

A. No.

Q. -- a team and all expected to do the same thing.

A. Uh-huh. They will let you know -- when you mess up.

Q. That's true.

A. It's happened before.

Q. That's funny. And there are -- I did find a few places to put some things about working with paraprofessionals in there. But, again, it needs a lot of work. It needs a committee, and a committee to look at all the CEC standards together and make sure we pulled out the right ones, and all of that if it were to go anywhere. Who knows if it will. But if it doesn't go anywhere, then at least share with the PLC group like just as an extra tool. Well, right now, we have nothing. So...

A. I need something.

Q. Okay. I am going to stop recording.

## 7B: Initial Coding Chart: Interview Responses Organized by Question

### Interview Notes by Question

1. Generally speaking, describe your thoughts on TESS as related to the evaluation process for teachers.

Interviewee	Response	Comments	Theme
1HSCBI	I think the TESS is a good idea in general. I think it covers a pretty good section of what teachers do every day, gives a pretty good outline for evaluation -- if implemented in a way that it's supposed to be. Which, I guess, kind of goes to the next question. But overall, I think that it's a good foundation for evaluation.	Fidelity of implementation	<ul style="list-style-type: none"> <li>• Fidelity of implementation</li> <li>• Constructivist approach to evaluation</li> </ul>
2ELCBI	Well, I think for teachers in general it's -- it's an effective process. But the whole time I was going through all the training, all I kept thinking is how is this going to pertain to me? How are they going to assess me using this? Because it was things like asking higher-level questions and preparation for -- oh, gosh. Now, I'm blank. You know, just the preparation for things that my kids are not doing. And there was no way that I could be assessed on those things, and I -- and I only think that sometimes your administrators don't really get what you do. Then to have them be assessing you with an instrument that isn't really looking at -- at how you have to adapt things and where you -- what is really growth for my kids. It made me, you know, just -- it just made me not even be able to think about anything else. All I could think is this is never going to work for me.	<p>Effective in general</p> <p>Criteria does not fit special education classrooms</p>	<ul style="list-style-type: none"> <li>• Pedagogical knowledge</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Effect on culture surrounding teacher evaluation</li> <li>• Promotion of professional growth specific to special education teachers in TESS</li> <li>• Lack of understanding by administrators regarding teacher roles and responsibilities</li> <li>• Generality of TESS specific to special education</li> </ul>

3ELCBI	<p>As I mentioned earlier, I think we have administration here at this building who is more sympathetic to special education because the principal does have a special needs child who did go to school here, so I think she does look at things a little differently. As far as TESS overall, when I read the rubric it scares me. When I look at the videos, it scared me with what their snapshot of perfect was because that is not what my room looks like at all. I was very happy with my actual evaluation. [principal] did mine. Mine was based off PECS, which is kind of an easy one for my classroom because I made PECS kind of a free flow. So, we're doing communication all day long. Its integrated everywhere. And she actually picked up on some things that I was really embarrassed about and put a really good spin on it where I was like, you know, we're going to be okay here. One of them was when I did PECS snack. We're doing attributes. So they're learning how to name colors and different things with their PECS. And I get around to one of my students who has just shoved his mouth completely full. I mean he's like a little chipmunk and I'm like, swell, what'd you get, I'm moving on. And she turned that as pacing. You know, so she took things that were ... I never would have thought of, skipping him until he swallowed, as pacing, but she did. [It's easier when] your kids are higher functioning, where in my room, she doesn't know PECS but from what I've got on the form. What she looked at was their behavior. Their behavior was so much better than what it had been. She couldn't use barometers, but she couldn't walk in and tell me "Look if you do this, your PECS lesson could go so much better" because she has no idea what the PECS rules are.</p>	<p>Rubric and videos not applicable to special education classrooms</p> <p>Principal can make it fit by playing with words</p> <p>Feedback not meaningful</p>	<ul style="list-style-type: none"> <li>• Pedagogical knowledge</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Effect on culture surrounding teacher evaluation</li> <li>• Promotion of professional growth specific to special education teachers in TESS</li> <li>• Lack of understanding by administrators regarding teacher roles and responsibilities</li> <li>• Generality of TESS specific to special education</li> <li>• Knowledge of pedagogy, classroom structure, behavior management (administrator)</li> </ul>
4ELFAC	<p>I have to tell you the TESS. It is scary at first, whenever you read everything but [principal] came in about four times and observed me and her feedback was very constructive and it helped me as an educator grow. I mean she gave some great ideas that I couldn't, I mean, when you're in the midst of everything, you don't get to look in and see, it's like on a game show – how did they not know that answer. You know she gave some great feedback and I really do appreciate it. Because you want to grow. You don't want to stay stagnant. She observed me on some of my reading and sight words and how I implemented it and how, what helped me, how they were able to lead in the small group. You know, not just me leading. I was able to take it and say "Okay, now it's your turn to say what word". To me that's what, I mean in the morning, I have a different student lead</p>	<p>Useful tool, made criteria fit</p>	<ul style="list-style-type: none"> <li>• Frequency of observations</li> <li>• Knowledge of pedagogy, classroom structure, behavior management (administrator)</li> </ul>

	<p>the calendar in the morning time. And that's, to me, what we're supposed to be, leaders, and they're able to teach the routine and.</p>		<ul style="list-style-type: none"> <li>• Collaborative approach to teacher evaluation</li> <li>• Effect on planning and preparation from teacher evaluation</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> <li>• Value or relevance of feedback provided to teachers</li> </ul>
5MSCBI	<p>I think it's a good standard. There are some really good points to it. There are some things that go along with best practice that everyone should do. But when you look at the specialty areas, I think you really have to stretch to meet those -- those areas in some places.</p>	<p>Criteria doesn't meet special ed</p>	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Generality of TESS specific to special education</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and</li> </ul>



			individual learning needs
6ELFAC	<p>I don't think that the TESS is a good measure of how well we do, as special ed teachers. Because it's looking for a lot of to yourself students. [intercom interruption] As I was saying I don't think I don't think a good measure because our children don't generally show as much growth as the general population does. So, they are just measuring us on their growth, then it's not very accurate. I don't feel. Besides that, most of our children don't take standardized tests, so you can't really show a measure of where even that is either. So you just have to look at what did they come in with and where are they within a year, what skills and capability. And some of this isn't even academic. Some of our children -- I just had a conference where the mom was amazed that her daughter was independent. That she can go to specials and go to recess and go to the bathroom and do all the things for herself, which she didn't think she could do until she saw her do it here. Yeah. She was like I was amazed that she could do these things. I didn't think she could. She said it hurt my heart when I saw her in the lunch room by herself. I thought oh, my gosh. They're ignoring my child. And then I watched, and she was okay. So, yeah. That's not just measured. It's something you can't -- no standardized test is going to measure those. Those are the types of growth that we see. And that's why TESS fall short.</p>	<p>Not a good measure of special education teachers</p> <p>Cannot compare growth to general education students</p> <p>Focus on independence in all things</p>	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Generality of TESS specific to special education</li> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs</li> <li>• Standard measures of evaluation/standards-based measure</li> </ul>
7HSFAC	<p>Okay. So I think TESS is good, or some form of TESS is good, because I think we need to be evaluated and given feedback on how we're doing and what we can do better, what we can change.</p>		<ul style="list-style-type: none"> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> </ul>

<p>8HSCBI</p>	<p>I do not like it. Just straight up, I don't.</p> <p><u>Q: Do you like it for general ed teachers? Do you think it's a good measure, or -</u></p> <p>I really don't. And it goes to -- one of the things is, part of number two, it's so inefficient. And on paper -- and when you say, oh, just all you have to do is upload your documents, well, okay, you have to upload them here into your E portfolio, and then over here, and then you have to tag them, and then you have to do this. And, you know, maybe if it was one upload into this area, one upload into this area, it would be more efficient. But the way it's set up, there's too much and it's redundant part of it. Upload here, upload again, now let me tag you. And I really do not like it. I would have rather stuck my stuff in a notebook and wrote reflection on each one of them. I think I could have been more efficient at that and less frustration.</p> <p><u>Q: So that's the Bloomboard part of TESS?</u></p> <p>Yes.</p> <p><u>Q: So Bloomboard, just for purposes of this, even though I kind of know, Bloomboard is the electronic basically an electronic portfolio.</u></p> <p>Yes.</p> <p><u>Q: So that's what you're referring to? And you have to tag things by domain; is that right?</u></p> <p>You tag people in them. You have to go in and label them by domain. You can't even like shoot your documentation into the domain. You have to go back and rename everything as well.</p>		<ul style="list-style-type: none"> <li>• Effect on culture surrounding teacher evaluation</li> <li>• Value or relevance of feedback provided to teachers</li> </ul>
<p>9JHFAC</p>	<p>Okay. Well, my thoughts on TESS is that I think that it can be a way to improve your teaching ability and your methodology. If, you know, you're actually getting feedback on observations and input from the information that you know you're given. But this was our first, you know, pilot year. So in the beginning, you know, we rated ourselves on the scale, and our administrator you know rated ourselves. We created our professional growth plan, and my professional growth plan was related to Common Core math, understanding what those mean in general and how to modify those for my 1 to 15 kids. My observation was not even done in my professional growth area. My observation was completed in a history class. So the feedback that, you know, I got on that, there was never a formal meeting. It was, you know, submitted the copy of the -- observation was submitted on line as an artifact. And there was no formal meeting to go over the results of the observation. I don't think there's been any follow-up on, you know, what my professional plan is or where I am in it. It was kind of just left up to me to go in and look at it and update it. And really, it wasn't really even mentioned except for another -- twice. I mean right before Christmas break there was an e-mail sent out to update your professional growth plan and, you know, for your semester information. And then the next e-mail came later, a month ago, saying all the artifacts needs to be in, and I was like what's that? I don't know what that is. Where does it go? How do I upload it? And so that's kind of why I'm here today is to work on that actually.</p>	<p>Minimal observations</p> <p>Feedback not specific to PGP</p>	<ul style="list-style-type: none"> <li>• Fidelity of implementation</li> <li>• Effect on culture surrounding teacher evaluation</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to</li> </ul>

			special education teachers in TESS
10ELCBI	For like number one, I -- I love the thought of having TESS stuff because I think we do need to be evaluated more than just once a year, throughout the year, to make sure that we are, whatever our growth plan is, what our goals are, that we're staying consistent with those, that we are achieving those, that we're not just forgetting those and putting them off to the side. I do like the way that TESS is formatted. It's been, from my experience from being observed several times and being evaluated and stuff, it's the best I've seen for regular education, but not for special education.	Good for regular education teachers	<ul style="list-style-type: none"> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> <li>• Accountability</li> <li>• Frequency of observations</li> </ul>

2. Having implemented TESS for a year or more, do you feel it is an efficient and effective measure for promoting reflection and growth in educators?

Interviewee	Response	Comments	Theme
1HSCBI	<p>I would have to say no. Last year, with TESS -- granted, it was just kind of -- it was a piloting basis. I never actually had anyone observe me. So it was all kind of based on my own, I guess, reflection or whatever. But I think not having that other person's input really doesn't -- it doesn't help much. So this year with TESS, I did - I did at least get observed, which that helped a little bit, but I feel like, especially for my classroom, that it didn't really apply very well to my classroom. So, I got pretty good scores on it. But it didn't really give me very good feedback on how to improve.</p> <p><u>Q: So what is an example of how it didn't apply?</u></p> <p>So like, for example -- and I was looking over this yesterday -- I only rated myself in all the domains for TESS, my administrator literally on every single area rated me higher than I rated, but I had no comments. I had no hey, these are things you could improve on. And if you're proficient and advanced in every area, it's</p>	Lack of observations; based on teacher's own reflection. Not useful without input of others that is meaningful and intentional for reflection and growth. Not everyone should be proficient/advanced on every domain.	<ul style="list-style-type: none"> <li>• Frequency of observations</li> <li>• Fidelity of implementation</li> <li>• Validity of TESS as a measure for special education teachers</li> </ul>

	<p>just like yay, great job. But I don't think that's a good place for educators ever to be. It should be like, okay. You're good. We always need to be improving. Improving on our professional practice, improving on the strategies that we're using.</p>	<p>Always room for improvement in professional practice, strategy use, etc.</p>	<ul style="list-style-type: none"> <li>• Value or relevance of feedback provided to teachers</li> <li>• Constructivist approach to evaluation</li> <li>• Pedagogical knowledge</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> <li>• Lack of understanding by administrators regarding teacher roles and responsibilities</li> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs</li> </ul>
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2ELCBI	<p>Second Year. Yeah, I think I can generally, it really does, and it gives you some good guidelines of what you need to do and changes you need -- what you need to aspire to be distinguished and proficient. And, you know, if you do receive a basic score on something, it shows you where you need to go, and I think that that's good. Well, again, for special education, I mean think this premise works, but the actual criteria don't work. Because there are things that you have to do, that they expect you to do in classroom to be distinguished or even proficient that, as a special -- especially for kids with severe disabilities, that I can't implement those things.</p>	Criteria does not fit special ed	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Constructivist approach to evaluation</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> </ul>
3ELCBI	<p>Do you want to know how I feel about this? I feel like this is teaching to the test, kind of crap, and I won't do it. I'm going to do what's best for the kids. My kids, some of them, can't lead. Now, so what I'm going to do. I'm going to do those research-based programs no matter what this says, I'm going to do STAR, I'm going to do PECS, I'm going to do what's better for them and be damned if they're too ignorant to see that this is what we're supposed to be doing for our kids, in my place. [Other classrooms] have some cross-over. She's got some lower kids that really need my support, but then she has the OT and the PRT piece that. Now, what we do have, and I've got on tape, where, you could consider student-led opportunities because everybody gets a shot at it with the wand, with the magic pointer, and they get up and they will do their ABC's and they will count their numbers, they will dance to the song, and there is a child who comes up in front of the class, you know, but that to me is more demonstrating what they know, not leading the activity. Because I tell you what. If I give reinforcers to [students] it's going to be like 'No, no, no, no'. But they do, we're trying to foster independence. So, like to me, what is more leadership for my kids is when [student] goes over and she knows its snack time, and I look over, and she's putting placemats down. Those kinds of things show me that they're taking initiative. But those are things that may or may not happen with a TESS observation because that's one thing -- having somebody in my class observing, totally throws the whack-a-doodle into the formula. And what usually, where I may have a student who normally does this when given this natural cue and they start doing. Where is [administrators] are in the room, they start poking at her toes or looking at her jewelry wanting to get an arm hug. That kind of thing. And I think that's where [it's not a clear picture]. And that's why I've gone to</p>	<p>Teaching to the test  Making it fit to TESS  Differences in student-led</p>	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Pedagogical knowledge</li> <li>• Lack of understanding by administrators regarding teacher roles and responsibilities</li> </ul>

	<p>the videotaping, so they can see and the parents can see what their kids are doing. I uploaded a PECS round of what it really looks like. Okay, here's the deal, is we teach exponentially. My aides have got to be to teach and I have to be able to control the folly. So there are times when I have to step back and supervise the process to make sure we're all doing it the same way. What [principal] really needs to see is that not only do I do this lesson, but there is consistency with how everyone in my room does this lesson. With me supporting them as they take lead, because they're in their stations. My kids don't learn effectively unless it's one on one. They don't generalize those to small group lessons for a long time. So, they need to see, that needs to be a part of the process. It just doesn't need to be about us, because that's a small part of our classroom. We've got other teachers working with us.</p>		<ul style="list-style-type: none"> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs</li> </ul>
4ELFAC	<p><u>Q: So, in TESS, a lot of the distinguished categories look for student involvement, so I think, and tell me if I'm wrong, I think what I heard the difference was, in your classroom, which is higher functioning, slightly, on the continuum overall, they were able to lead so you feel like ... Do you feel like you can meet those domains in TESS for distinguished?</u></p> <p>That's right. Yes. I know how I was able, but I was wondering how [name] would be able. I looked ahead and thought, okay this is what I need to implement to get distinguished. But, let me tell you, the way I implemented [student] leading. She's not verbal, but I had her hold her little Barbie and when it's time to get the reinforcement of the little teeny marshmallows, she put the teeny marshmallows in the Barbie hand and she handed it to the one that had their hand raised. That's implementing them. I'd rather videotape it and send it to them. I've been doing a lot of videotaping and sending it to parents so they can see what they do. I would like to videotape and send it to the principals, because I don't think it is a true picture. I uploaded two on them doing their sight words as evidence.</p>	Making it fit to TESS	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> </ul>
5MSCBI	<p><u>Q: What track are you on? 2B2 is right before summative. Q: So basically you're not necessarily observed in all domains or reflecting in all domains, you pick what – We do 2B1 or 2B2, and I think I'm 2B2. I'm track 2B2.</u></p> <p><u>Q: So basically you're not necessarily observed in all domains or reflecting in all domains, you pick what your focus is within domains 2 and 3 ... do you feel it is effective ...</u></p> <p>No, I really don't. But then again, it's all on what you put into it. So if you -- if you put the right effort into it, and you have the right mindset, then, sure, absolutely, it will -- you will go back and you will look over your reflection pieces, you will look at your data, you will look at all the components that you need to meet. But if no one is coming in telling you to do those things or -- especially on my track -- if you're only looking at a few indicators, then those really are the only indicators that we're focusing on. Even though we're supposed to be focusing on all of them, you really only focus on those ones that you've put into your goal.</p>	Dependent on teacher's mindset and administrator fidelity.	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> </ul>

	<p><u>Q: So how did you select your goal?</u></p> <p>I selected my goal. I selected my goal because of the weakest -- things that I'm weakest on, that I think I need to improve the most.</p> <p><u>Q: And then what have you done with that PGP so far? Like have you identified professional development or worked with administrators?</u></p> <p>You know, the PLC has been the best thing.</p> <p><u>Q: What was your goal area? It doesn't have to be exact. Was it like instructional methods or</u></p> <p>It was -- I just had it pulled up. It was instruction and creating a functional zoning plan. Because with that, it would be easier for me to meet the needs of my students, get the direct instruction, have time to put in the data. And that's what I really needed to improve on.</p>		
6ELFAC	<p>[my PGP is on] Evaluations. And 3(c) and 3(b) whatever those are. Making it fun for the children. More -- engagement. That's what it is. I had to think of the word. For the other one. It was evaluation of engagement. Which I am the world's worst about, you know, doing the before and after data keeping on some of these children, so... That's my PGP. Honestly, probably not [useful for promoting reflection]. I'm pretty stubborn. No, probably it's made me think about -- it's made me think about the evaluations more, and the fact that I need to be doing more, you know, as far as before and after data on doing the subject that I'm teaching the kids. Because we usually do units. So I need to do some many pre and post testing. So it's made me think about that more. Engagement? Somewhat. Because it's difficult to get everyone in the classroom engaged in the activities. But I think I've modified a lot more this year to try to make where everybody could be successful.</p>		<ul style="list-style-type: none"> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> </ul>
7HSFAC	<p>My experience has been -- I know nothing about TESS because I've never even been evaluated. And my TESS evaluator gives about two seconds of her time and says, here, do this and tag this. So it's all been kind of pushed to the background. So for me, I don't feel it's effective because I don't know what I'm doing, because I haven't been informed. But I don't know how that would be with other people who have TESS evaluators that have helped them. sure it could be effective. I think all teachers need some form of rating, as well as administrators, for positive/negative change feedback.</p>		<ul style="list-style-type: none"> <li>• Value or relevance of feedback provided to teachers</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> <li>• Frequency of observations</li> </ul>

8HSCBI	<p><u>Q: What track were you on?</u></p> <p>The one where you have to put something in everything. There's --</p> <p><u>Q: So like the new teacher track one type thing, the new --</u></p> <p>[Teacher] and I are doing the same one. Oh, okay. It's probably 2(a) or 2(b). Uh-huh. And my -- my goals were to incorporate my paras more and kind of be a better leader to my paras. Well, there's no staff development that supports that, you know? And financially I can't go out and buy my own staff development. The district's not going to pay for it. So how am I supposed to show growth without training and, you know, things like that? And if you're -- if the district doesn't back you up on things, then there's nothing you can do, and you continue to struggle in that area.</p> <p><u>Q: So when you say the district doesn't back you up, do you mean like back you up in terms of trying to organize things for your staff more or professional development?</u></p> <p>Well, like disciplinary procedures or expectations for my paras, things like that. You know, I mean, it's just another timesheet and that's, you know, you kind of get with -- you know, the best you can. That's not okay when it comes to our kids because they need the best.</p> <p><u>Q: Yes. So paras themselves don't have any kind of accountability?</u></p> <p>No. If I showed up at 9 o'clock, 9:30, 10:00 every day and missed every Monday, I don't think I would have a job. Or if I stay and said, oh, I'm working till 4:30, even though there's no kids here, I'll work until 5:00. No kids here, but I'm going to clock out, then I wouldn't have a job. That's that. So, I mean, it's hard for me to feel like I've successfully met my goals when I've had no support whatsoever, you know. I mean -- and I don't think it's necessarily, well, we're not supporting you, it's just as a whole, there's no staff development because staff development is never special ed, it's general ed.</p> <p><u>Q: So, will your building pay for you to go for training since it's related to professional growth?</u></p> <p>I don't know that. I've honestly never known of a training that helped me be a better, stronger personality in that area. I don't know. I honestly don't know. Okay. You know, I read online a lot about things like that, you know, Pinterest, there's nothing on the pin board, nothing. So but --</p> <p><u>Q: Bloomboard has the training?</u></p> <p>Nothing that pertains to special ed or you have to pay for it. I'm a single-income family. I'm not paying for it. That money goes to other things.</p>		<ul style="list-style-type: none"> <li>• Value or relevance of feedback provided to teachers</li> <li>• Standard measures of evaluation/standards-based measure</li> <li>• Promotion of/Effect on professional growth specific to special education teachers in TESS</li> <li>• Frequency of observations</li> </ul>
9JHFAC			



10ELCBI	For special education as it's wrote right now, I don't think it's appropriate in areas, especially the higher level of questioning and the higher level of responses that it's kind of looking for from our students. Specifically, in my classroom, it's not a appropriate.	Not appropriate for special education self-contained	Validity of TESS as a measure for special education teachers
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3. What has your experience been with TESS in evaluating special education teachers (include their roles, class demographics, etc.)?

Interviewee	Response	Comments	Theme
1HSCBI	Well, I think as far as evaluating special education teachers, I think especially at the self-contained level, sometimes you really have to stretch TESS, the TESS rubric to fit what's going on in that classroom. So, especially when it's asking for students to do all of these different things to display proficiency, that is going to look extremely different in a self-contained classroom than it would in even a resource classroom or a regular ed. classroom. So I think that's where the TESS doesn't really line up very well with evaluating special ed. teachers, just because their students are so different. And as far as class demographics, like we tend to have a lot smaller class size, so there's a lot less opportunity to see stuff going on where students display particular things.	Class size – less opportunity, requirements for reaching proficient difficult in self-contained classroom due to lack of language, non-verbal. Looks very different. Does not 'line up' well for evaluating self-contained teachers.  Criteria does not match special education self-contained classroom	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs</li> </ul>
2ELCBI	Well, I have a classroom of students with severe disabilities. Most of the kids in my classroom have autism. Most of them are essentially non-verbal, except for using alternative communication. I do have two who are pretty effective with their communication devices, for like requesting things. But for answering questions, or completing academic assignments, they're not there yet. So when you're scoring or looking at how I'm teaching, based on this, you know, it doesn't make the allowances for the adaptations and things that we have to make and the fact that my kids can't answer higher-level questions and things like that. And to be honest, we haven't really -- we do our professional growth plan, but they don't sit down and do it like, you know, like this. Do the rubric with me. But, I don't -- I would actually have to go and ask. I just know that I -- what I have to do. Right now, they are just having us do like a professional growth plan based on Smart goals.	Severe disabilities  Autism  Non-verbal  Does not make allowances for special needs	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Administrator knowledge of pedagogy,</li> </ul>

			classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs
3ELCBI	<p>Self-contained 1:6, <u>Q: Language levels:</u> non-verbal, <u>Q: Ability levels:</u> moderate to severe cognitive impairments. Now, let me tell you, my last batch, I got three kindergarten students, all of them whose IQ scores came through higher than my core group. So, what's been really interesting is that I've got a bunch of babies who are right up alongside, if not passing my other kids. It's actually helping to create a more competitive – now the older kids are like wait a minute, they can do that? <u>Q: And behaviors:</u> My old group used to be able to sit and participate. I have one student whose parents are divorcing and all of the sudden we are having behavior problems with, and my kindergarteners are – it was like Lord of the Flies in there for like six weeks, I swear. But it's calmed down. I still have one that can't transition without screaming. I've got one who got a new baby over Christmas so we imitate the baby really loudly. You know, but, when we finally get her over, she will work. If can actually get her engaged, she's really smart. But I have behaviors throughout the day. <u>Q: Academics, what does your classroom focus on:</u> functional skills, but let me tell you, I get really touchy about this. When kids are put in my classroom, it's assumed they're not able to do more academics. So we actually have a dual struggle with getting the bear to sit in the chair and teaching them. Let me tell you, I've got kids who can count to 100. I've got kids who are skip counting. I've got kids, nearly an entire class, who can identify which pile has more, which pile is bigger, and it's because every day we pushed it and now we're so tired we don't do anything, we're just packing up, thinking maybe they'll be better after they come back from summer. You know, but they're academically to the point where I took out that STAR program and some of my kids are at box 2 already before we even start. So, now [we have a wide range and incorporate academic and functional skills] and sometimes it's all behavior. Because, if you don't have the behavior under control, you can't learn. And if you've got a screamer, nobody can learn. One child's behavior can shut the whole room down and we all have to be reactive and we might not get it back under control until we go outside.</p>	<p>Non-verbal</p> <p>Moderate to severe disabilities</p> <p>Behaviors interfere</p> <p>Functional skills</p>	Specific nature of behavior management
4ELFAC	<p>[My class is] Higher functioning, my PGP is focused more on the academic teaching. And we have behavior too. I just got a kindergartener that was a behavior ... and one kid's can change tone of the whole room. And you know, when you have kids that are low cognitive, it is definite modeling, I mean that modeling behavior. I think that's one reason why kids like that need to be taken out to a calming area so the other kids can stay on task so the other kids don't go out while that student stays and controls the room. I don't, I think the rest of the class suffers. [I] come from Texas, and when we had that kind of behavior, there were behavior specialists in every building. You pushed a button and they came. You continued teaching. You pushed a button, they come,</p>	<p>More academics than functional</p> <p>Behaviors interfere</p>	<ul style="list-style-type: none"> <li>• Specific nature of behavior management</li> </ul>

	<p>they remove him, you continue teaching. You don't disrupt an entire class that is supposed to be learning and let that child control the classroom. I mean that's not teaching them anything. And, yes, it can be done improperly, but everything can.</p>		
<p>5MSCBI</p>	<p>I think it is harder for an administrator to come in and observe me and try to find what I'm doing and see how it fits into TESS. I think they really had to stretch to see some of the things that we're doing, how does that fit, where does that go in TESS, what she's doing? I know there's a purpose for it, but where does that fit? Such as things like sorting blocks, you know? When an administrator comes in, it might look like we're just playing blocks, we're just playing with blocks, we're playing with some things that are colors, some things that are different sizes, when in actuality you're working on sorting discrimination, ordinal numbers. But to them, they don't know that. And if you've got an administrator who is willing to work with you and say, okay, what were you doing with the blocks? I know there's a purpose for that. Tell me what you're doing with that and why you're doing it, then they can come back in the TESS and make it fit a little better. But for those closed-minded administrators, they just see it as playing with blocks. Three boys, all with autism; I would say two would be on the severe level and one -- One kind of moderate? Two are non-verbal, working with assistive technology, Proloquo and PECS. The other is verbal, very verbal. Behavioral. Two attention seeking, one task avoidance.</p> <p><u>Q: So do you feel like -- since you were talking about having to stretch as some administrators wouldn't have knowledge? So do you feel like they would -- the typical administrator, would understand different strategies you were using or putting in place for behavior?</u></p> <p>No. Not unless they observed in the classroom, they've been around, they've made an effort to come around and watch you in and out of the classroom. Because what we do in here is quite a bit different than what you do in general in a classroom. You don't talk a student down with autism. You use more visuals. You point, you gesture. Whereas in the general classroom, you talk it out, you try to figure out what's going on verbally. A student with autism, that's just going to overwhelm most of the time. So they need cues, they need something to keep them on track with visual, timings, and that looks very different. Very cut and dried, those three.</p> <p><u>Q: Okay. That actually goes along with a question in here in a minute. I was going to ask you something else about your kids, but that's okay. So you basically have a small classroom in terms of number of students. You have how many --</u></p> <p>Caucasian, Hispanic.</p> <p><u>Q: No, not that kind of -- just what the picture of the classroom is. But you have two instructional assistants?</u></p> <p>Uh-huh.</p> <p><u>Q: So that changes the way that you have to organize and manage?</u></p> <p>Oh, certainly. One is one-on-one. So you -- basically you've got a one-on-one situation in here right now.</p>	<p>Criteria does not match special education self-contained</p> <p>Stretch, how does that fit</p> <p>Autism</p> <p>Severe disabilities</p> <p>Non-verbal</p>	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Value or relevance of feedback provided to teachers</li> <li>• Lack of understanding by administrators regarding teacher roles and responsibilities</li> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs</li> </ul>

<p>6ELFAC</p>	<p>I have K through 5.</p> <p><u>Q: Yeah, I've always wondered how people manage that. K through 5 is a big difference.</u></p> <p>It is. And what's really sad is my kindergartener is probably more capable than some of my fifth graders. He is very intelligent. So how to keep him challenged and then meet the needs of the older kids who feel like they know more than him but really need to be -- yeah. So it's made me think about those type of things more.</p> <p><u>Q: And you're in what type of classroom?</u></p> <p>One to ten. But I have 12 students. Autism, OHI, ID. I think that's it.</p> <p><u>Q: So you have some focus on academics and some of life skills; okay.</u></p> <p>Personally, I think I focus on the academics more. It's just I think the management of my classroom leads more to the functional skills. Because my biggest goal for these students is for them to be independent. So whether that's independently working, whether that's going from place to place independently, that's my main -- that's one of my main focuses is for them to have those independent skills. Because when they get out into the real world, they're not going to have somebody holding their hand all the time. So they need to be independent. And I don't necessarily work on that. It's just an expectation. I guess I do in a way, but I don't really think I realize. It's just more what I expect of them.</p>	<p>Differences in self-contained and general education</p> <p>Difficult to make connections to reach proficiency</p> <p>Focus on independence</p> <p>Functional skills taught indirectly, more academic curriculum</p>	<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Administrator knowledge of pedagogy, classroom structure, behavior management; knowledge of distinctions in class sizes, intensive/specific instruction, and individual learning needs</li> </ul>
<p>7HSFAC</p>	<p>First year with TESS. Track 2(b). Focusing on classroom management and outcomes because of behaviors.</p> <p><u>Q: So you're a self-contained teacher?</u></p> <p>Yes.</p> <p><u>Q: 1 to 15. So how would you describe like the type of students that's in your class?</u></p> <p>Like an average student is reading at about a first grade level. Their math skills, some are at below first grade, some are up to about third grade level. I'm not PC. So they look normal and they open their mouth and you're like why are you saying something that a first grader would say? A lot of them that we deal with don't have parent support. And they don't have a lot of the soft skills, like how to enter a classroom and not "I'm here" in the middle of a test. Or just saying please and thank you, waiting their turn. We have a few students with autism, ID kids, and we have one or two SLD kids, couple of OHI, hearing impaired, vision impaired.</p> <p><u>Q: So you got the whole range, basically?</u></p> <p>A. And ED, yeah.</p> <p><u>Q: And what do you teach?</u></p> <p>English and job skills, 10 through 12.</p>		

<p>8HSCBI</p>	<p>How many times have you been observed this year?</p> <p>I don't remember.</p> <p><u>Q: Okay. But more than one?</u></p> <p>We had an administrator come in once. Yes, at least once.</p> <p><u>And so in terms of your classroom, just to get to some background. So you're a one two -- you have students that are in the one to six to 1 to 10 range. How many students do you have?</u></p> <p>This year I have 12, I believe.</p> <p><u>Q: How many paraprofessionals are in your room?</u></p> <p>I have one full time, and I have one who is a one-on-one that has attendance issues. And there's always a lack of a sub. And I have a student who has a one-on-one in his IEP, but the district did not approve that. So we've never hired anyone, and we just kind of fill in with whoever.</p> <p><u>Q: Okay. So using aides from other classrooms and stuff?</u></p> <p>Uh-huh. So if we -- it's just you and I and we have someone that needs a diaper change, either you do them alone, which, you know, fortunately, Jill and I are pretty good at it, and we don't need help, or two people leave the room and who's going to watch the kids? So...</p> <p><u>Q: So given that you mentioned diaper change, the general -- I know there's always a range, especially in special ed classrooms, but the general type of student in your classroom, what level of supports do they need with personal care and academic and what is your focus?</u></p> <p>I really focus on academics with mine, functional academics, and academics as far as -- they -- all of them but maybe two or three don't need someone to sit right there with them, you know, to -- to completely facilitate the learning. The other ones, you have to sit right there with them. I mean, you do. And then as far as -- I only have one this year -- no, I had two in diapers, one tube fed, and one, you know, you had to kind of sit there and help him eat and stuff. Next year will be totally different. I will have four wheelchairs and four students who need assistance eating and toileting issues.</p> <p><u>Q. So since we weren't able to get an observation in your classroom, let me just ask generally what -- how you go about providing that instruction? Like do you do whole group instruction, several small groups, one-to-one, how do you --</u></p> <p>Usually it's small group, because of the different levels of the kids. The assistant that's working inconsistently here, you know, it's kind of scary to assign her something because -- She might -- not be here, and that's where this kid's at. And with TESS, and me being on my computer so much here lately, it's been Ms. Jill doing it all, because by the time I get finished with IEP, portfolio -- not PARCC, but the other one that we just did -- Mixing it in TESS, yes. Then it's Miss Jill, and as much as I late it, you know, we'll -- everybody gets a little</p>		<ul style="list-style-type: none"> <li>• Pedagogical knowledge</li> <li>• Frequency of observations</li> </ul>
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	<p>packet, and Miss Jill stands up, and we do it together, you know? We write stuff on the board and talk about, you know, whatever the lesson is that day. I try to have the non-verbal kids have a switch, so they can participate. But time limits, I don't always get that done.</p> <p><u>Q: Okay. For your non-verbal kids, what kind of -- this isn't on there either. This could have come from observation. Do you have different types of assistive technology that you use? You have the switch, and then do any of them use PECS or any other assigned --</u></p> <p>I use PECS with one. He's verbal, but I use PECS with him just because he needs those visual cues. One kid, he will not, instead but if you show him a picture or give him a choice, it's more accurate than his nods. And then one who uses the switch for everything, or eye gaze.</p> <p><u>Q: Okay. All right. And what kind of instructional strategies do you generally use with your kiddos? Like do you have any specific strategies that you use to provide instruction or do you use direct instruction and --</u></p> <p>Pretty much direct, just because -- when we're doing like social time, we're learning to play games. So it's hard to do, learn the play games while you're trying to learn a lesson, you know, things like that. Once they get those lower skills, we take for granted they're going to play a game. Then we can incorporate lessons into it, like manners games and money games, or things like that. And they like to play the bomb game where you ask -- they can plan that, where you ask the questions and pick them off the board and they blow up the bomb. And hang man. They got hang man. So our vocabulary words, we can do hang man.</p>		
9JHFAC	<p><u>Q: Generally, just for a little bit of background knowledge in terms of what you teach in your world. So you're a special education teacher.</u></p> <p>Yes.</p> <p><u>Q: And you have a self-contained class.</u></p> <p>I actually have -- I've had 14 this year. It's been a great year. Very appropriate number, but... I have a paraprofessional that is also in here with me. So we have 2 to 14 ratio. Works really well. I have disabilities ranging from intellectual disability to autism. Grade 5 equivalency, you know, ability level are from pre-K to fourth grade. Eight and ninth graders and starting out, some of them are 12 and most of them, you know, turned 13. I have a couple that have turned this year. So, 13 to 16 years old. I teach all subjects. I teach English, math, science, social studies, and a life skills class.</p>		
10ELCBI	<p>An elementary classroom in a one to six, classroom-based instruction. Classroom with a range from kindergarten through fourth grade, of five students. I do have one student that rotates between myself and another -- a one to ten classroom for language and PECS communication. A lot of my students -- well, I have two students that have like echolalic speech. So it's a constant repetitive. And so you may think that they're actually answering your question, but it's something that they've learned and they know that -- it's kind of like a script thing, they talk. And then I -- the rest of my students are non-verbal. Two of them are emerging verbally. They are starting to learn some communication verbally. A lot of them they use PECS to communicate with -- the Picture Exchange Communication System to communicate with or a communication switch button, what it</p>		<ul style="list-style-type: none"> <li>• Validity of TESS as a measure for special education teachers</li> <li>• Pedagogical knowledge</li> </ul>

	<p>is, to communicate with. And I do have medical fragiles also in my room. Yes. My question how we -- whenever, when it's a group activity, when it -- when we are wanting group participation how we do it in my classroom is if it's a question I'm asking, I wait for a response to see if anybody will give me a response. Either with a PECS, a switch, whatever. If I don't get it, the -- my assistants in my classroom will model the correct response. So if I'm asking what a color is on the board, I'm pointing to the color. I'm waiting for a response. Then if I don't get a response from one of my students, one of the people in my classroom will model the correct response and then that student therefore will follow the correct steps from that.</p> <p><u>Q: Okay. So is this your first year or second year with this?</u></p> <p>This is my second year.</p> <p><u>Q: Second year. And what track are you on?</u></p> <p>I'm on track one still, I think. Yes, track one. And next year, I'll be moving up. And then I kind of focused in on classroom behavioral management. Because I wanted some more of the ABA information, all that kind of stuff. I really thought that was kind of my area that I needed to work on.</p> <p><u>Q: We didn't get as far I wanted in the PLC but there's next year.</u></p> <p>Yeah. But I learned a lot. I mean the task boxes, everything that I think is going to really help develop independencies, which will then in turn help with behavioral management in my classroom.</p> <p><u>Q: Look at you go. So you have had to go through every domain. And then do you have to go through every sub-domain? And put evidence in there. Okay. So since you've done that, and there's only one other person that has, what are your general thoughts of having -- having gone through each sub-domain, and looking to find evidence that matches. Was that as clear?</u></p> <p>It was super hard. Because a lot of these domains, you know, in a general education classroom, some of them still could be kind of hard to find evidence in a general ed classroom, especially in a classroom that's not all the same level of academic skills. In a special education classroom, when you're working with a kid that mentally is maybe functioning at two-year-old level, you may have one that's functioning at a three-year-old level. That's a big range that you're having to show different kinds of evidence and all -- everything in there. It's -- it's kind of tedious to get everything in order and show those evidences.</p>		
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4. Describe some specific correlations between the TESS document and the CEC standards of practice for special education:

- a. In TESS indicator, 1f: Designing student assessments ... (read/show) describe how the specific nature of formative and summative assessments for developing an IEP are addressed?
- b. Setting instructional outcomes: describe how the TESS standards clearly indicate the measures necessary for developing an effective IEP, to include (systematic individualization, evidence-based practices, ongoing assessment and refinement of instruction):

Interviewee	Response	Comments	Theme
IHSCBI	<p><u>Q: So, in Domain 1(f) there are questions regarding students' assessments. So how are the specific nature of formative and summative assessments for developing an IEP address in terms of TESS?</u></p> <p>Well, I mean, so, obviously, TESS addresses that we need to have good assessments. I don't really know the TESS addresses what kind of formative and summative are appropriate for my classroom. And I also think that kind of comes back to your evaluator, too. Whether or not they know what kind of assessments are appropriate. And I think there's also just like having access to -- talking specifically about assessments, like having access to good assessments, and kind of what that looks like. You know, my students don't participate in benchmark or MAP testing or other types of summative assessments like that, or end of course or anything like that. They've done, you know, portfolios, which are not always the best assessment, and then they've done pilot NCSC testing. So that's kind of for the state tests. So that's been kind of interesting. So I don't know if there's always -- like when my evaluators think of assessments, they would not really think of the things that we typically use.</p> <p><u>Q: 1(e) setting instructional outcomes. And to reach distinguished, all outcomes represent rigorous and important learning in the discipline, the outcomes are clear, written in the form of student learning, and commit viable methods of the assessment. Outcomes affect several different types of learning, and where appropriate, represent opportunities for both coordination and integration. Outcome is taking into account the varying needs of the individual students. So to get distinguished, you have to have clear, rigorous outcomes that reflect learning in the discipline.</u></p> <p>This is an interesting -- I just think that's interesting. Like learning within the discipline, what that looks like for my students. You know, tying in what they need to be working on to a common core objective is always an interesting process. Yes, it can be done, but they're so far removed from that particular goal. So I mean, for example, you know, a lot of my students are working just on basic communication with requesting. And so the closest goal that we can tie that into is like an 11th grade standard, that's about collaborative discussions. So my students are so far away from collaborative discussions. But that's what we're saying that they're working on in common core. I mean I definitely would say that I think you can look at their IEP goals and say that they're addressed for that particular student. The nice thing about IEP in general is that they do make everything individualized automatically, which is nice.</p> <p><u>Q: So, do you think that administrators would be able to do that, to make that connection and know that your IEP matches their evaluation components and is connected to their learning and –</u></p> <p>I think it would depend on the evaluator. So, like, my particular evaluator would say yes. Like, she would make that connection because she, I think, would just innately trust that I was doing that. But there's a lot of -- if I have a different assessor, even in my same building, I don't think that would be the case. I don't see that they would see that connection at all. And I'll even go and say that I don't always -- you know, that connection is so broad, it's so vast in between those two things. It's -- I could see where that it is difficult to get there. The</p>	<p>Variance in assessments for self-contained students; administrators/evaluators need to know what to look for ...not the same</p> <p>Lack of access to appropriate assessments for self-contained students.</p> <p>Instructional outcomes for self-contained are different than for gen ed – connections to CCSS are difficult to make and see. Clear on the IEP, individualized, but outcomes do not match CCSS – ex of collaborative discussions.</p> <p>Some admin could see/understand connections; but not all. Some it is an 'innate trust'</p> <p>Evidence-based practices for the self-contained student vs for gen ed.</p>	



	<p>other thing, too, there -- I don't know that my evaluators know what evidence-based practices are for this particular level of student. I'm quite sure they could tell you what a typical classroom evidence-based practice would look like, but if you ask them to identify some in my classroom, I don't know that they would be able to do that. Other than they more or less say oh, look, they're doing it.</p>		
2ELCBI	<p>Well, I mean I can use this to a certain extent to do assessments to -- to plan for an IEP, but...</p> <p><u>Q: Do you think an administrator or evaluator would make that connection?</u> No, no. And, you know, the fact that student involvement is really important, it's a key factor of this, it's really hard for my kids to -- to use assessment information to affect their future performance. Because I mean I think the CEC standards are designed for children with disabilities of course. And if -- just -- I -- every administrator is not going to know the kinds of things that I need to do to -- what is rigorous for my children. They may come in and look at matching colors or matching shapes and think that we're -- you know, that's -- that's not rigorous. But for particular children, it -- it's very rigorous, and, you know, and I don't think they -- they understand necessarily the individual needs of -- of my students. When somebody's having a bad day, they -- it's like a crisis situation, and it's just part of autism they have that day. And that then somebody -- their performance is affected. And as I was working on my professional development plan for my evaluation coming up, that was one of the things I noticed in -- in my data, was I could tell days when someone had had a rough time. You know, there was a particular week that some -- one child was having a rough time, and his -- his performance was affected by that. And that doesn't necessarily happen as dramatically with general education students as it does with ours. I mean it can completely change -- their performance.</p> <p><u>Q: -- your data and your, the standards and things you are doing in the classroom are greatly affected by how the kids are holistically on any given day?</u></p> <p>Yeah</p>	<p>What is rigorous for my children indifferent than general education</p> <p>Individual needs not always understood by administrators</p>	
3ELCBI	<p>Is this aligned to how teachers are developing an IEP? So, should this apply to our IEP, technically. No, I really don't think. Most people don't consider an IEP to be an assessment. Or a goal to be an assessment. Where the teacher, as well as the student, designs the assessment. And again, when you get into 1:6 kids, and not that I'm trying to be cruel, but I in the past have had students that can't move their head. How is that student going to show that he is using the assessment information? I don't know, I think our administrators would, tie that to the IEP, because that's what we would lead them back to. I have three that are heading into reading sight words. When they use the word correctly, they are able to put a sticker on the chart to show they've mastered. But, do my children fully understand what that means? No. No. I don't think cognitively. If I put up a chart and said 'you didn't run', she'd say 'run, where are we running to'. I think that I could very easily meet.</p> <p><u>Q: Setting instructional outcomes. Do you think the TESS standard measures what is necessary for designing and IEP and lessons?</u></p> <p>I don't think with the group that I've got; I could ever determine what the instructional outcome will be. I can hope, I can predict, based on my data, but depending upon the behavior and the, you know, you know they know the answer but they're just going to pick anything but the answer to see what you're going to do about it.</p>	<p>Does not understand the rubric or how to connect</p> <p>Administrators would not be able to identify outcomes in observations</p> <p>Administrators would not be able to connect assessments to the IEP</p>	

	<p>Now, again, I fall back to the good graces of my administrators because they see the difference between who entered the building and who they are now. But know, I don't feel, just reading off this one, I could make proficient.</p> <p><u>Q: What if you look at it in terms of outcomes on an IEP? Do you think it would be clear to an administrator that this how it should be measured in this environment? That this should be connected to an IEP for a special ed self-contained teacher. That that's a measure of IEP growth.</u></p> <p>A: Yes. [reads some of standard: "The outcomes are clear, written in the form of student understanding and permit viable methods of student assessment"]. Yeah. I do, I do think that ties directly back to. I don't see how we'd be able [reads standard again: "All instructional outcomes are written in the form of student learning"]. Your data supports the instructional outcome. So, yeah, if you take it to the bigger scope. If you take it to a day to day lesson, the steps that you're taking to meet that bigger goal, no. If someone came in and watched me do the discrete trial, they may not see the intended learning at all. They may see things flying. And me ignoring it and then wondering why I'm not getting up and making the child pick it up. I don't think an administrator, other than our building, would get that this should connect to the IEP. I think they'd come in and they'd be looking for that outcome and that micro-second.</p>		
4ELFAC	<p>The IEP is how you measure progress, through their goals. I assess every Monday, but I do it very differently using general academics, but also with the goals and objectives, and behavior. [One] student, he hasn't ran in ten days – that's an assessment. Using data to assess progress and I, of course, have academic assessments that I can print off.</p> <p><u>Q: Would you be able to reach proficient or distinguished, just looking at the TESS rubric and knowing what you use in terms of your data, your IEP goals, and progress. Or what do you think would limit you from reaching that distinguished.</u></p> <p>I think what would limit it, I think kids should be able to assess themselves. That to me is the difference between proficient and distinguished, that students should be able to assess themselves. I thought of implementing this next year, of having a chart where they can put a star – look you haven't run all week, or something like that. They should be able to, that's proficient. Kids should be able to assess their own behavior, their own sight words, instead of me standing over them, I mean they're not learning. I feel like I can do that in my classroom. I will.</p> <p><u>Q: Setting instructional outcomes. Do you think the TESS standard measures what is necessary for designing and IEP and lessons? Would it be clear for an administrator that this domain could be a measure for an IEP? As you read through that, do you see how that could connect to an IEP and do you think others could make that connection? There is not a measure in TESS for the IEP and that's one of the largest components for special education teacher's job.</u></p> <p>Right. Let me ask you a question. Do think some of the exits in this district in the 1:10 are leaving based some on this. Because I talked to one, just one, I don't know any other one, and she just said the administration put so</p>	<p>Assessment in special education classrooms is different</p> <p>Measuring IEP goals, progress</p> <p>Students assessing selves looks different</p>	

	<p>much emphasis on this and they're putting a lot of pressure on her. I just wonder if a revised rubric like this would help people stay. Because administrators would better understand the balance.</p> <p><u>Discussion about district classrooms</u></p>		
5MSCBI	<p>That's almost impossible to me, it seems like. I don't know that -- I don't know that you could ever truly -- I think you can strive to do this. I don't know that you have enough time in the day to be distinguished like that. And if you are, great for you. But we do so much of this already. You do informal observations in assessments all day long. And you adapt every day. Every day you see changes. So you adapt, and you either decrease some things, you increase some things, you increase your rigor, you may back off on some things, you may add some things in. You may take some things away. You may fade. You may see that you've been giving too much help. So I think we do this informally every day.</p> <p><u>Q: So every day, you're doing things that meet that standard. Is there anything in specific -- or specifically that might be hard to meet? Because, you know, again, it's looking at student contribution to the development of assessments and using the assessment information. And it sounds like what you're saying is you're assessing all day long.</u></p> <p>And I think about using -- doing this and relating it back to the standard, to every standard that we have for a sixth grader or a seventh grader. For me to be able to be distinguished using a Common Core standard is nearly impossible, because by the time that we get to those -- you scaffold down to those prerequisite skills, it doesn't even look like the standard anymore. So that's why I think it's -- it would be hard to be distinguished. Does that make sense? That's what I'm thinking when I see this is, I know that's how we're evaluated, that we're also -- when they come in, they're thinking, okay, what standard does this fit? And that's what we are -- that's what we're evaluated on, this Common Core standard and did you meet that distinguished?</p> <p><u>Q: And you're telling that's how you're assessing. That makes a lot of sense because, like you said, it's hard for people to see through that outside of that room. So the next one was setting instructional</u></p> <p><u>outcomes, which I think your answer will probably be very similar because it is related to what you just said. We don't have to spend a lot of time on it because I know you've got to get going. But it just basically says -- So instructional outcome. What TESS are saying to get distinguished, all outcomes represent rigorous and important learning in the discipline, that outcomes are clear, written in the form of student learning, and permit viable methods of assessment of learning. And they reflect only one -- oops, wrong one. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying levels of student.</u></p> <p><u>So, I think what you were saying earlier -- and correct me if I'm wrong -- is that when they're coming in and looking at outcomes and for the disciplines --</u></p> <p>Uh-huh.</p> <p><u>Q: -- they're going to make connections to Common Core; right?</u></p>	<p>Assess daily</p> <p>Impossible to reach distinguished</p> <p>Hard to connect to CCSS, scaffold down to pre-requisite skills</p>	

	<p>Right. Because they'll look at my lesson plan to see what -- see what I'm teaching, what Common Core standard it relates to, and then make the evaluation after that. All related to what the Common Core standard is and what they see. And this -- it's almost crazy. Because it may be done different somewhere else, but that's how it's done here.</p>		
<p>6ELFAC</p>	<p><u>Q: Assessments and the IEP</u></p> <p>I think they can be meshed. I don't think that they are now. Because things like TESS is looking at your capabilities in the classroom, and the IEP is the capabilities of the students and what you're working on for them. So somehow it needs to be -- is the teacher directing her lessons or her -- is she working towards the IEP? Is she working towards what she's saying that she expects the children to be able to do? And I don't think that in TESS, that we're looking at that. We're just looking at what is the teacher's capability. And it needs to be okay, yes, can you teach. You know, are you hitting these areas, but also are you actually addressing what needs to be evaluated, if that makes sense.</p> <p><u>Q: Setting instructional outcomes: So, again, it's just kind of looking at if, in the TESS standards, if there's a clear connection to those measures for developing an effective IEP. That systematic individualization and using evidence-based practices. So setting instructional outcomes is I think 1(c). And it just kind of looks at -- all outcomes represent rigorous and important learning in the discipline, outcomes are clear, written in the form of student learning and permit viable methods of assessment. Reflect several different types of learning. And where appropriate, represent opportunities for coordination and integration, taking into account the individual needs.</u></p> <p>That's what popped in my head. When an administrator is looking at a general ed teacher, they know what that teacher is supposed to be teaching at that time because of Common Core. So they have that mindset. Okay. They are supposed to be on this area and looking at this. This is what they are supposed to be teaching. When they walk into our classrooms, they have no idea most of the time what -- because we don't have those set guidelines. We don't have that set curriculum of what we're teaching. So walking in my classroom is going to be totally different than walking into another self-contained teacher's classroom and what we're teaching. And so I think that it's hard to -- for an administrator to look at us and say okay, are they meeting this, can be distinguished, when they have no idea what we're focused on to begin with. You know, they have that small snippet. I do units. So -- and I love science. So most of my units are based around science. Whatever I'm teaching, reading or writing or math, everything is based around. So they need to know, okay, right now, she's working on polar bears and this is how it ties into her IEP. This is what she expects for this student to get and that student to get, and that's something you can't get from TESS. And there's no -- they're sitting down with those previous to that and saying okay. What are your expectations for this classroom? How are you expecting your student to get something out of this unit that you're teaching? So it's just kind of a blind -- a blind evaluation when they come here because they have no idea if we're meeting that goal or not. Are we trying to meet that IEP need for that student? All they can see okay, she's doing this. And, yes, she's addressed this student's issue, and she's addressed that student's issue, but there's no way of knowing whether I'm actually tied -- I could not have it tied into anybody's IEP and they wouldn't have a clue. So is there a way for that to be...</p>	<p>Does not distinguish what is appropriate in assessment for special education students</p> <p>Making connections to CCSS is difficult for administrators</p> <p>Variances within self-contained, no standards or curriculum</p> <p>Not clear to administrators if teaching is tied to the student's IEP</p> <p>Outcomes not clear to administrators</p> <p>Pre-conferences not always required but would help</p> <p>Self-contained distinguished will look different than general education</p>	

	<p><u>Q: No. That makes perfect sense. It's another really good point. So do you think the preconference helps with that or doesn't help with that?</u></p> <p>I think the preconference would help with that. If, they -- you know, I think it would because it might mean more work for me, and it might mean way more work for the administrator. But when they walk into my classroom, they would know, okay, I'm teaching -- another thing we did was we did insects. She's teaching insects, and this is what she's going to be teaching on. And this is how it ties into this person and this, you know, all the IEPs. So they can see am I actually meeting those needs? Am I actually a distinguished? Because I'm never going to get distinguished the way it is, you know, because they have no clue am I actually meeting those needs. And my distinguished is not going to be the same as a general ed teacher's distinguished because I don't have a lot of students that are going to be doing a lot of questioning and brainstorming on their own, and problem-solving on their own, without me modifying the work and pushing them and questioning them. My distinguished is going to look different than a regular teacher's.</p> <p><u>Q: So have you had pre and post conferences? In 2(b) I don't think you necessarily have to.</u></p> <p>Yeah, you don't have to. I'm going into this detail. I think they need to be, you know? It just needs to be maybe a quick, okay, what are you working on, what are you expecting from this? You know what, address, I try to change it every year because I have same students. But I don't want them to study insects next year just because I have three more students. I have to think of something else. I try to change it up, but then I still want them to have...</p>	<p>Problem-solving, questioning look different</p>	
<p>7HSFAC</p>	<p><u>Q: Assessment and the IEP</u></p> <p>Yes. And it would -- yes, it would be based on each individual student. So they'd have to plan for each individual student's assessment, and each -- and the instructional outcome may be different from Johnny to Susie.</p> <p><u>Q: Do you think an administrator and/or teacher would make that connection to the IEP, just looking at that standard by itself?</u></p> <p>You mean if they're --</p> <p><u>Q: If they're evaluating a professional or a teacher?</u></p> <p>I don't think -- I think the special ed teacher could. I don't think a regular teacher looking in that doesn't have any experience with special education would know, because they're -- I know we have teachers that say, well, you're doing such easy work, or it looks easy for the typical high school student, but for our students, it's not easy.</p> <p><u>Q: Setting instructional outcomes</u></p>		

	<p>I think it would be great for individualization because you want to instruct, each individual needs a different instructional outcome. So Susie might need to learn just her basic math facts where Johnny knows how to do his math facts, but he's going to need more help on the checkbook. Is that --</p> <p><u>Q: Yes. And the standard itself. All outcomes represent rigorous and important learning in the discipline, they're clear, written in the form of student learning and permit viable methods of assessment.</u></p> <p>And each student is going to have different rigor.</p>		
8HSCBI	<p>Yes, I think they could because we have our transition assessment, because we're preparing them at this point, you know, to go from school to adulthood, work, or whatever, we try to get them ready for work. We have classroom-based assessments that kind of address our functional skills, and, of course, their three-year eval, you know, that we keep up on. When we do our IEPs every six weeks, we're checking up on percentages and stuff like that. We have portfolio, which is here -- I don't know if I really think it's an accurate assessment. I think it grades us more on how we put it together than it does the kids. But as far as the formative assessment, that's all day, every day. I mean, everything we do is a task analysis. And we, you know, from brushing our teeth to following a recipe, you know, wait, you didn't put your toothpaste on, it's a constant formative. So I mean, that's -- we always would be distinguished in that.</p> <p><u>Q: So -- and do you feel like that student contribution to their development, to the development of the assessment and student use of assessment information? I mean, I think you described to me in terms of a formative assessment and task analysis, but the student contribution, do you feel like your students are able to contribute to the development of the assessment?</u></p> <p>No.</p> <p><u>Q: But indirectly, I think is what you were --</u></p> <p>Yeah, indirectly. But I mean, the state pretty much sets the, you know, the majority of what we do, state sets it. Our -- I have like little teacher -- I mean, student assessment sheets with smiley faces, striped face, a frowny face, you know, I did good, I did okay, I did bad. And sometimes when we do different activities, you know, I'll have them look at that, how do you think you did, or I'll give them a sheet, you know, check off, did you put your toothpaste on your toothbrush, did you wet your toothbrush, did you do that, did you do this, you know, and they have to self-assess on that. But I don't know how much -- But I don't know how much that means they're included, but they are self-assessing.</p> <p>I mean, yeah, I mean if you picked up my IEPs, you could walk in and figure out what you need to do with the kids. It reflects their learning, their individual learning, you know? I mean, it's an IEP, it's for them.</p> <p><u>Q: So given this standard and TESS, do you think a special ed teacher, if a new administrator and teacher knew to use the IEP of the measure, they would be able to reach distinguished?</u></p>	<p>Special education assessments include progress monitoring, portfolios, re-evaluations, annual reviews, and daily task analysis</p> <p>Student self-monitoring forms for behavior</p>	

	<p>I think so, if they used the IEP. If they walked in and compared me to regular teachers, no, because mine looks a lot different.</p>		
<p>9JHFAC</p>	<p>Well, I would say that I do a lot of informal assessments in class. But normally, it is aligned to, you know, the frameworks. I do consider, for example, most of my students have very low basic reading, reading comprehension, expression in math. Most of them are very low in those areas. So a lot of what I do covers all of those things. And I try to generalize those skills across all areas of the curriculum that I teach. We might be doing a math lesson in science. We might be doing, you know, a writing in math, for example, which you normally don't think about those things. I usually do exit slips. You know, an exit slip, entry. It could be a Kabootz quiz, but it's not just based on, you know, one assessment. I do collect data on the skills that I'm teaching. It could be vocabulary. It could be math. But I collect the data, you know, twice a week, and then when I go to design the IEP, then I use that data to kind of help guide me in creating, you know, goals and objectives for the next year.</p> <p><u>Q: Do you feel there is any accountability for special education underlying data to your assessments and IEP goals?</u></p> <p>The accountability lies, I think, within myself. Because nobody else, you know, double checks it. So -- which is, you know, why we were sending those in. Another thing about the data collection, you know, for -- for the student assessment, is super easy. Like, we put it on the Google drive and shared it. So that if, like, for example, I don't have an inclusion -- I don't have the file for a kid that's in my inclusion civics class. It's online. So if they did an assignment, I'm going to take a small assessment grade on that, I can put it in, and it's shared with all of us. So when the teacher has the IEP meeting on that kid, then they have the assessment. They don't have to run all around looking for it.</p> <p><u>Q: Setting instructional outcomes:</u></p> <p>This is where I think TESS doesn't really -- it's not very well outlined for special education. Specifically, like, you know, probably 1 to 15, maybe even resource, you know, class. Because a rigorous, you know, an important learning, you're going -- it's going to look different in all classes. I don't really know what -- rigorous. So this is like the rigor of the curriculum; right? So it is aligned with assessment. Does that make sense? So, if I'm taking let's say an English UBD and I'm following what they are covering in their class, like say we read "To Kill a Mocking Bird," which we did, and I take the UBD and I modify it for my kids. So I have lots of resources, and I have lots of activities, I have lots of work sheets, and I have lots of videos, and I have lots of pictures and all that kind of stuff. But then I take out what my students need to know from the essential questions, what they need to gain from that. Is that... In terms of like the math, for example. That's what I wanted to do this year for my professional growth plan with math. I mean they have, they have, you know, a curriculum in place for math. And I did meet with the resource teacher, the math resource teacher, and I used a lot of material that she had, and then I modified it for my kids, you know, made it a little easier. I will be quite honest with you. I mean Common Core for math was extremely hard to redesign for the 1 to 15 kids, so...</p>	<p>First clear connection – UBD lesson modified for her students</p> <p>Accountability and assessment data comes from within the teacher; nobody checks</p>	

<p>10ELCBI</p>	<p>Well, I do a classroom-based assessment on all of my students. I do two of them. I do a functional behavioral assessment to see what self-help skills they can do, what self-calming techniques they know. All that kind of the stuff to help my IEPs already and where -- you know, where their growths are, and where maybe they were before, but we've kind of stepped, you know digressed a little bit. And then I do a functional, just an all-around, you know, their colors, their shapes, where we are on that.</p> <p><u>Q: So is that what you put for evidence here?</u></p> <p>Uh-huh.</p> <p><u>Q: But some of things for the distinguished on there are, you know, there's assessment is aligned with outcomes, clear criteria and standards that show evidence of student contribution to their development. And then, of course, adapted for individual students. Your assessments are adapted...</u></p> <p>They're adapted to them. But for a student in my classroom to assess themselves, it's really difficult. I mean we work on -- if you said at circle time you participated, give yourself a high five or thumbs up, that's how they're assessing themselves. But what they're honestly doing is mimicking my response. They're not truly assessing themselves. For a student that is that delayed, they truly cannot assess themselves.</p> <p><u>Q: And I just need to put some stars here so I find this in the transcript. I didn't get it written down. That's a really good example of what might look like self-assessment but it's really imitation skills. It's a really good connection. I haven't had anyone make that one yet. Okay. So, was there anywhere, just -- and this might be hard to remember the specific standard, but did you feel like anywhere that you put your IEP information?</u></p> <p>No, I don't think so. Just because -- I don't know. No. I really don't. Because an IEP, to me, I don't view it as an assessment. So I would never put IEP under assessment. To me, it's not an assessment. It's a working, living, breathing document that is ever-changing on a student. And it -- I don't know. I don't see it as an assessment. I may be wrong.</p> <p><u>Q: No, it's not -- you're not wrong at all. I mean there is the assessment piece in the goals</u></p> <p>There is.</p> <p><u>Q: -- in progress.</u></p> <p>Yeah.</p> <p><u>Q: That's kind of where I was when I was looking at the -- that's where I was like well maybe an IEP could go here. I was --</u></p> <p>For the goal and data collection, I could see how that would work in an assessment, but the other the part of the IEP?</p> <p><u>Q: Right. So is there anywhere in TESS that you remember that you felt like an IEP would belong?</u></p>	<p>Special education assessments are more functional</p> <p>Self-assessment not as meaningful, more imitative</p> <p>IEP is not addressed in TESS</p> <p>Progress monitoring could fall under this subdomain, but not clear connection for administrators</p> <p>IEP is important for programming</p> <p>Data should be used to set instructional outcomes</p>	
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	<p>How it's wrote now, no. Do I think it needs to be in that? Yes. I think special ed teachers need to be evaluated on how they run their IEPs. Because I came across some IEPs. I'm like what in the world? Does this teacher really know the students?</p> <p><u>Q: Okay. That's a really good -- it's useful. And the IEP is kind of central to the programming for the students.</u></p> <p>I recently got a student in from another school district that when we looked at the IEP, honestly I didn't think the teacher knew the student. They gave me no background information on the student. I did not know how to teach, what his behavioral stuff, any of that kind of stuff was.</p> <p><u>Q: I need to put more stars there to go back. The next one looks at setting instructional outcomes, which I'd like to look if there are any connections here to developing effective IEP, using systematically individualizing evidence-based practices, ongoing assessment, and so on. And it's just another place where I felt like perhaps IEP could go.</u></p> <p>Yes.</p> <p><u>Q: So I just want to, again, same thing. And this one's stating for distinguished: all outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, improvement, viable methods of assessment, reflect several different types of learning, and where appropriate, represent opportunities for both co-ordination and integration. Outcomes take into account --</u></p> <p>Yeah. I mean, that's good.</p> <p><u>Q: So --</u></p> <p>I think.</p> <p><u>Q: -- there's a place for IEP connections.</u></p> <p>Yes.</p> <p><u>Q: But not something that you did when you were implementing your -- so it wasn't a clear place for IEP until -</u></p> <p>No. Until now, yeah.</p> <p><u>Q: And it -- I mean that might --</u></p> <p>Because I can --</p> <p><u>Q: -- that can be a stretch.</u></p> <p>Yeah. Because I can have all data in the world. But if I'm not, you know, using my data, for my instruction, then what is -- I mean...</p>		
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	<p><u>Q: Right. That's another good thing that hasn't been kind of clearly stated that way.</u></p> <p>Uh-huh.</p> <p><u>Q: Okay.</u></p> <p>I mean I can have all these tools, everything else in my classroom. But if I'm not using them, they're not doing what they're supposed to -- what they're designed for, and what they're supposed to do, so...</p>		
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5. With regard to behavior support, CEC outlines four specific standards for performance (below); In your opinion, do you feel these are adequately addressed in TESS Domain 2: Classroom Environment, indicator 2d: Managing student behavior (read/show). Explain your reasons:

- 1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.
- 1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
- 1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

Interviewee	Response	Comments	Theme
1HSCBI	<p><u>Q: In terms of behavior support, CEC outlines specific standards for performance. And if you -- and those are listed on the interview form. Do you feel that in TESS Domain 2, with classroom environment, particularly indicator 2(d) which is managing student behavior -- and I'll show you that in a second -- do you there's any connection? So the CEC standards are looking for behavior change practices that are evidence-based, appropriate, representing the dignity and human rights, using positive behavior supports that conform to local policies and then refraining from using aversive techniques. And if we look at TESS 2(d), and you can -- I'll pull it up here and you can look. 2(a), 2(d). To get a distinguished in TESS behavior, is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring a student's behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to student needs and respects student's learning.</u></p> <p>I think this is a really good example of how the TESS does not really line up with my classroom. So, for example, it says that student's behavior is entirely appropriate. If my student's behavior is entirely appropriate, they probably wouldn't be in my classroom because we're addressing behavior all the time. But that doesn't mean that I'm not doing what I'm supposed to be doing. It just means that that's part of their disability is prepared to deal with these different behavioral outcomes. Another thing is that they take an active role in monitoring. And though I think self-monitoring is really important, of all students in my classroom, I really only have two that have the cognitive functioning to use the self-monitoring system. And I've had one use it. But it takes quite a bit of practice for them to be independent and self-monitoring. Even then, it takes quite a bit of support. And then as far as monitoring other student behavior, that really doesn't take into account disabilities of certain students. So, for example, you have kids with autism who have social</p>	<p>TESS expectation is behavior is 'entirely appropriate' to reach distinguished. Would not be in my classroom if behavior was appropriate. This level of disability requires continuous methods of behavior management. Unable to take an active role in monitoring, due to deficits in cognitive functioning, without high levels of support. Not aware of social situations, so not able to monitor other students' behaviors. TESS does not touch the level of behavior support required to be distinguished in this setting. Does not take into account PBIS vs punishment-based systems. Many</p>	

	<p>deficits. And a lot of my students who don't have autism have social deficits. So TESS at that point is asking them not only to identify what appropriate behavior is, but to socially interact with other students -- which is something they don't do very well either -- and monitor their behavior. You know, I think that managing behavior, especially in a special ed. classroom, is really important. I don't think that TESS even touches on how important that is or how much time and effort that that takes.</p> <p><u>Q: So without their being any discussion in terms of positive behavior supports or evidence-based practices and those things, there's little room for an administrator to make those connections that you just mentioned.</u></p> <p>Yeah. And I would say that, you know, for the most part, you know, we know that the positive behavior support system is the most effective, and research has shown that's what we need to be using in our classroom. I would say for the most part, administrators look at more of -- aversive technique sounds harsh. But, you know, more of a punishment-based model for addressing behavior. And so a lot of times they don't see oh, like they're reinforcing the student that that's actual behavior management. Why are you giving that kid a skittle every time he stays in his seat for, you know, 30 seconds? That's actually a behavior management technique versus what I think they're used to oh, you're not sitting in your chair, you know, go in the hall or get detention or whatever.</p>	<p>administrators do not understand shaping and reinforcement principles.</p>	
2ELCBI	<p><u>Q: (Reviewed standards and rubric)</u></p> <p>Well, first of all, my kids' behavior is never going to be entirely appropriate. And when you're using behavior change practices, I see that the children are involved in that, but I don't know that somebody else will, and they may not see that -- that where we were a year ago is a dramatic difference from where we are now, even though the behavior is not perfect. But I know. I know how far they've come. I'm going to start crying. Well, it's just that I know my kids. And when one of them's had a bad day, you know, I see that there's still progress that can be made, and I'm not sure -- or there's still progress that has been made, and I'm not sure that my administrators see that. They think somebody bites -- you know, the incidents of biting this year have been so minimal, but, you know, he went through a little stage where he bit a couple of times, you know? But it was spread out. And it's like oh, does his mother know he's biting? It's like no, you don't get it. How many times has he bit this year? You know, so few compared to -- to last year. And to understand the methods that we use. You know, when we're -- you've got a kid in the hallway, screaming, and you are calmly standing there saying stand up, stand up. And then they want you to get them out of the hallway, not make a scene, and -- but if, you know, this happened more with some other kids I had in the past. You know, if you do that, you're undoing the positive behavioral supports that you're supposed to be using, and, you know, when we first initially started with the behavior plan, the support was there. But then as his behavior began to change, and it was better if he had a meltdown, you know, they may want it -- quicker results. But you can't change a behavior, like dramatic behavior like that overnight. And you have to continue to follow the same procedures and be consistent if you want it to work, and if you want him to be able to change his behavior, which is... Well, that's one of the things -- that's the main goal is for them to be able to take control of their own behavior. And it takes a long time sometimes. It takes a lifetime for some of us. And I am -- and we've talked about this many times. I am big on being positive and not using punishment. I just had a discussion with one of our bus drivers who has just started driving the special ed bus this year, and he was</p>	<p>Administrators do not understand methods</p> <p>Administrators do not understand the growth rate</p> <p>Administrators do not understand positive behavior supports</p>	

	<p>asking me, you know, I'm new at this. What do I need to be doing? And I said well, first of all, I'd go positive. I said do you have any specific problems? And he said I have a kid who drops to the floor. And I said well, just tell him what you want him to do and just keep at that. I said your aide can help you with that. He said well, I started a bus rider of the week award. And she said, don't do that. Their behavior is not good enough to get bus rider of the week. And I said well, yeah, it is, you know? Because they're special ed kids. And I said that and especially with special ed kids, you want to have bus rider of the day, or you might have to have you made it to your seat without dropping to the floor, and reward them for that. And she can't get on point with that, that maybe she -- I said, you know, to begin with the research shows that punishment -- punishment works short-term, but then the behavior is going to come back. And if you want to change a behavior, you need to make them want to do what you want them to do, and they will love you for it, as long as you are calm and cool, when you give your instructions, they are going to love you. And I told them about my kid who still says you're my very best friend. And we went through hell together. And -- because he knew that I loved him. I loved him no matter what. He thinks I'm his very best friend. Because he knew I could see who he was inside, and it's the same with the other one.</p>		
3ELCBI	<p>And I've heard some scary outcomes of how that went. Because of student behavior. With the administrator sitting in the back, when the teacher may not see what's happening in the back of the room. So, they're getting points knocked off when they don't even know what's going on. Do I think this [CEC standards for behavior is measured in TESS], no. And again, most administrators don't understand planned ignoring, they don't understand when we're doing a task with an individual that we know ... I'm actually writing now in my IEP, I think we've done planned ignoring wrong, I actually did some research and I'm writing my IEP and behavior mods different now based on that. And the first thing is planned ignoring. Let's say I've got [student] dancing on the table, a little boy with Down's syndrome, I do the planned ignoring, not feeding that behavior, not looking at him, not saying anything. He already knows the standard. I put him down and then, why was he standing on the table, was he avoiding, escape behavior, was it attention based. So I have actually built into those mods where you have to evaluate what was the function of that behavior before you proceed and you go either plan A or plan B. And this is what's acceptable. After about seventeen hours of research, and I have it down to five little lines on the IEP, this is what you do, and I wrote it on the IEPs. So if they come in, I say, this is the instructional plan for this student. I'm not just ignoring what they're doing and letting them continue to hurt me, I'm assessing the function of the behavior and we're proceeding based on that. I heard from one teacher, that during her observation, the administrator wrote that all she was doing was feeding the kids Cheetos. And of course, we all know what she was doing, she was reinforcing the positive behavior. But that administrator, all he saw, was that she was feeding him Cheetos. And that was written up in her, and she was not given a good evaluation. If [administrator] came in and saw my morning, what we were doing, she would immediately get it. I don't think overall an administrator is going to look at that and ... So, I'm using The Functional Communication of Severe Behavior, and that's part of what I'm using to write my plans. It's old, and a lot of it we already do, but what it gave me ideas on is how to help some of this behavior that we've got going on; that we're not carrying it quite as far as we need to. And that's when I go the idea. With Down Syndrome kids, it's usually the two split right there, the top two. But I'm doing the old assessment rating, to see what the function of their behavior is, and I'm giving it to my aides and letting them do it. And then I decide how to write what our tactics need to be, put it in the IEP, so when this comes a calling, I can say, well this is how and this is how every teacher should be doing it. Nobody</p>	<p>Administrators do not understand positive behavior supports/instructional methods</p> <p>Function of behavior</p>	

	<p>should say we didn't know we were supposed to do X, because you've got a copy of that mods page. And that's what we all need to start doing, is stuff like this.</p>		
<p>4ELFAC</p>	<p>It's different when you're in the special ed. I had to learn because I was in general ed and then when they said planned ignoring, I thought I'd actually get counted off for this. I mean finding out the why is important. It's an active role. I think that's my biggest, especially after being in the general education class, you come in and they're supposed to be quiet and on-task, and then in a special ed classroom, I would still like them to see order. There's an order in ... I would grade a teacher on how they handled the meltdown. And general ed needs to be graded on, have in their files, what they're doing for the modification.</p>	<p>Behavior looks different in self-contained classroom</p>	
<p>5MSCBI</p>	<p><u>Q: So their standards for behavior support are related to using behavior change practices that are evidence-based, appropriate to your level of preparation, that they respect individual students. You're using possible behavior support and following local policies and refraining from using aversive techniques or punishment-type techniques, unless it's absolutely vital, and you've tried more positive and less restrictive methods. And then when we look at TESS, one area where behavior management would fit is in 2(d), managing student behavior. So the way that's described -- we're on Page 2. So they get distinguished that what they're looking for in this domain is behavior -- a student's behavior is entirely appropriate, students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring of students' behavior is subtle and preventive. Teacher's response to student behavior is sensitive to individual student needs and respects students. So just comparing the two, do you think it's possible or that an administrator would understand the techniques used to -- you said earlier you weren't sure that they would understand the strategies you were using.</u></p> <p>I have a problem with student behavior is entirely appropriate. What's appropriate here in this sector is so much different than what is appropriate in the general ed population.</p> <p><u>Q: Okay. And I think, like I said, we already talked a little bit about the different strategies. So I think that covers -- positive behavior, supportive behavior, and using the aversive techniques and punishment.</u></p> <p>I have a problem with negative. I think everything should be positive. That's in the special ed population and general population I think kids understand being able to work toward something. I think that works a whole lot better than taking something away. That gives them something to work for rather than once -- if you keep taking things away, then what happens? There's nowhere to go with that. Aversive, I've never known that to be effective. I've never seen that it's effective. And maybe I've just not seen it done correctly, but I just don't --</p> <p><u>Q: And aversive doesn't have to mean really bad. That word has a negative connotation. But it's the idea of punishment procedures or, you know, your typical discipline policies of suspension and ISS, but aren't necessarily aversive. So anyway, it's just never known to be effective. I think you covered that.</u></p> <p>Because we've got repeat offenders in ISS.</p> <p><u>Q: Yes. General ed, special ed.</u></p>	<p>What is appropriate in self-contained classroom is different</p> <p>Administrators do not understand positive behavior supports over punishment</p>	

	If it works so well, then why do they keep coming back?		
6ELFAC	<p>I don't put a lot of faith in my students' monitoring behavior just because of their disability. I don't think they intrinsically have that capability a lot of times. If you point it out to them -- for instance, I will have a student that will try to hit me occasionally. And so I'll just ask him. Do you want me to hit you? And he's like no. So why do you think I want you to hit me? Oh. So you have to put it on, you know, make it reflective of them. If they don't like it, why would I like it? But they don't have that intrinsic ability to say well, I don't like being hit. So, therefore, I should not hit other people. I mean that's just not -- that capability is not there at this point in time. And also a lot of teachers -- and I found, you know, we have that one, two, three, you get three chances. That's not enough time with my kids because it takes them to three to realize that I mean business and that they need to calm down. So I give them -- we count to five. And by five, they realize that okay. One minute. This is what I'm doing wrong. I need to change it. And then by five, they usually have changed it. But if I just do to three, and then get onto them, they don't know why they're gotten onto because it would take them that long to figure out what they were doing wrong to begin with. So some of these it doesn't fit because the types of disability and the processing that the kids have, and the delays and, you know? I try to be very positive and bring out the positive. Oh, I really like the way X is sitting on the carpet. And then you have five kids running to carpet, even though they might have been squirreling all over the room five minutes ago. So if you make it, you know, oh, Joe just really had a terrific idea. He's really thinking about this problem. And all of rest of them want that praise. They all start thinking maybe I could be answering the questions. So the more positive you make it, the better it is. But you have to make it positive in a way that the kids can have that kind of time to process and have that time to think. And I, you know, just because a child is dancing around my room doesn't mean that they're not working. It doesn't mean that they aren't on task. They may not look like to someone else that walks in, but that may be what that child needs to be able to focus on what I'm doing. So if somebody walks in and says oh, her classroom management stinks because she has a child dancing around the back of the room. She has one over here bouncing on the ball, that's not true. Because that's what those children need to be able to stay focused, to not be in trouble, and, you know, to listen to the lesson. So I don't think that it's effective for us.</p> <p><u>Q: Your standards would be slightly different.</u></p> <p>Uh-huh, I think so because...</p> <p><u>Q: Your expectation of how things run?</u></p> <p>Right. That's not -- it can be different in a general education classroom. But in our classroom, you know, it needs to be taken into consideration with disabilities that we deal with and how those children react, and what works for them. So classroom management looks, I think, a little bit different for us than it does for other teachers.</p>	<p>Classroom management looks different in self-contained</p> <p>Have to take into consideration their individual needs, goals</p> <p>Positive behavior supports, planned ignoring</p> <p>Methods not always understood by administrators</p>	
7HSFAC	<p>I think that would be a good one for special education teachers, depending on the level of students they teach. Because I know we have some behavior students thrown into our mix. However, I will say to use evidence</p>	<p>Reaching distinguished depends on the day observed; also depends on the</p>	

	<p>based, I mean sometimes you fly by the seat of your pants to figure out -- I mean, all of a sudden a new behavior shows up that you've never seen, and you can have all the training in the world.</p> <p><u>Q: And you just do what comes naturally?</u></p> <p>You've got to do what comes naturally to protect you and the kid.</p> <p><u>Q: Yes. And do you think a special ed teacher could easily reach distinguished</u></p> <p>Yes.</p> <p><u>Q: -- given the way that it's worded?</u></p> <p>Well, it depends on when somebody's observing the classroom and what the mood of the day is. I mean, you know, you can have -- I mean sets the whole student's mood off, the whole classroom off. So if someone is observing during that time -- And they might not see, you know, Susie's behavior has improved from when the bell went off at the beginning of the year to where they are in January. Because we have a kid now, I mean, his behavior is like so drastically improved, he's great, or we have some teachers that think he's still like the most misbehaved young man ever. But if you look at where he started and where he is now, he's completely changed. Like his behavior is completely changed. And someone that doesn't necessarily come and observe your classroom that often might not see that.</p>	<p>administrator seeing the student growth</p>	
<p>8HSCBI</p>	<p>I don't know. I honestly don't know. Maybe being sensitive to their needs and stuff. I mean, I always try to - - I try to cover all those. But it looks good on paper, is not always actually what works in the classroom. You know? We do practice respect. As far as monitoring the other kids, yeah, they tattle on each other all the time. He's not doing this, they did that, they're doing that. Yeah, they definitely monitor each other's behavior. Monitoring their own? You know, I have to use -- unless I specifically tell them like [student] is having problems, she wanted everyone's attention all the time, you know, that I was telling you about. I made a thing, put it on her desk, and she got teacher cards. It was a 10-minute card. And she had criteria. Do you need help with your work? Do you need attention? Or, you know, do you need a quiet visit? And she did come in here and sit down and we'd visit with her for a little bit. If she just really wanted somebody to sit with her or whatever. And once she pulled her card, she had one card for each of us, and she really had to think, do I need help with my math, or I just want some attention? And she could only -- I mean, she had one card, and she brought it to us. Okay. You know? And it had to be -- I mean, I couldn't be right in the middle of an IEP, you know, you couldn't be sitting with another student. Is it inappropriate for the person, you know? And that worked pretty good for a little while, and then it wasn't enough for me, and she started having problems again, but there were other things going on. One kid, he would get so upset because it wasn't his computer time. So we made a big PECS clock. It's his computer time. He cries. No computer. So it worked perfect for him, you know? So he was able to, you know, monitor his behavior just by looking at his card, and she monitored hers. And like I said, they monitor each other's a lot. One likes to be in everyone's business, and it's always our business to listen to conversations because we had a little MYOB, mind your own business on his. And he, again -- it's really I can sit the desk and go, hey, mind your own dang business, or I can walk by and I can tap that card, you know? It's just a lot easier to go (makes knocking</p>	<p>Special education teacher can make those connections</p>	

	<p>sound), than to say over and over again, mind your own business. You know, I mean, it kind of shows a little more respect for the kid. And it's teaching them to self-monitor. I had a lady with Asperger's once and she blurted nonstop. And I cut out a huge set of lips and put on the wall. And when she was going out into class, she had a set of lips on her desk, and her teacher would walk by and tap it. And she got really good, and by the time she was in junior high, she wasn't a blurter anymore. So I think we can attain that to an extent. And, you know, as far as going along with those standards, I think they do -- I think probably pretty close.</p>		
9JHFAC	<p>See, this is where I think TESS could be a real positive thing for teachers who have -- who maybe have had classroom management issues. For example, you know, you're looking at the number of discipline referrals that are turned in. I mean I have had one discipline referral this whole year, and it was due to -- I can never look... So, you know, I -- so I feel like in terms of that, I do. I do take, you know, my classroom management, my students' behaviors are appropriate enough so I do have some behavioral issues. But I think I handle it well enough to where it doesn't have to be turned in. So therefore if TESS could be aligned with those things. I think it's going to take more than just one observation, you know, one planned observation. It needs to be where an administrator comes in at odd times, does just a quick peek in. How does it look, what does it look like? Try to do that over the course of time because if I have a planned observation, man I'm telling those kids, you know, that is what we're doing, I'm prepping them ahead of time. This is what to expect. So their behavior is going to be great. And I think I do monitor teachers. I think probably the most -- the behavior problems that I see the most are off-task behaviors, maybe bothering over people. And so, you know, try to redirect students to what is going on in the classroom. Is that what you're...</p>	Random observations are necessary	
10ELCBI	<p>I think this needs to stay. I love this verbiage. Just because you, as a teacher, you have to respect that student and you have to be sensitive. So, yes, in my classroom there is behaviors that you would probably never ever see in a typical classroom. And, but at the same time, I respect that student. I respect their self-worth, their everything. If a child is having a behavior, I try to make sure that it's not drawing attention to themselves or whatever. And because then my question they are really not seeking the attention of their peers that they would see in other student's classroom, and some of their behaviors may become intense and I have peer buddies in my classroom. At that time, I usually will have the peer buddies leave. Just of some of situations that happen. I had one student that will raise his shirt completely over his head. And for his dignity, I kind of, you know, in self-respect, I kind of ask students, you know, that are not assigned to my classroom, that are just peer buddies, to go and step on out.</p> <p><u>Q: That's a really good example. Do you think that given what distinguished looks like, do you think an administrator would --</u></p> <p>My administrators would because they understand my classroom because they're in my classroom enough, and they understand. Administrators I've had in the past, to them that behavior of him raising his shirt up would -- and that has happened to me personally -- would be a write up on my myself because I did not teach him to keep his shirt down at the appropriate time.</p>		

6. Case Management: Describe how the following CEC standards for case management are addressed through TESS.



## Case Management

### Special Education Professionals:

- 8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.
- 8.2. Follow appropriate procedural safeguards and assist the school in providing due process.
- 8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.
- 8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.
- 8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

Interviewee	Response	Comments	Theme
1HSCBI	<p><u>Q: The remaining questions are on case management. And there are some specific CEC standards listed regarding maintaining student records, following procedural safeguards, providing accurate program data and student data confidentiality and planning for transition sequences. Do you feel like any of those are adequately addressed in TESS using the data?</u></p> <p>No, I don't. I mean, again, this is one of those particular areas where a special ed. teacher spends so much time with, you know, records keeping, maintaining the records. I think it goes back to just maintaining the IEP paperwork, and other special ed. paperwork. But also, that there's a lot that goes into that I mean it's not just something you kind of pull up and decide one day yay, we are going write an IEP there. But I don't think the TESS begins to even address -- that's a pretty huge component in there. I'm just looking over some of the things that the CEC is listing. And then I mean especially like for transition, which is a really good part of what we do to prep our students. So especially with regards to transition, I don't really know that TESS addresses that. But that's a really big part of what I do is help facilitate my students' transition after school. So it would be nice if that was included.</p>	TESS does not begin to address the magnitude of maintaining data in special education, writing IEPs, progress monitoring, transition, etc.	
2ELCBI	<p>Well, I won't -- I think the confidentiality issue is really important in special ed. I mean it's important for anybody, but especially important for special ed. Because, you know, that information could be -- you don't want your child's information spread all over the place, and not everybody, you know, wants to know everything about...</p> <p><u>Q: So you think it should be a strong requirement in TESS because of the confidentiality factor?</u></p> <p>Yeah.</p> <p><u>Q: I want to make sure I got that right.</u></p> <p>I don't know what it says about procedural safeguards, but... Okay. It probably -- it definitely -- that definitely needs to be addressed because, I mean, I think that there are times when like kids get expelled from school -- or not expelled but suspended for a behavior that is related to their disability. And that is not -- I mean it's against the -- I don't know what they are, the special ed regulations, and, yeah, yeah. But I know it happens. I know it happens all the time. I know it happens. Well...</p>	Confidentiality not addressed. Procedural safeguards for behavior (manifestation of disability) leading to change of placement, suspensions, etc.	

	<p><u>Q: Okay. On that continuum of placement options where kids usually end up if it affects their behavior at home.</u></p> <p>Yeah. At least there was a time when we sent a child home at one point in my class, and I said that was -- we realized it was a mistake, and they did realize it was a mistake because it was reinforcing. It was giving him just what he wanted. And so we never did it again. But they would have -- if we had not shown them, you know, this is -- when he, you say mother and he goes are you going to send me home, it was pretty easy to see that those were reinforcing the behavior. So they supported it in that case. But I know it doesn't happen in all cases, and I'm not just saying in my school, but... In all schools because I know there are kids who are sent home. I mean their behavior is a result, a direct result of their disability. They -- they can't help that they want things to be all in order and everything to be just perfect, and you may or may not understand how that could set them off, but a special ed teacher would.</p>		
3ELCBI	<p>No. Not only that, okay, you've got to look. Okay, we have a friend who works in a building where their special education teachers get two 45-minute planning periods a day to do their paperwork and keep their data current. I don't get one. So, if you want to see why people are cycling through and getting burnt out, that's part of it. And so then you throw in something like this in it, and they're getting rated in negative ways, then guess what, every grade level is getting out of their classes once a week while they collaborate and we're not getting anything. We're not even getting what the law says we should be getting, which is a lunch and a 45-minute planning time. We're not even getting that. Let alone, an hour a week to get together and plan. At ten o'clock at night, how inspired am I? That's really something that needs to be solved for all of us, and it's district-wide, we know it because we talk to other teachers.</p>	No time to meet these as applied to special education	
4ELFAC	<p>No. And there is no time for those things, which is not fair to the kids. Even if we had a floater that comes and relieves so you can go and actually do your planning time.</p>	No time to meet these as applied to special education	
5MSCBI	<p><u>Q: Okay. The next question looks at case management. And it's a little broader. Okay. So the next one is case management. And CEC standards that are like maintaining accurate student records, ensuring confidentiality is in place, follow appropriate procedural safeguards, and assist the school in doing that. Providing accurate program and student (inaudible) all people involved. And then confidentiality and transition sequences. So in terms of looking at TESS, do you think any of those are really addressed throughout TESS, do you think there's a direct correlation, or kind of hard if you don't look at the whole thing, but generally speaking in TESS, there are a few areas of domains where like (inaudible due to background conversations) maintaining the records. So you can read that over and see if you feel like that matches what CEC is saying, if necessary. If you can give me your general thoughts on data in –</u></p> <p>I look at that and really see how does that correlate to what I do? I still have to take attendance, I have to take grades, I have to fit things like that, and I still have to do progress reports for special education, take data so I know what to put on those progress reports. So that's the way I see it.</p> <p><u>Q: So basically the level of data that you have to do in special education and all the managing information doesn't match what's listed in TESS and what most teachers have to do? Is that kind of what you're saying?</u></p>	We have so much more to do than general education that this does not measure	

	<p>Right.</p> <p><u>Q: Okay. Okay. So -- and do you feel like there's a need for an ability then, if this is what's measured in TESS, this is what is required in special ed? Does this provide a measure of growth for you in special ed?</u></p> <p>No. Because our growth is not measured the same way.</p>		
6ELFAC	<p>I don't know of where it would fit into TESS. But as far as if they -- a TESS is written specifically for special ed teachers, that needs to be addressed, I think. Because we try so hard to maintain confidentiality that, you know, you know people in the district and I know people in the district that I know about kids that I've never even had. And I shouldn't know that information. So...</p> <p>In some way, you just know, you know? You kind of figure out who the child is from what they're talking about. I think that probably does needs to be addressed somehow. And then transitioning, what they make me think of as transitioning between -- I know it's not exactly the same. Transitioning between schools, we -- and it's maybe it's me, that I haven't worked on it that hard, but I think as a district, we don't do well with transitioning from one school to the next and making the kids be successful when they leave our school. You know, they could have been really successful for me, and they go to another school and the teacher is wondering, you know, why -- surely, you know, you are not telling the truth on this paperwork. Really what it needs to be is we need to sit down and say, you know, this worked for me. This is how I handle this behavior, you know, try this. You know, you can't do this because that's going to set him off. If that's the kind of information that's handed across early on, then that would save some problems for the child and the teachers when they move from one school to the next.</p> <p><u>Q: So if we had some kind of accountability like in an evaluation, people would do it. And that's the way I read the transition piece, too. Because transitions are throughout. You know, dealing with all the pre-K conferences. I don't know how you guys manage that. It's hard. It's hard when you -- it's hard to -- and it's hard to write an IEP. This is not an IEP, but it's hard to write an IEP for an incoming child you've never seen. You've seen them. That's it. You've never interacted with them.</u></p> <p>Right. So that's the same when a child moves from me to middle school is they might have seen them, but they never interacted with them. Yes, they may be perfectly fine with me and they may be calm, but how are they going to interact with that person? And if we don't have a chance to discuss what works, then that child is going to have a horrible year until the teacher -- and teacher may too, until they realize what works and doesn't work. I think what I want from my students here is they are so independent here. They go out with their own classroom. And the middle school that they transitioning to, they never go out with the regular class. So that is going to be different for these kids. Totally independent. They had friends in the regular classroom. Their friends come and get them, their friends come and eat with them at lunch, play with them at recess. So for them to go from that environment of where I've expected them to be associated with everybody, and to be included, into going back where they're not included, that's going to be very -- that's -- behavior is going to come back out on those children because they're not going to be able to have that outlet of being with their friends.</p>	<p>Differences between schools affect individual student's growth – transitioning between schools</p> <p>Not enough effort put into transitions</p> <p>Confidentiality not held accountable</p> <p>Evaluations should bring accountability</p>	

7HSFAC	<p>I don't think it's TESS that would make me be held accountable. I think it's more, that's when I -- I mean, I knew when I went in -- you know, you take classes in college, and when you sign up to be a special ed teacher, I mean, you know you have to be confidential about things, you know you have to keep everything under lock. I mean, I don't -- I did that before TESS. I don't think TESS has changed in how I've --</p> <p><u>Q: So it wouldn't like refocus you into that for an area of growth or reflection?</u></p> <p>The only way it would is if I were being like, oh, this is an easy one to do, let me pick this domain because I know I can do that distinguishably.</p>	<p>TESS does not bring accountability</p> <p>Teaching to TESS</p>	
8HSCBI	<p>There's something in there that talks about lists and records and so forth. I can't remember. And it is, but I don't think it goes into -- yeah, I don't think -- I don't think it addresses IEPs or our student records, per se. I don't think it talks about confidentiality and stuff like that.</p> <p><u>Q: So it's there, but not to the level of requirements?</u></p> <p>No.</p>		
9JHFAC	<p><u>Q: So those are several things that are just snippets of what's responsible for case management. Do you feel like those things are really addressed anywhere in TESS?</u></p> <p>No, not at all.</p> <p><u>Q: And do you think they are critical to --</u></p> <p>Yes, they are critical. Actually, if they were really critical this year, I probably would be fired.</p> <p><u>Q: I'm sure you wouldn't be. No, it's a lot to manage, and I think if there is no accountability, that's a good point. If there is no accountability, then there's not going to be time built in to address it.</u></p> <p>Partly our [lead teacher] she double checks our paperwork, and then our SPED secretary double checks our paperwork before we send it in. I mean that is extra time. I feel like I'm very thorough in my paperwork. I mean I do. I mean I feel like I really mean that. I really try to individualize it so you get a really good picture of what the kid, you know, is like. And I don't feel like other teachers are held to the same standards as that. It's very frustrating when you get a file from a different school, and it's not complete, there's pieces missing, and, you know, you don't -- I mean it's more like a cookie cutter. And it's still happening. So if there's no accountability, then it's never going to get better. And I think what frustrates me the most is going to meetings -- and I'm not saying I'm perfect. I can always improve, and I have no problem with that. But going to meetings, and you're told to do it one way, and yet people still don't do it, and nobody knows except for the receiving teacher. I have a problem with people scrutinizing IEPs, my teaching. I just -- I want to be better. I mean and I'm not -- I take constructive criticism very well. I try to teach kids to take constructive criticism; so, therefore, I should take it also. And I have no problem specifically if somebody calls or e-mails or says to me to do it a certain way, I'm going to do that. Another factor is that sometimes it takes a long time to find out</p>	<p>Discrepancies between buildings</p> <p>No accountability</p>	

	what you're doing wrong and therefore you've done five other conferences incorrectly as well. So... I mean by the time we learn that it's a mistake, it's too late, and...		
10ELCBI	<p>To me that is, a special education teacher, that is good. I think it's more powerful than a regular education classroom. Just because our parents rely on us so much and rely on some of our expertise, where we can -- if we don't know, they expect us to go find -- to help them find the answer. So I always, you know, will have a database of who to contact, where parents get ahold of the information. If it's waiver, whatever it is, just something that they can have access to. And, to me, that's a big, you know, just how we talk to our parents, and how we don't -- we listen to their concerns. We don't downgrade the students; you know? I've been in some situations and I've heard of special ed teachers, just the way that they would talk about their students. And to me, those students are my kids. And, you know, you treat them with the same respect you would of your own child. And I think that professionalism is a big thing for me.</p> <p><u>Q: Some of what you said would fall under communicating with families, and that's --</u></p> <p>It really is. And, you know, it's really hard when a special -- when a regular teacher's coming to me, and they're not serving my student, but they're wanting more information about my student. And, you know, I'm responsible enough to say, you know, I can't legally tell you, anything that's sensitive, that's, you know, that's based on that child. And I think, you know, we -- we -- some of us tend to forget that, that these kids deserve the dignity to keep some of their stuff private. And that's a lot with the professionalism and representing them as, you know, it's hard to describe. I see what the kids are capable of doing and not what they can't do. And I wish that everybody professionally could see that. It's something that my staff in my classroom always repeat to them. We always -- we look at what they can do and not what they can't, and we focus on their abilities, not their disabilities. Luckily my supervisors see that, you know? And they, you know, they respect that, too. They're not the same -- why is he not reading right now? Why is he not doing this or whatever? They see those little bitty tiny steps that eventually bloom to bigger steps that, you know, that we're winning. It's those little bitty things that some teachers and staff take for advantage that actually mean little things to us.</p>	Critical area to special education	

7. Describe any potential limitations an administrator with minimal special education experience may experience in identifying connections between CEC standards of practice and TESS that may inhibit meaningful professional growth or increased student achievement?

Interviewee	Response	Comments	Theme
1HSCBI	Well, I do think like most of our administrators have kind of -- they have pretty limited knowledge on what evidence-based practices look like, especially in a self-contained classroom. So I think a lot of times, they're kind of guessing if we're aligning with TESSs, or they're assuming because the kids are working, we're kind of doing the right thing, but I don't think they could really identify okay, this is an appropriate practice or whatever, you know?	Limited knowledge of EBP; make assumptions	
2ELCBI	Yeah, because they would not necessarily see how what you are doing, what you are -- how your accommodation can be tied to Common Core, and they may you think you're doing kindergarten, preschool work, when it's actually closely tied to Common Core. They may not see how using things like the visual	Example of connections to CCSS for severe/profound, use of visual schedules,	

	schedules is a way of letting the kids take control of their own education. Well, I mean, that consistency is so important to my kids I mean, and it helps them know what to expect, and -- I know that that's not... There is a lot to tie together. So basically if they don't understand. Then they're not to be able to help you grow. They are not going to understand what you're doing.	choice in activities, much to tie together that if administrators are not knowledgeable they would not be able to help you grow.	
3ELCBI	Answered in previous questions		
4ELFAC	Answered in previous questions		
5MSCBI	<p>Let me look at this. You know, the administrators have been trained to -- trained on TESS, and they've also been trained on Common Core. They get heat from their administrators about meeting every standard in Common Core. And that's what's ingrained in them, that they have to meet Common Core. And everyone has to have access to Common Core and everyone should have a strong rigor. And when you go into the general ed classroom, even the resource and inclusion classes, you can see the correlation. You can see, it's very easy to -- to mark that off on your TESS. Little check sheet. It's there, you can see it. When you get to your self-contained classes, everything is so scaffolded down, and the kids are in such a different level ability-wise, cognitively, that it just does not look the same.</p> <p><u>So it would be harder for them to make those connections?</u></p> <p>Much harder.</p>	Difficult for administrators to connect to common core, scaffolded down to meet ability level	
6ELFAC	<p><u>Number 7, you already addressed a little bit, but if there is anything else you want to add into limitations an administrator might have if they don't have that special ed experience. You've covered that almost every time.</u></p> <p>Right. No, I don't think I have anything to add.</p>		
7HSFAC	I think it could be really complicated for them to do because, I mean, walking into any classroom anymore are different. You don't see them just sitting in their desk military style, most of them. But in -- I mean, in -- we have -- they could come into our room and see this group working on sight words and this group working on small passages and this group. And then if they don't know what's going on, if they don't know the kids, and they don't know where they started, and they don't have the background, it's going to be really hard for them, I feel, to give a good evaluation on how the classroom's doing.	Difficult to make connections if no experience in special education	
8HSCBI	I think if you have someone that does not have -- I don't want to say doesn't have experience because [administrator] is great. I mean, she really understands our kids. She's, you know -- and I don't know that she's ever taught SPED. You will have people who have never taught SPED that may hold a doctorate degree in special education but don't know poop from pineola. What looks good on paper is not always realistic. And, you know, I know I'm kind of beating that dead horse, but it's so true. Until you're down in the middle of it, and not for a couple of days, you just don't understand what day-to-day is. You know? And I just --		

	<p><u>Q: So they might not have direct experience teaching, but if they get the kids and get what teachers have to go through.</u></p> <p>Right. If they see me every day and know, you know, this is what I'm dealing with, this is what I'm doing, this is what's not working, then I think -- you know, I mean, I have no problem whatsoever with [administrator] evaluating me. So I would, because they don't understand and they don't know.</p> <p><u>Q: Okay. It's not necessarily the direct experience, it's the understanding.</u></p> <p>Yes. And not seeing just dollar signs or paper.</p>		
9JHFAC	<p>I don't -- I don't -- I don't know enough about administrators' experiences. You know, like some I know, have some special ed background information, and then, you know, some don't. I would hope that I would be assigned an administrator that had some special education knowledge. You know, that would be my administrator to be observed by so that they could, you know?</p> <p><u>Q: So you would feel more confident if your administrator --</u></p> <p>Had a special education knowledge.</p>	Special education experience for the evaluator brings confidence to the evaluate	
10ELCBI	<p>I think someone with limited, it would be a struggle. Because if you're used to the general education classroom, looking at math scores or whatever it is, you're seeing these big growths. But in a special education, you're not going to see those big, massive growths. You're going to look at these little bitty tiny steps. Was this person able to sit in a chair for five minutes when they used to be only able to sit for 10 seconds without a reminder? Or, you know, is this student now able to match her letters when she couldn't even identify a letter or even make a letter sound? You know, is she able to look at colors and know that each color is a different color. That they're not all -- that, you know, that it's actually a color. That it's not something completely different. That they actually mean something. Finding meaning in things. And, you know, it's the little bitty things of even a child's laughter, who never laughed or never initiated play who now is initiating play or an interaction. It's those little bitty steps that I think a lot of people take for advantage. To me, the laughter -- I always go back to Maslow's hierarchy of needs. You've got to have safety, you've got to have care before you can learn. And if -- especially kids, they don't get that, they're not going to learn, and those behaviors are going to intensify. So that is for administration. I think that's where it would be super-duper hard if they do not have any knowledge. Not -- I mean you have a little bit of knowledge especially. But until you've actually spent some time with those kids, you're not going to see those little bitty growths and what they actually mean.</p> <p><u>Q: So you've talked several times about the strengths of your administrators.</u></p> <p>A. Yes.</p> <p><u>Q: And their ability to see it and coming into your classroom. And so probably just hearing you speak, because they're seeing you speak, it's clear. It makes the connections a little clearer. Do you think the whole</u></p>	<p>Pre-/post-conferences help make connections to what was seen in the observation</p> <p>Limited experience in special education would affect evaluation</p>	

	<p><u>pre- and post-conference, what's your experience been with that? And how many times were you observed officially formally and informally?</u></p> <p>A. I think I was observed a count of three to four times. I can't quite remember. Three or four. I'm pretty sure it's four. And it was great. I mean, you know, [administrator] worked with, you know, my schedule because I can't always step out like everybody else can. And as kind of hard to kind of schedule. You can schedule time with me, but there's no telling if I'm actually going to be able to meet that time because my students kind of come first to me. So -- but I liked it because it let me know because the times that I thought I was falling apart as a teacher or the students were falling apart, whatever, they were able to see these little things that maybe I was not catching. Of like, you know, [name], you know, your student was up there after you got done doing your literacy time, trying to say the words and pointing to the words that you had just read in the literacy book. And I didn't realize that because I was focusing on a medical crisis that happened or afterwards, you know? So it's catching all those things that maybe I didn't get to see and celebrate.</p> <p><u>Q: So awesome. So you had a really good experience with observation. And then the pre and post conference, did that give you the opportunity to make connections?</u></p> <p>Yeah, it did. Because I could learn, you know, this, in this situation, especially the pre-observation stuff that I could -- I fill out for her. Okay. This is what you may encounter. If this is what happens, it could be a seizure. These are the steps that we follow to let her know ahead of time that we do the modeling. You know, if I can't get a correct answer out of a student or I wanted a response, somebody will model. Even if we're doing independent rotation time, if I'm sitting here and the student wants an iPad, especially one of the kids I've been working with, he used to just say iPad. And now we're in a correct response of him asking of I need the iPad, or I need an iPad. Whatever it is. If he's having problems, given that I'm not going to say it because I'm the one requesting what is needed, somebody -- somebody in the other part of the room, big ears, will say, "I need" and then he'll finish what he needs to say. And he -- so it's -- so the principal is aware of what kind of strategy she's going to be seeing ahead of time. Because it's not the same strategy. You're not going to see that modeling kind of going on.</p>		
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8. Describe your familiarity with the “Special Education Scenarios”, a resource provided by The Danielson Group to assist with evaluation of special educators using The Framework for Teaching (provide electronic copy if requested or unfamiliar). Do you feel this resource provides adequate descriptions, applicable to special education teachers of students with severe and profound disabilities? Explain.

Interviewee	Response	Comments	Theme
1HSCBI	I actually read over them. I've read pretty much everything that (inaudible) has put out about special ed, and I really think that what the groups that they're looking at when they talk about that is really more of your resource-level kids, your inclusion-level kids, your higher-level kids. It just really doesn't fit with my classroom, like the self-contained level. And especially -- I mean I could see even where, you know, in our districts, since we divide our self-contained, where some of their stuff would apply more to like kind of 15.	Scenarios apply more to resource or inclusion students, not self-contained	



	But, you know, lower levels of self-contained. It just -- it still -- it doesn't fit just because of the profound level of the students' disabilities.		
2ELCBI	I have looked at them briefly, but it's been so long, I don't have any real familiarity with them anymore. I don't remember [if they connect to my classroom or level of care].	Not familiar or aware of scenarios	
3ELCBI	Not familiar with them	Not familiar or aware of scenarios	
4ELFAC	Not familiar with them	Not familiar or aware of scenarios	
5MSCBI	Yes. I actually did see that, and I looked through it, not very much because I thought this is a joke. This is really -- someone took this out of a textbook, a very old textbook, and it just does not apply to what we're doing. And I didn't go any further. I didn't -- I really probably spent two minutes. Did not want to waste my time. Maybe I should have watched all of it or gone through everything, but I didn't see that it was necessary or beneficial.	Scenarios apply more to resource or inclusion students, not self-contained	
6ELFAC	Which I didn't know that we had. I can't answer questions. I didn't know we had them.	Not familiar or aware of scenarios	
7HSFAC	Not aware of them	Not familiar or aware of scenarios	
8HSCBI	I have never heard of it.	Not familiar or aware of scenarios	
9JHFAC	I haven't. I didn't even know it was there.	Not familiar or aware of scenarios	
10ELCBI	I haven't. I'll look at them because I'm on ADE website quite often, looking for stuff. Especially they are coming from special ed, you know, same point. Because some of the stuff I feel sometimes is not wrote by somebody who has ever been in special education, and it needs to be. You know, it truly does because you can look at it from the outside world. Until you -- and as several teachers have said that who have come to observe me or whatever, until you actually step foot in there, what you see from the outside is not what you -- is actually going on. It may be looking like we are playing, but actually we are developing several skills and behavioral skills, and a lot of stuff. So, you know, it's not all fun and games in special ed as what some people think it is.	Not familiar or aware of scenarios  Should be written by someone who has been in special education	

9. In your opinion, explain whether or not you believe a rubric designed for special education teachers, following the format and domains of the current TESS rubric, would benefit administrators? Teachers? Students?

Interviewee	Response	Comments	Theme
1HSCBI	Yeah, I mean I think it would. I think anything that where you could give our administrators a better tool to help teachers improve their practice would be very beneficial. Like I said before, it doesn't really help me to just be like, okay, yay. You did a good job, you know? I think giving our administrators a tool so they could appropriately critique a special education teacher would be really helpful. And that's obviously going to help the students out when their teacher is making, you know, gains and better progress.	Rubric would benefit  Provides a tool to critique appropriately	
2ELCBI	Well, I think that definitely designing a rubric for special education is a necessity. You know, when I look through all the different specialized rubrics that they have for other school professionals, and that we don't have any for special ed. That is just insanity. I mean school counselors have their own. And speech therapists. I mean, it's not that speech -- I think speech therapists should. But if they think it's necessary for speech therapists, how could they not think that it's necessary for special ed? Because especially the teachers who teach kids with significant disabilities. Because what we do is so different, and it can't be measured on -- with there this rubric as it is. It can't! There is no way!	Rubric would benefit administrators  Cannot measure the vastness of special ed instruction without one.	
3ELCBI	I think a [revised rubric] would not just help us in Springdale, but everywhere. Because this [TESS] is kind of sticky, when you apply it straight letter to the law, to self-contained environment. I can see where someone, like I said, when I read it, does this mean I shouldn't be doing what I know what these kids need, and seeing the division this could cause depending on the administrators, I could see where I could be putting my track shoes on and running to look for a good resource job. Or McDonald's, they're always hiring. We need a rubric to have an idea of where we need to place ourselves and based on what we're planning to do with our classrooms.	Rubric would benefit administrators	
4ELFAC	You know I'm a checklist person, so this will help me. You gotta have a rubric so we can measure our growth.	Rubric would benefit	
5MSCBI	<u>Q: Okay. And then just looking at -- since we have the example here of the aligned rubric. So, just to give a visual of, okay, so we have what the TESS domain is and then listed specific attributes based on standards that kind of match those areas. And they're broken down into the varying levels. Do you think that is useful or what would be the limitations of using something like this? And you can look at it. I know it's a lot to look at. You don't have to study it right now, if you don't have anything to add to it.</u>  I don't think that's hard to meet. It certainly different than what general ed has to do. But maintaining records is maintaining records. You either do or you don't. I think special ed is a little better at getting that information out to the parents.  <u>Q: Okay. So let's just bring it out just a little further. So not necessarily that domain, which is any of the domains looking at the rubric aligned -- the aligned rubric, where you have what the general TESS is, and then below it you have specific things to look for in terms of special ed based on the standards. So -- and it follows the same rubric, the same idea from unsatisfactory to distinguished, different levels of performance based on those standards.</u>	Checklist to help identify differences between special education and general education  Administrators try to make special education fit the mold of general education	

	<p>So are you asking which one would be easier to meet or --</p> <p><u>Q: No. Like this, in terms of a rubric aligned with indicators, that still follows the same model that's in place versus just a checklist. Like, do you think the rubric -- the aligned rubric is useful and manageable in terms of evaluating and keeps a clear connection, or do you feel like the checklist would just be sufficient by itself? Does that make sense?</u></p> <p>Yes. And I'm still leaning more toward the checklist, because there's so much gray area between special ed and general ed, it's hard to be objective when you're looking at the two different populations. You just -- by human nature, you want to make my classroom look like general ed, because that makes more sense to an administrator, especially an administrator who does not have special ed background. It makes more sense to try to make me fit their mold, and that does not always work.</p> <p><u>Q: Okay. So that would be harder for them to see the difference?</u></p> <p>Right. That makes a lot of sense. I hadn't thought about it like that.</p>		
6ELFAC	<p>To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two here, mine and resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.</p>	Checklist more beneficial, more concrete	
7HSFAC	<p>So instead of like the TESS rubric that we have now, a modified one for us? Yes, I do. And I think -- I really think -- I think we keep -- yes, because I feel like -- Well, I feel like some of our teachers are just doing the bare minimum, which I know that, you know, that's their prerogative. But I feel that they should be scored on that as well, and they should have to reflect on why they're doing just the basic minimum. And then when they complain about our students, they can reflect and say, well, look, I'm only doing the minimum, I'm not doing the distinguished, no wonder my kids are misbehaving, that way. But it doesn't make sense on all of the TESS stuff because it isn't all geared.</p> <p><u>Q: And so TESS by itself isn't specific enough for special ed?</u></p> <p>Yes. And we have different areas I think we need to focus on, special ed.</p> <p><u>Q: What do you think some of those would be? Like what are some things you think in general special ed --</u></p> <p>Definitely behavior. I think that -- I mean, I don't know if it's even in here. I don't know much about TESS. But just like how we talk to our students, like tone of voice, how we approach. Like maybe our approach to the students. And that could be tied in with behavior, too, because when you have a behavior -- Yeah. And just -- and also I think -- maybe in TESS for the regular teachers because at least, you know, you had to take one special ed class, and I don't know what it went over, but I didn't go through that program. But if you are a</p>	<p>Special education has different areas it needs to focus on</p> <p>Teachers are doing the bare minimum, need accountability and a tool for reflection</p> <p>Focus more on behavior, and how the teacher affects behavior</p> <p>TESS for general education teachers should have more</p>	

	<p>regular teacher, you have to go through one special ed class, and that would tell you all about special ed. Well, I had a teacher call today that was kind of nasty about failing a kid, like can I even fail this kid? And I'm like, you can fail a special ed kid. However, are you making all accommodations or modifications? If the kid's sitting there doing nothing, I get it. But, I mean, maybe even have him test for the regular ed teachers, a component of special ed for them --- to work on. And we need to remember there isn't always equal. So yes, yes, you're making the kid take a test today, and, yes, you're making a regular ed kid do this three-page back and front test. And you might just have pictures and a couple of questions for the SPED kid. Yes, they look different. Yes, this one seems harder, but theirs isn't always equal. And this kid, when you got the pictures and everything else, that test is still hard for him. It's not easy for him like you may think because -- I don't know how to word that.</p> <p><u>Q: No, that's a good point, because that level of -- that's something someone else mentioned. You know, there's nothing in TESS that gets to the level of scaffolding and modifications that are really necessary. And even in the aligned rubric, I didn't highlight that fact because it was kind of addressed but not really. So that's something to focus on. Okay.</u></p>	<p>accountability for their work with special education students, modifications and accommodations</p> <p>Equitable is not always equal</p>	
8HSCBI	<p>Yeah. Why would they have it and we wouldn't? I mean, why -- we should already have something like that in place, if other specialty areas do.</p> <p><u>Q: So what would be the benefit of having it?</u></p> <p>I think that understanding that I'm going to write in my lesson plan square, I'm going to write money, quarter lesson. Well, I may have one kid sitting there, you know, they're going to have one big lesson plan, talking about what they're going to teach your kids. I'm going to have probably 11 different ones, you know. And so when you say let me see your lesson plan, here you go. Quarters today. All right. Well, you know, I think that they should, you know, maybe look at my IEP. Am I doing what my IEP says? Am I doing my progress reports? And I think that having something more specific to us, you know, I mean, heck, you could grade me on how much stuff does she get at a thrift store or garage sale for her kids or she made herself, you know? Because we don't get books and curriculum. So I think it would be great, because we are different than other teachers. Our rules look different; you know?</p>	<p>Rubric would be beneficial</p> <p>Our rules look different</p>	
9JHFAC	<p>So either the rubric or a checklist? Would a checklist allow for feedback? I do, too. I mean I like the rubric because it's better than just a checklist saying here, not here kind of thing. You know, or meet or does not meet standards. I also like the rubric because it gives the specific details and shows how, you know, they possibly link to the TESS. You know a checklist, to me, sounds more like a classroom walk through, and I hated those, because it was a snapshot. And I want more -- something that's more than just a snapshot.</p>	<p>Rubric is more comprehensive</p>	
10ELCBI	<p>I don't -- I like the checklist. I don't know. Because on a checklist, you can't be at levels. I have observed classrooms, you know, when I was the coordinator for a special needs program, I would go in classrooms and all I had to observe was the checklist. But there might be areas that I could see growths in and you're not going to see that on a checklist. You're not going to see digression on a checklist. Let's say maybe this teacher was distinguished in this one area, and it she rocked it. And then all of a sudden, I don't know what happened, but it no longer was what it used to be. And I think you don't get that on a checklist. Where with something like</p>	<p>Rubric is more comprehensive</p> <p>Rubric shows areas for growth</p>	

	<p>TESS, you would get that, where their strengths are. And I could look at it as a teacher and say this is my weakness. This is where maybe I'm proficient at or basic. I need to grow in this area. Or if I was proficient, why did I go back to just basic? What did I do, what are my teaching strategies or what are my IEP writing weaknesses? Whatever it was. What happened. How did I (inaudible) -- because I look at just how I look at the kids' data, I look at my own personal data on myself to see where I need to grow as a teacher, as a professional, for these students. Because you can't be distinguished in every category. We all have our faults and we all need to grow in those faults. I mean on given day that I rock at behavioral management and there's days that I don't because I need behavioral management myself.</p> <p><u>Q: Awesome. So the idea of a rubric gives you more --</u></p> <p>Yes.</p> <p><u>Q: -- room for reflection?</u></p> <p>I'd rather as a teacher. I know some teachers would rather just have a checklist. For me, I want to see where my faults are and how I need to go, and I expect to not be distinguished in areas and just basic. Make me, you know, show me where I need to go.</p>		
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10. Indicate why or why not a quality indicators checklist might be beneficial (in place of a separate rubric) in supporting the evaluation of special education teachers using the current TESS rubric?

Interviewee	Response	Comments	Theme
2ELCBI	<p>You know, I think that a checklist could be helpful. You know, I don't know that that would necessarily take -- need to take the place of the TESS rubric, but I definitely think that it could be an addition. Or definitely kind of like integrated into it, to give some more support. And I think what might be really helpful there is, you know, if the administrators have this checklist and it says okay. These things are what we want to see in the classroom. This particular indicator shows that this teacher is doing what they're supposed to. Not only does one, that holds the administrator accountable for knowing what those things are, you know, it gives the teacher a really good place to go okay. These are the things that I want to make sure take place in my classroom. And if they're not there, I can add them. Or they are there, I could make them better. And I think that would be helpful.</p> <p>Also, I was in a policies class when they were talking about teacher evaluation systems. This was before -- this is when this was all just in the beginning stages. And they were -- all and in many other states, it's related to performance pay. And in a lot of states, there was no way that a special education teacher could ever reach a level where they could be considered distinguished and would receive -- could ever receive the kind of pay that a general education teacher could have, just by virtue of having kids. And, in fact, they were paid less because they had less kids. And there needs to be recognition of what we do. And I know that we're not talking about performance pay here in Arkansas at this point. If you institute any sort of performance pay that is not equitable to every person who works in the district, I mean as a certified teacher, it's -- it's not right. And, shoot, after</p>	<p>A checklist could be an addition to the rubric</p> <p>Holds the administrator accountable for knowing what should be in place</p> <p>Gives the teacher goals to aim for in improvement</p> <p>Special education teacher could not reach level of distinguished as is, and therefore could not reach same increases for</p>	

	getting beaten up by kids every year, you can't tell me that I am or any of those other teachers is not distinguished, if they are still going back and still love their job.	performance pay AND paid less because they had less kids – but more work	
5MSCBI	<p>No, I definitely think the checklist would be better. There are certain things that you need to see in a special education classroom that you're not going to see in a general ed classroom. Just following best practice in a special ed classroom, there are certain things that need to be there. Just like in a general ed, but they look a lot different here. And unless an administrator is familiar with that or knows to look for it --</p> <p><u>Q: So what kind of things would you include on that type of TESS? Just generally, doesn't have to be all inclusive, just...</u></p> <p>The room -- arrangement, visuals for the kids, schedules either on the wall, schedules with them, technology for them. Like everyone else, technology.</p>	<p>Checklist would be better than rubric</p> <p>Special education classroom looks very different</p>	
6ELFAC	To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two here, mine and resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.	Checklist more beneficial, more concrete	
7HSFAC	<p>I think the simplest -- it's not simple because I know for me this is so -- like with the -- this, to me, is I need modifications as well. Like this is too much. I need pictures. I think they -- I think they spend so much time making things look pretty and sounding fancy, they don't -- I mean, just -- what is it, just shoot from the hip? Just do it simple. Why make something more complicated? I mean, do we really need all of this to say that a teacher is distinguished? Isn't there something like -- can it be on a page, and you just answer something? I don't know. Why is it so complicated and wordy?</p> <p><u>Q: It is. And it's even wordier when you go and make connections for special ed, because monitoring all of those things. So that's exactly why I'm asking the question.</u></p> <p>Yeah, I don't like -- and this, to me, my brain doesn't function. Like I don't want to -- you know, when you start back at the beginning of the year and they say, oh, test this, and they give you all this new stuff. Like why for teachers, if we know our kids -- I mean, I know we need to be able to be critical thinkers, but why do they keep giving us more things that are so complex, and they keep piling it up, and then we start losing good teachers and we wonder why.</p> <p><u>Q: Yes. Someone else said that, too.</u></p>	Checklist is best, keep it simple	

	The kids like that, keep it simple, stupid. That's my favorite thing to tell them, keep it simple, stupid. It's the KISS method.		
8HSCBI	<p>I think that would be great. That would be I think much easier for an administrator to look at and be able to determine, is she doing that, you know? With the exception that they understand our kids, you know? And I mean, if it's somebody who's never been on SPED kids, you know, am I doing what are they thinking? Nope. Am I for that kid? You bet, you know? So, yeah, I think that would be good. And I think, you know, we could write ourselves -- I think it would be awesome for us to go into each other's classroom. Maybe, you know, one to 15 come down to one to six, you know, maybe go up to, you know, a resource or something. Within that special ed, show me what you're doing that maybe I can incorporate. So like peer evaluations to be incorporated into ours.</p> <p><u>Q: That's a really good idea.</u></p> <p>We used to do that in Texas.</p> <p><u>Q: You know, that might be good for your professional growth and specifically this year that you had because then you could see how other people managed -- their paras. Even throughout the district, not just in your -- which is one thing we're trying to create, classroom, like model classrooms.</u></p>	Checklist would be easier for administrators	
9JHFAC	Well, I hate, I hate classroom walk-throughs. Because you walk in, they stand there for five minutes and look to see what's going on. And you don't get -- you don't get any feedback. I mean you don't see what the kids are doing, you don't see where we were, you don't see what happened before that point. You know, you don't -- you don't -- it's just not a good gauge of what the class is going -- what's going on in the class. I want you to hang around a little bit, ask questions, you know, talk to the kids even. Because that -- feedback from the kids are the best thing. You know, what are you working on today? First of all, they have to use their expressive language skills and tell you. And if they don't know, then I get immediate feedback. If they don't know what's going on and I've spent 20 minutes talking about it, I would be like man, I sucked. Let's go back and talk about this again. You know, it's only written in like 20 places and up on the white board. You know, hello?	Checklist or walk-through limits feedback	

**Aligned Rubric**

1. After reviewing the Arkansas TESS rubric aligned with the QuILT and CEC Standards of Practice, what specific indicators do you feel are most critical for administrators to understand and acknowledge when completing a TESS evaluation?

Interviewee	Response	Comments	Theme
1HSCBI	No. I mean, the only thing that I think about TESS is it's just kind of like the example we gave with the one that we were looking at, behavior, is just being aware that some of the qualifications to be proficient or distinguished are requiring students to display things that just at this level of student, they are not capable of displaying. So that doesn't mean the teacher isn't doing what they're supposed to be doing. It just means the population she's working with doesn't have those skills, due to the nature of their disability. I mean I actually	Nature of disabilities not identified in TESS	

	kind of like the rubric in that it does give you an idea of where -- things that you can do to a improve (continuum).		
9JHFAC			
10ELCBI	All of it, to me, is so important because it's just how you are as a teacher. I mean if the IEPs are not wrote right, then how can they truly teach the child what they need to teach, what the child needs to do. And I mean if their classroom management is not where it needs to be, how are the kids learning? Because that's one of those Maslow hierarchy of needs is if they are not, if that behavior, that management, that safety is not there, they're not going to be able to learn. And these other students that are in the classroom with this child who is having behavioral stuff, how can they learn? Because they're not safe. I'm not saying the child hurt another child. It's not a safe environment because the noise levels, everything else, that's not, you know, not harming the child. But you've got to look at all the aspects to see if it's a -- if, you know, the teachers do what they need to do.		

2. Do you feel the aligned rubric offers additional, more specific opportunity for reflection and growth specific to special education teachers? Provide specific examples.

Interviewee	Response	Comments	Theme
10ELCBI	<p><u>Q: Okay. And Number 2, you already touched on the opportunities for growth.</u></p> <p>A. Uh-huh.</p>		

3. Does the aligned rubric provide additional guidance for administrators performing evaluations of special education teachers? Provide specific examples and explain reasoning.

Interviewee	Response	Comments	Theme
10ELCBI	<p><u>Q: The third one is does it provide additional guidance for administrators, and you did talk about that. Does it offer, the aligned rubric, does it offer support for administrators and teachers with regards to meeting the standards of practice. We touched on that. The last one. Do you think kind of, and I know we've only looked at this briefly, but as it's connected, designed, and set up in terms of what I mentioned about how it's maintained the same exact standard that every teacher is held to. And then added in underneath each domain, a list of standards and kind of follow them on the rubric. So it makes it lengthy, twice as long as it was.</u></p> <p>Yes.</p>		

4. Does the aligned rubric offer support for administrators and teachers with regard to meeting standards of practice for special education teachers and evaluations?

Interviewee	Response	Comments	Theme



5. As designed, is the aligned rubric a viable tool for implementation of special education teacher evaluation? Describe strengths and weaknesses with the aligned rubric.

Interviewee	Response	Comments	Theme
9JHFAC	<p><u>Q: Do you think -- I mean do you think this would be -- something like this would be a viable tool?</u></p> <p>Yes.</p> <p><u>Q: You already talked about how it would be supportive. Is it manageable?</u></p> <p>No. I think it would definitely be very beneficial for a special education teacher who is really wanting to get better.</p> <p><u>Q: That's the key. It's a little similar to the other specialty area rubrics in that, because I don't know if you know, but for ESL teachers or gifted and talented, school psychologist, and several other specialty areas have individualized rubrics. But special ed does not.</u></p> <p>I didn't know that. I didn't even know that.</p> <p><u>Q: And so that's what really got me to do this observation. That and everyone asking me how did I make this work for my teachers. But I still did it slightly differently. Each of those has some differences. But this is definitely more involved, and it's clearly connected to standards, instead of just listing a few. Some of the aligned rubrics have like question marks, things underneath each one, things that you would check into. So I worried it was a little lengthy and too much, but...</u></p> <p>Well, TESS is a little lengthy. But I like how it's aligned with what's more, you know, special ed like information.</p>		
10ELCBI	<p><u>Q: I think it was 12 or 13 pages, and now it's 28 pages. So it's --</u></p> <p>Long</p> <p><u>Q: It is. Do you think it is viable?</u></p> <p>Yes.</p> <p><u>Q: There are definitely strengths and weakness of it, but like what do you think would be...</u></p> <p>I like how it -- how you have it with you know, what it is, and then the different level and stuff, I think that will be great because it gives the administrator, who -- especially who has not been in a special ed world, some ideas of yes, this teacher excels at this, or, you know, the verbiage, basically, of how they can make it fit to their teachers.</p> <p><u>Q: And that's where it needs a lot of work.</u></p>		

	<p>Yes. One thing, though, I would like to see is maybe like how they work with their classroom staff, how their interaction is. Just because with my team, we rock it. We rock it. We're a great team.</p> <p><u>Q: Yes, you do.</u></p> <p>And I think it's because I worked, you know, I was a para, and then I became -- you know and I've done several different steps. So I know what it's like. But some of those teachers have not been a para. I hear from their paras just the frustration levels of, you know, well, you change diapers? But you're a teacher. It doesn't matter what role I'm in, I'm still going to do that. I don't, you know? We're all a team. And if we're not a team, then the kids are not going to grow the way that need to grow. Because the kids are going to feel the tension. The kids, especially special needs kids, they feel your emotions without you even expressing it. And I think if you're a true team, the kids can feel that and they will grow and thrive. And if you're not a true team, there might be stuff that we're missing. And it can harm the kids educationally in a way that we never thought of.</p> <p><u>Q: You're exactly right. And very, very few people that feel that way. But I mean it's not going to work if you're not --</u></p> <p>No.</p> <p><u>Q: -- a team and all expected to do the same thing.</u></p> <p>Uh-huh. They will let you know -- when you mess up.</p> <p><u>Q: That's true.</u></p> <p>It's happened before.</p> <p><u>Q: That's funny. And there are -- I did find a few places to put some things about working with paraprofessionals in there. But, again, it needs a lot of work. It needs a committee, and a committee to look at all the CEC standards together and make sure we pulled out the right ones, and all of that if it were to go anywhere.</u></p>		
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## 7C: Secondary Coding Chart: Interview Responses Organized by Initial Codes

### Interview Notes by Question

Generally speaking, describe your thoughts on TESS as related to the evaluation process for teachers.

Interviewee	Response
1HSCBI	I think the TESS is a good idea in general. I think it covers a pretty good section of what teachers do every day, gives a pretty good outline for evaluation -- if implemented in a way that it's supposed to be. Which, I guess, kind of goes to the next question. But overall, I think that it's a good foundation for evaluation.
2ELCBI	Well, I think for teachers in general it's -- it's an effective process. But the whole time I was going through all the training, all I kept thinking is how is this going to pertain to me? How are they going to assess me using this? Because it was things like asking higher-level questions and preparation for -- oh, gosh. Now, I'm blank. You know, just the preparation for things that my kids are not doing. And there was no way that I could be assessed on those things, and I -- and I only think that sometimes your administrators don't really get what you do. Then to have them be assessing you with an instrument that isn't really looking at -- at how you have to adapt things and where you -- what is really growth for my kids. It made me, you know, just -- it just made me not even be able to think about anything else. All I could think is this is never going to work for me.
3ELCBI	As I mentioned earlier, I think we have administration here at this building who is more sympathetic to special education because the principal does have a special needs child who did go to school here, so I think she does look at things a little differently. As far as TESS overall, when I read the rubric it scares me. When I look at the videos, it scared me with what their snapshot of perfect was because that is not what my room looks like at all. I was very happy with my actual evaluation. [principal] did mine. Mine was based off PECS, which is kind of an easy one for my classroom because I made PECS kind of a free flow. So, we're doing communication all day long. Its integrated everywhere. And she actually picked up on some things that I was really embarrassed about and put a really good spin on it where I was like, you know, we're going to be okay here. One of them was when I did PECS snack. We're doing attributes. So they're learning how to name colors and different things with their PECS. And I get around to one of my students who has just shoved his mouth completely full. I mean he's like a little chipmunk and I'm like, swell, what'd you get, I'm moving on. And she turned that as pacing. You know, so she took things that were ... I never would have thought of, skipping him until he swallowed, as pacing, but she did. [It's easier when] your kids are higher functioning, where in my room, she doesn't know PECS but from what I've got on the form. What she looked at was their behavior. Their behavior was so much better than what it had been. She couldn't use barometers, but she couldn't walk in and tell me "Look if you do this, your PECS lesson could go so much better" because she has no idea what the PECS rules are.
4ELFAC	I have to tell you the TESS. It is scary at first, whenever you read everything but [principal] came in about four times and observed me and her feedback was very constructive and it helped me as an educator grow. I mean she gave some great ideas that I couldn't, I mean, when you're in the midst of everything, you don't get to look in and see, it's like on a game show -- how did they not know that answer. You know she gave some great feedback and I really do appreciate it. Because you want to grow. You don't want to stay stagnant. She observed me on some of my reading and sight words and how I implemented it and how, what helped me, how they were able to lead in the small group. You know, not just me leading. I was able to take it and say "Okay, now it's your turn to say what word". To me that's what, I mean in the morning, I have a different student lead the calendar in the morning time. And that's, to me, what we're supposed to be, leaders, and they're able to teach the routine and.
5MSCBI	I think it's a good standard. There are some really good points to it. There are some things that go along with best practice that everyone should do. But when you look at the specialty areas, I think you really have to stretch to meet those -- those areas in some places.
6ELFAC	I don't think that the TESS is a good measure of how well we do, as special ed teachers. Because it's looking for a lot of to yourself students. [intercom interruption] As I was saying I don't think I don't think a good measure because our children don't generally show as much growth as the general population does. So, they are just measuring us on their growth, then it's not very accurate. I don't feel. Besides that, most of our children don't take standardized tests, so you can't really show a measure of where even that is either. So you just have to look at what did they come in with and where are they within a year, what skills and capability. And some of this isn't even academic. Some of our children -- I just had a conference where the mom was amazed that her daughter was independent. That she can go to specials and go to recess and go to the bathroom and do all the things for herself, which she didn't think she could do until she saw her do it here. Yeah. She was like I was amazed that she could do these things. I didn't think she could. She said it hurt my heart when I saw her in the lunch room by herself. I thought oh, my gosh. They're ignoring my child. And then I watched, and she was okay. So, yeah. That's not just measured. It's something you can't -- no standardized test is going to measure those. Those are the types of growth that we see. And that's why TESS fall short.
7HSFAC	Okay. So I think TESS is good, or some form of TESS is good, because I think we need to be evaluated and given feedback on how we're doing and what we can do better, what we can change.
8HSCBI	I do not like it. Just straight up, I don't. Q: Do you like it for general ed teachers? Do you think it's a good measure, or - I really don't. And it goes to -- one of the things is, part of number two, it's so inefficient. And on paper -- and when you say, oh, just all you have to do is upload your documents, well, okay, you have to upload them here into your E portfolio, and then over here, and then you have to tag them, and then you have to do this. And, you know, maybe if it was one upload into this area, one upload into this area, it would be more efficient. But the way it's set up, there's too much and it's redundant part of it. Upload here, upload again, now let me tag you. And I really do not like it. I would have rather stuck my stuff in a notebook and wrote reflection on each one of them. I think I could have been more efficient at that and less frustration. Q: So that's the Bloomboard part of TESS?

	<p>Yes.</p> <p>Q: So Bloomboard, just for purposes of this, even though I kind of know, Bloomboard is the electronic basically an electronic portfolio.</p> <p>Yes.</p> <p>Q: So that's what you're referring to? And you have to tag things by domain; is that right?</p> <p>You tag people in them. You have to go in and label them by domain. You can't even like shoot your documentation into the domain. You have to go back and rename everything as well.</p>
9JHFAC	<p>Okay. Well, my thoughts on TESS is that I think that it can be a way to improve your teaching ability and your methodology. If, you know, you're actually getting feedback on observations and input from the information that you know you're given. But this was our first, you know, pilot year. So in the beginning, you know, we rated ourselves on the scale, and our administrator you know rated ourselves. We created our professional growth plan, and my professional growth plan was related to Common Core math, understanding what those mean in general and how to modify those for my 1 to 15 kids. My observation was not even done in my professional growth area. My observation was completed in a history class. So the feedback that, you know, I got on that, there was never a formal meeting. It was, you know, submitted the copy of the -- observation was submitted on line as an artifact. And there was no formal meeting to go over the results of the observation. I don't think there's been any follow-up on, you know, what my professional plan is or where I am in it. It was kind of just left up to me to go in and look at it and update it. And really, it wasn't really even mentioned except for another -- twice. I mean right before Christmas break there was an e-mail sent out to update your professional growth plan and, you know, for your semester information. And then the next e-mail came later, a month ago, saying all the artifacts needs to be in, and I was like what's that? I don't know what that is. Where does it go? How do I upload it? And so that's kind of why I'm here today is to work on that actually.</p>
10ELCBI	<p>For like number one, I -- I love the thought of having TESS stuff because I think we do need to be evaluated more than just once a year, throughout the year, to make sure that we are, whatever our growth plan is, what our goals are, that we're staying consistent with those, that we are achieving those, that we're not just forgetting those and putting them off to the side. I do like the way that TESS is formatted. It's been, from my experience from being observed several times and being evaluated and stuff, it's the best I've seen for regular education, but not for special education.</p>

Having implemented TESS for a year or more, do you feel it is an efficient and effective measure for promoting reflection and growth in educators?

Interviewee	Response
1HSCBI	<p>I would have to say no. Last year, with TESS -- granted, it was just kind of -- it was a piloting basis. I never actually had anyone observe me. So it was all kind of based on my own, I guess, reflection or whatever. But I think not having that other person's input really doesn't -- it doesn't help much. So this year with TESS, I did -- I did at least get observed, which that helped a little bit, but I feel like, especially for my classroom, that it didn't really apply very well to my classroom. So, I got pretty good scores on it. But it didn't really give me very good feedback on how to improve.</p> <p>Q: So what is an example of how it didn't apply?</p> <p>So like, for example -- and I was looking over this yesterday -- I only rated myself in all the domains for TESS, my administrator literally on every single area rated me higher than I rated, but had no comments. I had no hey, these are things you could improve on. And if you're proficient and advanced in every area, it's just like yay, great job. But I don't think that's a good place for educators ever to be. It should be like, okay. You're good. We always need to be improving. Improving on our professional practice, improving on the strategies that we're using.</p>
2ELCBI	<p>Second Year. Yeah, I think it can generally, it really does, and it gives you some good guidelines of what you need to do and changes you need -- what you need to aspire to be distinguished and proficient. And, you know, if you do receive a basic score on something, it shows you where you need to go, and I think that that's good. Well, again, for special education, I mean think this premise works, but the actual criteria don't work. Because there are things that you have to do, that they expect you to do in classroom to be distinguished or even proficient that, as a special -- especially for kids with severe disabilities, that I can't implement those things.</p>
3ELCBI	<p>Do you want to know how I feel about this? I feel like this is teaching to the test, kind of crap, and I won't do it. I'm going to do what's best for the kids. My kids, some of them, can't lead. Now, so what I'm going to do, I'm going to do those research-based programs no matter what this says, I'm going to do STAR, I'm going to do PECS, I'm going to do what's better for them and be damned if they're too ignorant to see that this is what we're supposed to be doing for our kids, in my place. [Other classrooms] have some cross-over. She's got some lower kids that really need my support, but then she has the OT and the PRT piece that. Now, what we do have, and I've got on tape, where, you could consider student-led opportunities because everybody gets a shot at it with the wand, with the magic pointer, and they get up and they will do their ABC's and they will count their numbers, they will dance to the song, and there is a child who comes up in front of the class, you know, but that to me is more demonstrating what they know, not leading the activity. Because I tell you what. If I give reinforcers to [students] it's going to be like 'No, no, no, no'. But they do, we're trying to foster independence. So, like to me, what is more leadership for my kids is when [student] goes over and she knows its snack time, and I look over, and she's putting placemats down. Those kinds of things show me that they're taking initiative. But those are things that may or may not happen with a TESS observation because that's one thing -- having somebody in my class observing, totally throws the whack-a-doodle into the formula. And what usually, where I may have a student who normally does this when given this natural cue and they start doing. Where is [administrators] are in the room, they start poking at her toes or looking at her jewelry wanting to get an arm hug. That kind of thing. And think that's where [it's not a clear picture]. And that's why I've gone to the videotaping, so they can see and the parents can see what their kids are doing. I uploaded a PECS round of what it really looks like. Okay, here's the deal, is we teach exponentially. My aides have got to be to teach and I have to be able to control the folly. So there are times when I have to step back and supervise the process to make sure we're all doing it the same way. What [principal] really needs to see is that not only do I do this lesson, but there is consistency with how everyone in my</p>

	room does this lesson. With me supporting them as they take lead, because they're in their stations. My kids don't learn effectively unless it's one on one. They don't generalize those to small group lessons for a long time. So, they need to see, that needs to be a part of the process. It just doesn't need to be about us, because that's a small part of our classroom. We've got other teachers working with us.
4ELFAC	<p>Q: So, in TESS, a lot of the distinguished categories look for student involvement, so I think, and tell me if I'm wrong, I think what I heard the difference was, in your classroom, which is higher functioning, slightly, on the continuum overall, they were able to lead so you feel like ... Do you feel like you can meet those domains in TESS for distinguished?</p> <p>That's right. Yes. I know how I was able, but I was wondering how [name] would be able. I looked ahead and thought, okay this is what I need to implement to get distinguished. But, let me tell you, the way I implemented [student] leading. She's not verbal, but I had her hold her little Barbie and when it's time to get the reinforcement of the little teeny marshmallows, she put the teeny marshmallows in the Barbie hand and she handed it to the one that had their hand raised. That's implementing them. I'd rather videotape it and send it to them. I've been doing a lot of videotaping and sending it to parents so they can see what they do. I would like to videotape and send it to the principals, because I don't think it is a true picture. I uploaded two on them doing their sight words as evidence.</p>
5MSCBI	<p>Q: What track are you on? 2B2 is right before summative. Q: So basically you're not necessarily observed in all domains or reflecting in all domains, you pick what -- We do 2B1 or 2B2, and I think I'm 2B2. I'm track 2B2.</p> <p>Q: So basically you're not necessarily observed in all domains or reflecting in all domains, you pick what your focus is within domains 2 and 3 ... do you feel it is effective ...</p> <p>No, I really don't [feel it is effective]. But then again, it's all on what you put into it. So if you -- if you put the right effort into it, and you have the right mindset, then, sure, absolutely, it will -- you will go back and you will look over your reflection pieces, you will look at your data, you will look at all the components that you need to meet. But if no one is coming in telling you to do those things or -- especially on my track -- if you're only looking at a few indicators, then those really are the only indicators that we're focusing on. Even though we're supposed to be focusing on all of them, you really only focus on those ones that you've put into your goal.</p> <p>Q: So how did you select your goal?</p> <p>I selected my goal. I selected my goal because of the weakest -- things that I'm weakest on, that I think I need to improve the most.</p> <p>Q: And then what have you done with that PGP so far? Like have you identified professional development or worked with administrators?</p> <p>You know, the PLC has been the best thing.</p> <p>Q: What was your goal area? It doesn't have to be exact. Was it like instructional methods or</p> <p>It was -- I just had it pulled up. It was instruction and creating a functional zoning plan. Because with that, it would be easier for me to meet the needs of my students, get the direct instruction, have time to put in the data. And that's what I really needed to improve on.</p>
6ELFAC	[my PGP is on] Evaluations. And 3(c) and 3(b) whatever those are. Making it fun for the children. More -- engagement. That's what it is. I had to think of the word. For the other one. It was evaluation of engagement. Which I am the world's worst about, you know, doing the before and after data keeping on some of these children, so... That's my PGP. Honestly, probably not [useful for promoting reflection]. I'm pretty stubborn. No, probably it's made me think about -- it's made me think about the evaluations more, and the fact that I need to be doing more, you know, as far as before and after data on doing the subject that I'm teaching the kids. Because we usually do units. So I need to do some many pre and post testing. So it's made me think about that more. Engagement? Somewhat. Because it's difficult to get everyone in the classroom engaged in the activities. But I think I've modified a lot more this year to try to make where everybody could be successful.
7HSFAC	My experience has been -- I know nothing about TESS because I've never even been evaluated. And my TESS evaluator gives about two seconds of her time and says, here, do this and tag this. So it's all been kind of pushed to the background. So for me, I don't feel it's effective because I don't know what I'm doing, because I haven't been informed. But I don't know how that would be with other people who have TESS evaluators that have helped them. sure it could be effective. I think all teachers need some form of rating, as well as administrators, for positive/negative change feedback.
8HSCBI	<p>Q: What track were you on?</p> <p>The one where you have to put something in everything. There's --</p> <p>Q: So like the new teacher track one type thing, the new --</p> <p>[Teacher] and I are doing the same one. Oh, okay. It's probably 2(a) or 2(b). Uh-huh. And my -- my goals were to incorporate my paras more and kind of be a better leader to my paras. Well, there's no staff development that supports that, you know? And financially I can't go out and buy my own staff development. The district's not going to pay for it. So how am I supposed to show growth without training and, you know, things like that? And if you're -- if the district doesn't back you up on things, then there's nothing you can do, and you continue to struggle in that area.</p> <p>Q: So when you say the district doesn't back you up, do you mean like back you up in terms of trying to organize things for your staff more or professional development?</p> <p>Well, like disciplinary procedures or expectations for my paras, things like that. You know, I mean, it's just another timesheet and that's, you know, you kind of get with -- you know, the best you can. That's not okay when it comes to our kids because they need the best.</p> <p>Q: Yes. So paras themselves don't have any kind of accountability?</p> <p>No. If I showed up at 9 o'clock, 9:30, 10:00 every day and missed every Monday, I don't think I would have a job. Or if I stay and said, oh, I'm working till 4:30, even though there's no kids here, I'll work until 5:00. No kids here, but I'm going to clock out, then I wouldn't have a job. That's that. So, I mean, it's hard for me to feel like I've successfully met my goals when I've had no support whatsoever, you know. I mean -- and I don't think it's necessarily, well, we're not supporting you, it's just as a whole, there's no staff development because staff development is never special ed, it's general ed.</p> <p>Q: So, will your building pay for you to go for training since it's related to professional growth?</p>

	I don't know that. I've honestly never known of a training that helped me be a better, stronger personality in that area. I don't know. I honestly don't know. Okay. You know, I read online a lot about things like that, you know, Pinterest, there's nothing on the pin board, nothing. So but – <u>Q: Bloomboard has the training?</u> Nothing that pertains to special ed or you have to pay for it. I'm a single-income family. I'm not paying for it. That money goes to other things.
9JHFAC	
10ELCBI	For special education as it's wrote right now, I don't think it's appropriate in areas, especially the higher level of questioning and the higher level of responses that it's kind of looking for from our students. Specifically, in my classroom, it's not a appropriate.

What has your experience been with TESS in evaluating special education teachers (include their roles, class demographics, etc.)?

Interviewee	Response
1HSCBI	Well, I think as far as evaluating special education teachers, I think especially at the self-contained level, sometimes you really have to stretch TESS, the TESS rubric to fit what's going on in that classroom. So, especially when it's asking for students to do all of these different things to display proficiency, that is going to look extremely different in a self-contained classroom than it would in even a resource classroom or a regular ed. classroom. So I think that's where the TESS doesn't really line up very well with evaluating special ed. teachers, just because their students are so different. And as far as class demographics, like we tend to have a lot smaller class size, so there's a lot less opportunity to see stuff going on where students display particular things.
2ELCBI	Well, I have a classroom of students with severe disabilities. Most of the kids in my classroom have autism. Most of them are essentially non-verbal, except for using alternative communication. I do have two who are pretty effective with their communication devices, for like requesting things. But for answering questions, or completing academic assignments, they're not there yet. So when you're scoring or looking at how I'm teaching, based on this, you know, it doesn't make the allowances for the adaptations and things that we have to make and the fact that my kids can't answer higher-level questions and things like that. And to be honest, we haven't really -- we do our professional growth plan, but they don't sit down and do it like, you know, like this. Do the rubric with me. But, I don't -- I would actually have to go and ask. I just know that I -- what I have to do. Right now, they are just having us do like a professional growth plan based on Smart goals.
3ELCBI	Self-contained 1:6, <u>Q: Language levels:</u> non-verbal, <u>Q: Ability levels:</u> moderate to severe cognitive impairments. Now, let me tell you, my last batch, I got three kindergarten students, all of them whose IQ scores came through higher than my core group. So, what's been really interesting is that I've got a bunch of babies who are right up alongside, if not passing my other kids. It's actually helping to create a more competitive -- now the older kids are like wait a minute, they can do that? <u>Q: And behaviors:</u> My old group used to be able to sit and participate. I have one student whose parents are divorcing and all of the sudden we are having behavior problems with, and my kindergarteners are -- it was like Lord of the Flies in there for like six weeks, I swear. But it's calmed down. I still have one that can't transition without screaming. I've got one who got a new baby over Christmas so we imitate the baby really loudly. You know, but, when we finally get her over, she will work. If can actually get her engaged, she's really smart. But I have behaviors throughout the day. <u>Q: Academics, what does your classroom focus on:</u> functional skills, but let me tell you, I get really touchy about this. When kids are put in my classroom, it's assumed they're not able to do more academics. So we actually have a dual struggle with getting the bear to sit in the chair and teaching them. Let me tell you, I've got kids who can count to 100. I've got kids who are skip counting. I've got kids, nearly an entire class, who can identify which pile has more, which pile is bigger, and it's because every day we pushed it and now we're so tired we don't do anything, we're just packing up, thinking maybe they'll be better after they come back from summer. You know, but they're academically to the point where I took out that STAR program and some of my kids are at box 2 already before we even start. So, now [we have a wide range and incorporate academic and functional skills] and sometimes it's all behavior. Because, if you don't have the behavior under control, you can't learn. And if you've got a screamer, nobody can learn. One child's behavior can shut the whole room down and we all have to be reactive and we might not get it back under control until we go outside.
4ELFAC	[My class is] Higher functioning, my PGP is focused more on the academic teaching. And we have behavior too. I just got a kindergartener that was a behavior ... and one kid's can change tone of the whole room. And you know, when you have kids that are low cognitive, it is definite modeling, I mean that modeling behavior. I think that's one reason why kids like that need to be taken out to a calming area so the other kids can stay on task so the other kids don't go out while that student stays and controls the room. I don't, I think the rest of the class suffers. [I] come from Texas, and when we had that kind of behavior, there were behavior specialists in every building. You pushed a button and they came. You continued teaching. You pushed a button, they come, they remove him, you continue teaching. You don't disrupt an entire class that is supposed to be learning and let that child control the classroom. I mean that's not teaching them anything. And, yes, it can be done improperly, but everything can.
5MSCBI	I think it is harder for an administrator to come in and observe me and try to find what I'm doing and see how it fits into TESS. I think they really had to stretch to see some of the things that we're doing, how does that fit, where does that go in TESS, what she's doing? I know there's a purpose for it, but where does that fit? Such as things like sorting blocks, you know? When an administrator comes in, it might look like we're just playing with blocks, we're just playing with blocks, we're playing with some things that are colors, some things that are different sizes, when in actuality you're working on sorting discrimination, ordinal numbers. But to them, they don't know that. And if you've got an administrator who is willing to work with you and say, okay, what were you doing with the blocks? I know there's a purpose for that. Tell me what you're doing with that and why you're doing it, then they can come back in the TESS and make it fit a little better. But for those closed-minded administrators, they just see it as playing with blocks. Three boys, all with autism; I would say two would be on the severe level and one -- one kind of moderate? Two are non-verbal, working with assistive technology, Proloquo and PECS. The other is verbal, very verbal. Behavioral. Two attention seeking, one task avoidance. <u>Q: So do you feel like -- since you were talking about having to stretch as some administrators wouldn't have knowledge? So do you feel like they would -- the typical administrator, would understand different strategies you were using or putting in place for behavior?</u>

	<p>No. Not unless they observed in the classroom, they've been around, they've made an effort to come around and watch you in and out of the classroom. Because what we do in here is quite a bit different than what you do in general in a classroom. You don't talk a student down with autism. You use more visuals. You point, you gesture. Whereas in the general classroom, you talk it out, you try to figure out what's going on verbally. A student with autism, that's just going to overwhelm most of the time. So they need cues, they need something to keep them on track with visual, timings, and that looks very different. Very cut and dried, those three.</p> <p>Q: Okay. That actually goes along with a question in here in a minute. I was going to ask you something else about your kids, but that's okay. So you basically have a small classroom in terms of number of students. You have how many --</p> <p>Caucasian, Hispanic.</p> <p>Q: No, not that kind of -- just what the picture of the classroom is. But you have two instructional assistants?</p> <p>Uh-huh.</p> <p>Q: So that changes the way that you have to organize and manage?</p> <p>Oh, certainly. One is one-on-one. So you -- basically you've got a one-on-one situation in here right now.</p>
6ELFAC	<p>I have K through 5.</p> <p>Q: Yeah, I've always wondered how people manage that. K through 5 is a big difference.</p> <p>It is. And what's really sad is my kindergartener is probably more capable than some of my fifth graders. He is very intelligent. So how to keep him challenged and then meet the needs of the older kids who feel like they know more than him but really need to be -- yeah. So it's made me think about those type of things more.</p> <p>Q: And you're in what type of classroom?</p> <p>One to ten. But I have 12 students. Autism, OHI, ID. I think that's it.</p> <p>Q: So you have some focus on academics and some of life skills; okay.</p> <p>Personally, I think I focus on the academics more. It's just I think the management of my classroom leads more to the functional skills. Because my biggest goal for these students is for them to be independent. So whether that's independently working, whether that's going from place to place independently, that's my main -- that's one of my main focuses is for them to have those independent skills. Because when they get out into the real world, they're not going to have somebody holding their hand all the time. So they need to be independent. And I don't necessarily work on that. It's just an expectation. I guess I do in a way, but I don't really think I realize. It's just more what I expect of them.</p>
7HSFAC	<p>First year with TESS. Track 2(b). Focusing on classroom management and outcomes because of behaviors.</p> <p>Q: So you're a self-contained teacher?</p> <p>Yes.</p> <p>Q: 1 to 15. So how would you describe like the type of students that's in your class?</p> <p>Like an average student is reading at about a first grade level. Their math skills, some are at below first grade, some are up to about third grade level. I'm not PC. So they look normal and they open their mouth and you're like why are you saying something that a first grader would say? A lot of them that we deal with don't have parent support. And they don't have a lot of the soft skills, like how to enter a classroom and not "I'm here" in the middle of a test. Or just saying please and thank you, waiting their turn. We have a few students with autism, ID kids, and we have one or two SLD kids, couple of OHI, hearing impaired, vision impaired.</p> <p>Q: So you got the whole range, basically?</p> <p>A. And ED, yeah.</p> <p>Q: And what do you teach?</p> <p>English and job skills, 10 through 12.</p>
8HSCBI	<p>How many times have you been observed this year?</p> <p>I don't remember.</p> <p>Q: Okay. But more than one?</p> <p>We had an administrator come in once. Yes, at least once.</p> <p>And so in terms of your classroom, just to get to some background. So you're a one two -- you have students that are in the one to six to 1 to 10 range. How many students do you have?</p> <p>This year I have 12, I believe.</p> <p>Q: How many paraprofessionals are in your room?</p> <p>I have one full time, and I have one who is a one-on-one that has attendance issues. And there's always a lack of a sub. And I have a student who has a one-on-one in his IEP, but the district did not approve that. So we've never hired anyone, and we just kind of fill in with whoever.</p> <p>Q: Okay. So using aides from other classrooms and stuff?</p> <p>Uh-huh. So if we -- it's just you and I and we have someone that needs a diaper change, either you do them alone, which, you know, fortunately, Jill and I are pretty good at it, and we don't need help, or two people leave the room and who's going to watch the kids? So...</p> <p>Q: So given that you mentioned diaper change, the general -- I know there's always a range, especially in special ed classrooms, but the general type of student in your classroom, what level of supports do they need with personal care and academic and what is your focus?</p> <p>I really focus on academics with mine, functional academics, and academics as far as -- they -- all of them but maybe two or three don't need someone to sit right there with them, you know, to - to completely facilitate the learning. The other ones, you have to sit right there with them. I mean, you do. And then as far as -- I only have one this year -- no, I had two in diapers, one tube</p>

	<p>fed, and one, you know, you had to kind of sit there and help him eat and stuff. Next year will be totally different. I will have four wheelchairs and four students who need assistance eating and toileting issues.</p> <p><u>Q: So since we weren't able to get an observation in your classroom, let me just ask generally what -- how you go about providing that instruction? Like do you do whole group instruction, several small groups, one-to-one, how do you --</u></p> <p>Usually it's small group, because of the different levels of the kids. The assistant that's working inconsistently here, you know, it's kind of scary to assign her something because -- She might -- not be here, and that's where this kid's at. And with TESS, and me being on my computer so much here lately, it's been Ms. Jill doing it all, because by the time I get finished with IEP, portfolio -- not PARCC, but the other one that we just did -- Mixing it in TESS, yes. Then it's Miss Jill, and as much as I hate it, you know, we'll -- everybody gets a little packet, and Miss Jill stands up, and we do it together, you know? We write stuff on the board and talk about, you know, whatever the lesson is that day. I try to have the non-verbal kids have a switch, so they can participate. <u>But time limits, I don't always get that done.</u></p> <p><u>Q: Okay. For your non-verbal kids, what kind of -- this isn't on there either. This could have come from observation. Do you have different types of assistive technology that you use? You have the switch, and then do any of them use PECS or any other assigned --</u></p> <p>I use PECS with one. He's verbal, but I use PECS with him just because he needs those visual cues. One kid, he will not, instead but if you show him a picture or give him a choice, it's more accurate than his nods. And then one who uses the switch for everything, or eye gaze.</p> <p><u>Q: Okay. All right. And what kind of instructional strategies do you generally use with your kiddos? Like do you have any specific strategies that you use to provide instruction or do you use direct instruction and --</u></p> <p>Pretty much direct, just because -- when we're doing like social time, we're learning to play games. So it's hard to do, learn the play games while you're trying to learn a lesson, you know, things like that. Once they get those lower skills, we take for granted they're going to play a game. Then we can incorporate lessons into it, like manners games and money games, or things like that. And they like to play the bomb game where you ask -- they can plan that, where you ask the questions and pick them off the board and they blow up the bomb. And hang man. They got hang man. So our vocabulary words, we can do hang man.</p>
9JHFAC	<p><u>Q: Generally, just for a little bit of background knowledge in terms of what you teach in your world. So you're a special education teacher.</u></p> <p>Yes.</p> <p><u>Q: And you have a self-contained class.</u></p> <p>I actually have -- I've had 14 this year. It's been a great year. Very appropriate number, but... I have a paraprofessional that is also in here with me. So we have 2 to 14 ratio. Works really well. I have disabilities ranging from intellectual disability to autism. Grade 5 equivalency, you know, ability level are from pre-K to fourth grade. Eight and ninth graders and starting out, some of them are 12 and most of them, you know, turned 13. I have a couple that have turned this year. So, 13 to 16 years old. I teach all subjects. I teach English, math, science, social studies, and a life skills class.</p>
10ELCBI	<p>An elementary classroom in a one to six, classroom-based instruction. Classroom with a range from kindergarten through fourth grade, of five students. I do have one student that rotates between myself and another -- a one to ten classroom for language and PECS communication. A lot of my students -- well, I have two students that have like echolalic speech. So it's a constant repetitive. And so you may think that they're actually answering your question, but it's something that they've learned and they know that -- it's kind of like a script thing, they talk. And then I -- the rest of my students are non-verbal. Two of them are emerging verbally. They are starting to learn some communication verbally. A lot of them they use PECS to communicate with -- the Picture Exchange Communication System to communicate with or a communication switch button, what it is, to communicate with. And I do have medical fragiles also in my room. Yes. My question how we -- whenever, when it's a group activity, when it -- when we are wanting group participation how we do it in my classroom is if it's a question I'm asking, I wait for a response to see if anybody will give me a response. Either with a PECS, a switch, whatever. If I don't get it, the -- my assistants in my classroom will model the correct response. So if I'm asking what a color is on the board, I'm pointing to the color. I'm waiting for a response. Then if I don't get a response from one of my students, one of the people in my classroom will model the correct response and then that student therefore will follow the correct steps from that.</p> <p><u>Q: Okay. So is this your first year or second year with this?</u></p> <p>This is my second year.</p> <p><u>Q: Second year. And what track are you on?</u></p> <p>I'm on track one still, I think. Yes, track one. And next year, I'll be moving up. And then I kind of focused in on classroom behavioral management. Because I wanted some more of the ABA information, all that kind of stuff. I really thought that was kind of my area that I needed to work on.</p> <p><u>Q: We didn't get as far I wanted in the PLC but there's next year.</u></p> <p>Yeah. But I learned a lot. I mean the task boxes, everything that I think is going to really help develop independencies, which will then in turn help with behavioral management in my classroom.</p> <p><u>Q: Look at you go. So you have had to go through every domain. And then do you have to go through every sub-domain? And put evidence in there. Okay. So since you've done that, and there's only one other person that has, what are your general thoughts of having -- having gone through each sub-domain, and looking to find evidence that matches. Was that as clear?</u></p> <p>It was super hard. Because a lot of these domains, you know, in a general education classroom, some of them still could be kind of hard to find evidence in a general ed classroom, especially in a classroom that's not all the same level of academic skills. In a special education classroom, when you're working with a kid that mentally is maybe functioning at two-year-old level, you may have one that's functioning at a three-year-old level. That's a big range that you're having to show different kinds of evidence and all -- everything in there. It's -- it's kind of tedious to get everything in order and show those evidences.</p>



Describe some specific correlations between the TESS document and the CEC standards of practice for special education:

In TESS indicator, 1f: Designing student assessments ... (read/show) describe how the specific nature of formative and summative assessments for developing an IEP are addressed?

Setting instructional outcomes: describe how the TESS standards clearly indicate the measures necessary for developing an effective IEP, to include (systematic individualization, evidence-based practices, ongoing assessment and refinement of instruction):

Interviewee	Response
1HSCBI	<p>Q: So, in Domain 1(f) there are questions regarding students' assessments. So how are the specific nature of formative and summative assessments for developing an IEP address in terms of TESS?</p> <p>Well, I mean, so, obviously, TESS addresses that we need to have good assessments. I don't really know the TESS addresses what kind of formative and summative are appropriate for my classroom. And I also think that kind of comes back to your evaluator, too. Whether or not they know what kind of assessments are appropriate. And I think there's also just like having access to -- talking specifically about assessments, like having access to good assessments, and kind of what that looks like. You know, my students don't participate in benchmark or MAP testing or other types of summative assessments like that, or end of course or anything like that. They've done, you know, portfolios, which are not always the best assessment, and then they've done pilot NCSC testing. So that's kind of for the state tests. So that's been kind of interesting. So I don't know if there's always -- like when my evaluators think of assessments, they would not really think of the things that we typically use.</p> <p>Q: 1(e) setting instructional outcomes. And to reach distinguished, all outcomes represent rigorous and important learning in the discipline, the outcomes are clear, written in the form of student learning, and commit viable methods of the assessment. Outcomes affect several different types of learning, and where appropriate, represent opportunities for both coordination and integration. Outcome is taking into account the varying needs of the individual students. So to get distinguished, you have to have clear, rigorous outcomes that reflect learning in the discipline.</p> <p>This is an interesting -- I just think that's interesting. Like learning within the discipline, what that looks like for my students. You know, tying in what they need to be working on to a common core objective is always an interesting process. Yes, it can be done, but they're so far removed from that particular goal. So I mean, for example, you know, a lot of my students are working just on basic communication with requesting. And so the closest goal that we can tie that into is like an 11th grade standard, that's about collaborative discussions. So my students are so far away from collaborative discussions. But that's what we're saying that they're working on in common core. I mean I definitely would say that I think you can look at their IEP goals and say that they're addressed for that particular student. The nice thing about IEP in general is that they do make everything individualized automatically, which is nice.</p> <p>Q: So, do you think that administrators would be able to do that, to make that connection and know that your IEP matches their evaluation components and is connected to their learning and --</p> <p>I think it would depend on the evaluator. So, like, my particular evaluator would say yes. Like, she would make that connection because she, I think, would just innately trust that I was doing that. But there's a lot of -- if I have a different assessor, even in my same building, I don't think that would be the case. I don't see that they would see that connection at all. And I'll even go and say that I don't always -- you know, that connection is so broad, it's so vast in between those two things. It's -- I could see where that it is difficult to get there. The other thing, too, there -- I don't know that my evaluators know what evidence-based practices are for this particular level of student. I'm quite sure they could tell you what a typical classroom evidence-based practice would look like, but if you ask them to identify some in my classroom, I don't know that they would be able to do that. Other than they more or less say oh, look, they're doing it.</p>
2ELCBI	<p>Well, I mean I can use this to a certain extent to do assessments to -- to plan for an IEP, but...</p> <p>Q: Do you think an administrator or evaluator would make that connection? No, no. And, you know, the fact that student involvement is really important, it's a key factor of this, it's really hard for my kids to -- to use assessment information to affect their future performance. Because I mean I think the CEC standards are designed for children with disabilities of course. And if -- just -- I -- every administrator is not going to know the kinds of things that I need to do to -- what is rigorous for my children. They may come in and look at matching colors or matching shapes and think that we're -- you know, that's -- that's not rigorous. But for particular children, it -- it's very rigorous, and, you know, and I don't think they -- they understand necessarily the individual needs of -- of my students. When somebody's having a bad day, they -- it's like a crisis situation, and it's just part of autism they have that day. And that then somebody -- their performance is affected. And as I was working on my professional development plan for my evaluation coming up, that was one of the things I noticed in -- in my data.</p>

	<p>was I could tell days when someone had had a rough time. You know, there was a particular week that some -- one child was having a rough time, and his -- his performance was affected by that. And that doesn't necessarily happen as dramatically with general education students as it does with ours. I mean it can completely change -- their performance.</p> <p>Q: -- your data and your, the standards and things you are doing in the classroom are greatly affected by how the kids are holistically on any given day?</p> <p>Yeah</p>
3ELCBI	<p>Is this aligned to how teachers are developing an IEP? So, should this apply to our IEP, technically. No, I really don't think. Most people don't consider an IEP to be an assessment. Or a goal to be an assessment. Where the teacher, as well as the student, designs the assessment. And again, when you get into 1:6 kids, and not that I'm trying to be cruel, but I in the past have had students that can't move their head. How is that student going to show that he is using the assessment information? I don't know, I think our administrators would, tie that to the IEP, because that's what we would lead them back to. I have three that are heading into reading sight words. When they use the word correctly, they are able to put a sticker on the chart to show they've mastered. But, do my children fully understand what that means? No. No. I don't think cognitively. If I put up a chart and said 'you didn't run', she'd say 'run, where are we running to'. I think that I could very easily meet.</p> <p>Q: Setting instructional outcomes. Do you think the TESS standard measures what is necessary for designing and IEP and lessons?</p> <p>I don't think with the group that I've got; I could ever determine what the instructional outcome will be. I can hope, I can predict, based on my data, but depending upon the behavior and the, you know, you know they know the answer but they're just going to pick anything but the answer to see what you're going to do about it. Now, again, I fall back to the good graces of my administrators because they see the difference between who entered the building and who they are now. But know, I don't feel, just reading off this one, I could make proficient.</p> <p>Q: What if you look at it in terms of outcomes on an IEP? Do you think it would be clear to an administrator that this how it should be measured in this environment? That this should be connected to an IEP for a special ed self-contained teacher. That that's a measure of IEP growth.</p> <p>A: Yes. [reads some of standard: "The outcomes are clear, written in the form of student understanding and permit viable methods of student assessment"]. Yeah. I do, I do think that ties directly back to [the IEP]. I don't see how we'd be able [reads standard again: "All instructional outcomes are written in the form of student learning"]. Your data supports the instructional outcome. So, yeah, if you take it to the bigger scope. If you take it to a day to day lesson, the steps that you're taking to meet that bigger goal, no. If someone came in and watched me do the discrete trial, they may not see the intended learning at all. They may see things flying. And me ignoring it and then wondering why I'm not getting up and making the child pick it up. I don't think an administrator, other than our building, would get that this should connect to the IEP. I think they'd come in and they'd be looking for that outcome and that micro-second.</p>
4ELFAC	<p>The IEP is how you measure progress, through their goals. I assess every Monday, but I do it very differently using general academics, but also with the goals and objectives, and behavior. [One] student, he hasn't ran in ten days -- that's an assessment. Using data to assess progress and I, of course, have academic assessments that I can print off.</p> <p>Q: Would you be able to reach proficient or distinguished, just looking at the TESS rubric and knowing what you use in terms of your data, your IEP goals, and progress. Or what do you think would limit you from reaching that distinguished.</p> <p>I think what would limit it, I think kids should be able to assess themselves. That to me is the difference between proficient and distinguished, that students should be able to assess themselves. I thought of implementing this next year, of having a chart where they can put a star -- look you haven't run all week, or something like that. They should be able to, that's proficient. Kids should be able to assess their own behavior, their own sight words, instead of me standing over them, I mean they're not learning. I feel like I can do that in my classroom. I will.</p> <p>Q: Setting instructional outcomes. Do you think the TESS standard measures what is necessary for designing and IEP and lessons? Would it be clear for an administrator that this domain could be a measure for an IEP? As you read through that, do you see how that could connect to an IEP and do you think others could make that connection? There is not a measure in TESS for the IEP and that's one of the largest components for special education teacher's job.</p> <p>Right. Let me ask you a question. Do think some of the exits in this district in the 1:10 are leaving based some on this. Because I talked to one, just one, I don't know any other one, and she just said the administration put so much emphasis on this and they're putting a lot of pressure on her. I just wonder if a revised rubric like this would help people stay. Because administrators would better understand the balance.</p> <p>Discussion about district classrooms</p>
5MSCBI	<p>That's almost impossible to me, it seems like. I don't know that -- I don't know that you could ever truly -- I think you can strive to do this. I don't know that you have enough time in the day to be distinguished like that. And if you are, great for you. But we do so much of this already. You do informal observations in assessments all day long. And you adapt every day. Every day you see changes. So you adapt, and you either decrease some things, you increase some things, you increase your rigor, you may back off on some things, you may add some things in. You may take some things away. You may fade. You may see that you've been giving too much help. So I think we do this informally every day.</p> <p>Q: So every day, you're doing things that meet that standard. Is there anything in specific -- or specifically that might be hard to meet? Because, you know, again, it's looking at student contribution to the development of assessments and using the assessment information. And it sounds like what you're saying is you're assessing all day long.</p> <p>And I think about using -- doing this and relating it back to the standard, to every standard that we have for a sixth grader or a seventh grader. For me to be able to be distinguished using a Common Core standard is nearly impossible, because by the time that we get to those -- you scaffold down to those prerequisite skills, it doesn't even look like the standard anymore. So that's why I think it's -- it would be hard to be distinguished. Does that make sense? That's what I'm thinking when I see this is, I know that's how we're evaluated, that we're also -- when they come in, they're thinking, okay, what standard does this fit? And that's what we are -- that's what we're evaluated on, this Common Core standard and did you meet that distinguished?</p> <p>Q: And you're telling that's how you're assessing. That makes a lot of sense because, like you said, it's hard for people to see through that outside of that room. So the next one was setting instructional outcomes, which I think your answer will probably be very similar because it is related to what you just said. We don't have to spend a lot of time on it because I know you've got to get going. But it just basically says -- So instructional outcome. What TESS are saying to get distinguished, all outcomes represent rigorous and important learning in the discipline, that</p>

	<p>outcomes are clear, written in the form of student learning, and permit viable methods of assessment of learning. And they reflect only one -- oops, wrong one. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying levels of student. So, I think what you were saying earlier -- and correct me if I'm wrong -- is that when they're coming in and looking at outcomes and for the disciplines -- Uh-huh.</p> <p>Q: -- they're going to make connections to Common Core; right?</p> <p>Right. Because they'll look at my lesson plan to see what -- see what I'm teaching, what Common Core standard it relates to, and then make the evaluation after that. All related to what the Common Core standard is and what they see. And this -- it's almost crazy. Because it may be done different somewhere else, but that's how it's done here.</p>
6ELFAC	<p>Q: Assessments and the IEP</p> <p>I think they can be meshed. I don't think that they are now. Because things like TESS is looking at your capabilities in the classroom, and the IEP is the capabilities of the students and what you're working on for them. So somehow it needs to be -- is the teacher directing her lessons or her -- is she working towards the IEP? Is she working towards what she's saying that she expects the children to be able to do? And I don't think that in TESS, that we're looking at that. We're just looking at what is the teacher's capability. And it needs to be okay, yes, can you teach. You know, are you hitting these areas, but also are you actually addressing what needs to be evaluated, if that makes sense.</p> <p>Q: Setting instructional outcomes: So, again, it's just kind of looking at if, in the TESS standards, if there's a clear connection to those measures for developing an effective IEP. That systematic individualization and using evidence-based practices. So setting instructional outcomes is I think 1(c). And it just kind of looks at -- all outcomes represent rigorous and important learning in the discipline, outcomes are clear, written in the form of student learning and permit viable methods of assessment. Reflect several different types of learning. And where appropriate, represent opportunities for coordination and integration, taking into account the individual needs.</p> <p>That's what popped in my head. When an administrator is looking at a general ed teacher, they know what that teacher is supposed to be teaching at that time because of Common Core. So they have that mindset. Okay. They are supposed to be on this area and looking at this. This is what they are supposed to be teaching. When they walk into our classrooms, they have no idea most of the time what -- because we don't have those set guidelines. We don't have that set curriculum of what we're teaching. So walking in my classroom is going to be totally different than walking into another self-contained teacher's classroom and what we're teaching. And so I think that it's hard to -- for an administrator to look at us and say okay, are they meeting this, can be distinguished, when they have no idea what we're focused on to begin with. You know, they have that small snippet. I do units. So -- and I love science. So most of my units are based around science. Whatever I'm teaching, reading or writing or math, everything is based around. So they need to know, okay, right now, she's working on polar bears and this is how it ties into her IEP. This is what she expects for this student to get and that student to get, and that's something you can't get from TESS. And there's no -- they're sitting down with those previous to that and saying okay. What are your expectations for this classroom? How are you expecting your student to get something out of this unit that you're teaching? So it's just kind of a blind -- a blind evaluation when they come here because they have no idea if we're meeting that goal or not. Are we trying to meet that IEP need for that student? All they can see okay, she's doing this. And, yes, she's addressed this student's issue, and she's addressed that student's issue, but there's no way of knowing whether I'm actually tied -- I could not have it tied into anybody's IEP and they wouldn't have a clue. So is there a way for that to be...</p> <p>Q: No. That makes perfect sense. It's another really good point. So do you think the preconference helps with that or doesn't help with that?</p> <p>I think the preconference would help with that. If, they -- you know, I think it would because it might mean more work for me, and it might mean way more work for the administrator. But when they walk into my classroom, they would know, okay, I'm teaching -- another thing we did was we did insects. She's teaching insects, and this is what she's going to be teaching on. And this is how it ties into this person and this, you know, all the IEPs. So they can see am I actually meeting those needs? Am I actually a distinguished? Because I'm never going to get distinguished the way it is, you know, because they have no clue am I actually meeting those needs. And my distinguished is not going to be the same as a general ed teacher's distinguished because I don't have a lot of students that are going to be doing a lot of questioning and brainstorming on their own, and problem-solving on their own, without me modifying the work and pushing them and questioning them. My distinguished is going to look different than a regular teacher's.</p> <p>Q: So have you had pre and post conferences? In 2(b) I don't think you necessarily have to.</p> <p>Yeah, you don't have to. I'm going into this detail. I think they need to be, you know? It just needs to be maybe a quick, okay, what are you working on, what are you expecting from this? You know what, address, I try to change it every year because I have same students. But I don't want them to study insects next year just because I have three more students. I have to think of something else. I try to change it up, but then I still want them to have...</p>
7HSFAC	<p>Q: Assessment and the IEP</p> <p>Yes. And it would -- yes, it would be based on each individual student. So they'd have to plan for each individual student's assessment, and each -- and the instructional outcome may be different from Johnny to Susie.</p> <p>Q: Do you think an administrator and/or teacher would make that connection to the IEP, just looking at that standard by itself?</p> <p>You mean if they're --</p> <p>Q: If they're evaluating a professional or a teacher?</p> <p>I don't think -- I think the special ed teacher could. I don't think a regular teacher looking in that doesn't have any experience with special education would know, because they're -- I know we have teachers that say, well, you're doing such easy work, or it looks easy for the typical high school student, but for our students, it's not easy.</p> <p>Q: Setting instructional outcomes</p> <p>I think it would be great for individualization because you want to instruct, each individual needs a different instructional outcome. So Susie might need to learn just her basic math facts where Johnny knows how to do his math facts, but he's going to need more help on the checkbook. Is that --</p>

	<p>Q: Yes. And the standard itself. All outcomes represent rigorous and important learning in the discipline, they're clear, written in the form of student learning and permit viable methods of assessment.</p> <p>And each student is going to have different rigor.</p>
8HSCBI	<p>Yes, I think they could because we have our transition assessment, because we're preparing them at this point, you know, to go from school to adulthood, work, or whatever, we try to get them ready for work. We have classroom-based assessments that kind of address our functional skills, and, of course, their three-year eval, you know, that we keep up on. When we do our IEPs every six weeks, we're checking up on percentages and stuff like that. We have portfolio, which is here -- I don't know if I really think it's an accurate assessment. I think it grades us more on how we put it together than it does the kids. But as far as the formative assessment, that's all day, every day. I mean, everything we do is a task analysis. And we, you know, from brushing our teeth to following a recipe, you know, wait, you didn't put your toothpaste on, it's a constant formative. So I mean, that's -- we always would be distinguished in that.</p> <p>Q: So -- and do you feel like that student contribution to their development, to the development of the assessment and student use of assessment information? I mean, I think you described to me in terms of a formative assessment and task analysis, but the student contribution, do you feel like your students are able to contribute to the development of the assessment?</p> <p>No.</p> <p>Q: But indirectly, I think is what you were --</p> <p>Yeah, indirectly. But I mean, the state pretty much sets the, you know, the majority of what we do, state sets it. Our -- I have like little teacher -- I mean, student assessment sheets with smiley faces, striped face, a frowny face, you know, I did good, I did okay, I did bad. And sometimes when we do different activities, you know, I'll have them look at that, how do you think you did, or I'll give them a sheet, you know, check off, did you put your toothpaste on your toothbrush, did you wet your toothbrush, did you do that, did you do this, you know, and they have to self-assess on that. But I don't know how much -- But I don't know how much that means they're included, but they are self-assessing.</p> <p>I mean, yeah, I mean if you picked up my IEPs, you could walk in and figure out what you need to do with the kids. It reflects their learning, their individual learning, you know? I mean, it's an IEP, it's for them.</p> <p>Q: So given this standard and TESS, do you think a special ed teacher, if a new administrator and teacher knew to use the IEP of the measure, they would be able to reach distinguished?</p> <p>I think so, if they used the IEP. If they walked in and compared me to regular teachers, no, because mine looks a lot different.</p>
9JHFAC	<p>Well, I would say that I do a lot of informal assessments in class. But normally, it is aligned to, you know, the frameworks. I do consider, for example, most of my students have very low basic reading, reading comprehension, expression in math. Most of them are very low in those areas. So a lot of what I do covers all of those things. And I try to generalize those skills across all areas of the curriculum that I teach. We might be doing a math lesson in science. We might be doing, you know, a writing in math, for example, which you normally don't think about those things. I usually do exit slips. You know, an exit slip, entry. It could be a Kabootz quiz, but it's not just based on, you know, one assessment. I do collect data on the skills that I'm teaching. It could be math. But I collect the data, you know, twice a week, and then when I go to design the IEP, then I use that data to kind of help guide me in creating, you know, goals and objectives for the next year.</p> <p>Q: Do you feel there is any accountability for special education underlying data to your assessments and IEP goals?</p> <p>The accountability lies, I think, within myself. Because nobody else, you know, double checks it. So -- which is, you know, why we were sending those in. Another thing about the data collection, you know, for -- for the student assessment, is super easy. Like, we put it on the Google drive and shared it. So that if, like, for example, I don't have an inclusion -- I don't have the file for a kid that's in my inclusion civics class. It's online. So if they did an assignment, I'm going to take a small assessment grade on that, I can put it in, and it's shared with all of us. So when the teacher has the IEP meeting on that kid, then they have the assessment. They don't have to run all around looking for it.</p> <p>Q: Setting instructional outcomes:</p> <p>This is where I think TESS doesn't really -- it's not very well outlined for special education. Specifically, like, you know, probably 1 to 15, maybe even resource, you know, class. Because a rigorous, you know, an important learning, you're going -- it's going to look different in all classes. I don't really know what -- rigorous. So this is like the rigor of the curriculum; right? So it is aligned with assessment. Does that make sense? So, if I'm taking let's say an English UBD and I'm following what they are covering in their class, like say we read "To Kill a Mocking Bird," which we did, and I take the UBD and I modify it for my kids. So I have lots of resources, and I have lots of activities, I have lots of work sheets, and I have lots of videos, and I have lots of pictures and all that kind of stuff. But then I take out what my students need to know from the essential questions, what they need to gain from that. Is that... In terms of like the math, for example. That's what I wanted to do this year for my professional growth plan with math. I mean they have, they have, you know, a curriculum in place for math. And I did meet with the resource teacher, the math resource teacher, and I used a lot of material that she had, and then I modified it for my kids, you know, made it a little easier. I will be quite honest with you. I mean Common Core for math was extremely hard to redesign for the 1 to 15 kids, so...</p>
10ELCBI	<p>Well, I do a classroom-based assessment on all of my students. I do two of them. I do a functional behavioral assessment to see what self-help skills they can do, what self-calming techniques they know. All that kind of the stuff to help my IEPs already and where -- you know, where their growths are, and where maybe they were before, but we've kind of stepped, you know digressed a little bit. And then I do a functional, just an all-around, you know, their colors, their shapes, where we are on that.</p> <p>Q: So is that what you put for evidence here?</p> <p>Uh-huh.</p> <p>Q: But some of things for the distinguished on there are, you know, there's assessment is aligned with outcomes, clear criteria and standards that show evidence of student contribution to their development. And then, of course, adapted for individual students. Your assessments are adapted...</p> <p>They're adapted to them. But for a student in my classroom to assess themselves, it's really difficult. I mean we work on -- if you said at circle time you participated, give yourself a high five or thumbs up, that's how they're assessing themselves. But what they're honestly doing is mimicking my response. They're not truly assessing themselves. For a student that is that delayed, they truly cannot assess themselves.</p>

Q: And I just need to put some stars here so I find this in the transcript. I didn't get it written down. That's a really good example of what might look like self-assessment but it's really imitation skills. It's a really good connection. I haven't had anyone make that one yet. Okay. So, was there anywhere, just -- and this might be hard to remember the specific standard, but did you feel like anywhere that you put your IEP information?

No, I don't think so. Just because -- I don't know. No. I really don't. Because an IEP, to me, I don't view it as an assessment. So I would never put IEP under assessment. To me, it's not an assessment. It's a working, living, breathing document that is ever-changing on a student. And it -- I don't know. I don't see it as an assessment. I may be wrong.

Q: No, it's not -- you're not wrong at all. I mean there is the assessment piece in the goals

There is.

Q: -- in progress.

Yeah.

Q: That's kind of where I was when I was looking at the -- that's where I was like well maybe an IEP could go here. I was --

For the goal and data collection, I could see how that would work in an assessment, but the other the part of the IEP?

Q: Right. So is there anywhere in TESS that you remember that you felt like an IEP would belong?

How it's wrote now, no. Do I think it needs to be in that? Yes. I think special ed teachers need to be evaluated on how they run their IEPs. Because I came across some IEPs. I'm like what in the world? Does this teacher really know the students?

Q: Okay. That's a really good -- it's useful. And the IEP is kind of central to the programming for the students.

I recently got a student in from another school district that when we looked at the IEP, honestly I didn't think the teacher knew the student. They gave me no background information on the student. I did not know how to teach, what his behavioral stuff, any of that kind of stuff was.

Q: I need to put more stars there to go back. The next one looks at setting instructional outcomes, which I'd like to look if there are any connections here to developing effective IEP, using systematically individualizing evidence-based practices, ongoing assessment, and so on. And it's just another place where I felt like perhaps IEP could go.

Yes.

Q: So I just want to, again, same thing. And this one's stating for distinguished: all outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, improvement, viable methods of assessment, reflect several different types of learning, and where appropriate, represent opportunities for both co-ordination and integration. Outcomes take into account --

Yeah. I mean, that's good.

Q: So --

I think.

Q: -- there's a place for IEP connections.

Yes.

Q: But not something that you did when you were implementing your -- so it wasn't a clear place for IEP until -

No. Until now, yeah.

Q: And it -- I mean that might --

Because I can --

Q: -- that can be a stretch.

Yeah. Because I can have all data in the world. But if I'm not, you know, using my data, for my instruction, then what is -- I mean...

Q: Right. That's another good thing that hasn't been kind of clearly stated that way.

Uh-huh.

Q: Okay.

I mean I can have all these tools, everything else in my classroom. But if I'm not using them, they're not doing what they're supposed to -- what they're designed for, and what they're supposed to do, so...

With regard to behavior support, CEC outlines four specific standards for performance (below); In your opinion, do you feel these are adequately addressed in TESS Domain 2: Classroom Environment, indicator 2d: Managing student behavior (read/show). Explain your reasons:

- 1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.
- 1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
- 1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

Interviewee	Response
1HSCBI	<p>Q: In terms of behavior support, CEC outlines specific standards for performance. And if you -- and those are listed on the interview form. Do you feel that in TESS Domain 2, with classroom environment, particularly indicator 2(d) which is managing student behavior -- and I'll show you that in a second -- do you there's any connection? So the CEC standards are looking for behavior change practices that are evidence-based, appropriate, representing the dignity and human rights, using positive behavior supports that conform to local policies and then refraining from using aversive techniques. And if we look at TESS 2(d), and you can -- I'll pull it up here and you can look. 2(a), 2(d). To get a distinguished in TESS behavior, is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring a student's behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to student needs and respects student's learning.</p> <p>I think this is a really good example of how the TESS does not really line up with my classroom. So, for example, it says that student's behavior is entirely appropriate. If my student's behavior is entirely appropriate, they probably wouldn't be in my classroom because we're addressing behavior all the time. But that doesn't mean that I'm not doing what I'm supposed to be doing. It just means that that's part of their disability is prepared to deal with these different behavioral outcomes. Another thing is that they take an active role in monitoring. And though I think self-monitoring is really important, of all students in my classroom, I really only have two that have the cognitive functioning to use the self-monitoring system. And I've had one use it. But it takes quite a bit of practice for them to be independent and self-monitoring. Even then, it takes quite a bit of support. And then as far as monitoring other student behavior, that really doesn't take into account disabilities of certain students. So, for example, you have kids with autism who have social deficits. And a lot of my students who don't have autism have social deficits. So TESS at that point is asking them not only to identify what appropriate behavior is, but to socially interact with other students -- which is something they don't do very well either -- and monitor their behavior. You know, I think that managing behavior, especially in a special ed. classroom, is really important. I don't think that TESS even touches on how important that is or how much time and effort that that takes.</p> <p>Q: So without their being any discussion in terms of positive behavior supports or evidence-based practices and those things, there's little room for an administrator to make those connections that you just mentioned.</p> <p>Yeah. And I would say that, you know, for the most part, you know, we know that the positive behavior support system is the most effective, and research has shown that's what we need to be using in our classroom. I would say for the most part, administrators look at more of -- aversive technique sounds harsh. But, you know, more of a punishment-based model for addressing behavior. And so a lot of times they don't see oh, like they're reinforcing the student that that's actual behavior management. Why are you giving that kid a skittle every time he stays in his seat for, you know, 30 seconds? That's actually a behavior management technique versus what I think they're used to oh, you're not sitting in your chair, you know, go in the hall or get detention or whatever.</p>
2ELCBI	<p>Q: (Reviewed standards and rubric)</p> <p>Well, first of all, my kids' behavior is never going to be entirely appropriate. And when are you're using behavior change practices, I see that the children are involved in that, but I don't know that somebody else will, and they may not see that -- that where we were a year ago is a dramatic difference from where we are now, even though the behavior is not perfect. But I know. I know how far they've come. I'm going to start crying. Well, it's just that I know my kids. And when one of them's had a bad day, you know, I see that there's still progress that can be made, and I'm not sure -- or there's still progress that has been made, and I'm not sure that my administrators see that. They think somebody bites -- you know, the incidents of biting this year have been so minimal, but, you know, he went through a little stage where he bit a couple of times, you know? But it was spread out. And it's like oh, does his mother know he's biting? It's like no, you don't get it. How many times has he bit this year? You know, so few compared to -- to last year. And to understand the methods that we use. You know, when we're -- you've got a kid in the hallway, screaming, and you are calmly standing there saying stand up, stand up. And then they want you to get them out of the hallway, not make a scene, and -- but if, you know, this happened more with some other kids I had in the past. You know, if you do that, you're undoing the positive behavioral supports that you're supposed to be using, and, you know, when we first initially started with the behavior plan, the support was there. But then as his behavior began to change, and it was better if he had a meltdown, you know, they may want it -- quicker results. But you can't change a behavior, like dramatic behavior like that overnight. And you have to continue to follow the same procedures and be consistent if you want it to work, and if you want him to be able to change his behavior, which is... Well, that's one of the things -- that's the main goal is for them to be able to take control of their own behavior. And it takes a long time sometimes. It takes a lifetime for some of us. And I am -- and we've talked about this many times. I am big on being positive and not using punishment. I just had a discussion with one of our bus drivers who has just started driving the special ed bus this year, and he was asking me, you know, I'm new at this. What do I need to be doing? And I said well, first of all, I'd go positive. I said do you have any specific problems? And he said I have a kid who drops to the floor. And I said well, just tell him what you want him to do and just keep at that. I said your aide can help you with that. He said well, I started a bus rider of the week award. And she said, don't do that. Their behavior is not good enough to get bus rider of the week. And I said well, yeah, it is, you know? Because they're special ed kids. And I said that and especially with special ed kids, you want to have bus rider of the day, or you might have to have you made it to your seat without dropping to the floor, and reward them for that. And she can't get on point with that, that maybe she -- I said, you know, to begin with the research shows that punishment -- punishment works short-term, but then the behavior is going to come back. And if you want to change a behavior, you need to make them want to do what you want them to do, and they will love you for it, as long as you are calm and cool, when you give your instructions, they are going to love you. And I told them about my kid who still says you're my very best friend. And we went through hell together. And -- because he knew that I loved him. I loved him no matter what. He thinks I'm his very best friend. Because he knew I could see who he was inside, and it's the same with the other one.</p>

3ELCBI	<p>And I've heard some scary outcomes of how that went. Because of student behavior. With the administrator sitting in the back, when the teacher may not see what's happening in the back of the room. So, they're getting points knocked off when they don't even know what's going on. Do I think this [CEC standards for behavior is measured in TESS], no. And again, most administrators don't understand planned ignoring, they don't understand when we're doing a task with an individual that we know ... I'm actually writing now in my IEP, I think we've done planned ignoring wrong, I actually did some research and I'm writing my IEP and behavior mods different now based on that. And the first thing is planned ignoring. Let's say I've got [student] dancing on the table, a little boy with Down's syndrome, I do the planned ignoring, not feeding that behavior, not looking at him, not saying anything. He already knows the standard. I put him down and then, why was he standing on the table, was he avoiding, escape behavior, was it attention based. So I have actually built into those mods where you have to evaluate what was the function of that behavior before you proceed and you go either plan A or plan B. And this is what's acceptable. After about seventeen hours of research, and I have it down to five little lines on the IEP, this is what you do, and I wrote it on the IEPs. So if they come in, I say, this is the instructional plan for this student. I'm not just ignoring what they're doing and letting them continue to hurt me, I'm assessing the function of the behavior and we're proceeding based on that. I heard from one teacher, that during her observation, the administrator wrote that all she was doing was feeding the kids Cheetos. And of course, we all know what she was doing, she was reinforcing the positive behavior. But that administrator, all he saw, was that she was feeding him Cheetos. And that was written up in her, and she was not given a good evaluation. If [administrator] came in and saw my morning, what we were doing, she would immediately get it. I don't think overall an administrator is going to look at that and ... So, I'm using The Functional Communication of Severe Behavior, and that's part of what I'm using to write my plans. It's old, and a lot of it we already do, but what it gave me ideas on is how to help some of this behavior that we've got going on; that we're not carrying it quite as far as we need to. And that's when I go the idea. With Down Syndrome kids, it's usually the two split right there, the top two. But I'm doing the old assessment rating, to see what the function of their behavior is, and I'm giving it to my aides and letting them do it. And then I decide how to write what our tactics need to be, put it in the IEP, so when this comes a calling, I can say, well this is how and this is how every teacher should be doing it. Nobody should say we didn't know we were supposed to do X, because you've got a copy of that mods page. And that's what we all need to start doing, is stuff like this.</p>
4ELFAC	<p>It's different when you're in the special ed. I had to learn because I was in general ed and then when they said planned ignoring, I thought I'd actually get counted off for this. I mean finding out the why is important. It's an active role. I think that's my biggest, especially after being in the general education class, you come in and they're supposed to be quiet and on-task, and then in a special ed classroom, I would still like them to see order. There's an order in ... I would grade a teacher on how they handled the meltdown. And general ed needs to be graded on, have in their files, what they're doing for the modification.</p>
5MSCBI	<p>Q: So their standards for behavior support are related to using behavior change practices that are evidence-based, appropriate to your level of preparation, that they respect individual students, You're using possible behavior support and following local policies and refraining from using aversive techniques or punishment-type techniques, unless it's absolutely vital, and you've tried more positive and less restrictive methods. And then when we look at TESS, one area where behavior management would fit is in 2(d), managing student behavior. So the way that's described -- we're on Page 2. So they get distinguished that what they're looking for in this domain is behavior -- a student's behavior is entirely appropriate, students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring of students' behavior is subtle and preventive. Teacher's response to student behavior is sensitive to individual student needs and respects students. So just comparing the two, do you think it's possible or that an administrator would understand the techniques used to -- you said earlier you weren't sure that they would understand the strategies you were using.</p> <p>I have a problem with student behavior is entirely appropriate. What's appropriate here in this sector is so much different than what is appropriate in the general ed population.</p> <p>Q: Okay. And I think, like I said, we already talked a little bit about the different strategies. So I think that covers -- positive behavior, supportive behavior, and using the aversive techniques and punishment.</p> <p>I have a problem with negative. I think everything should be positive. That's in the special ed population and general population I think kids understand being able to work toward something. I think that works a whole lot better than taking something away. That gives them something to work for rather than once -- if you keep taking things away, then what happens? There's nowhere to go with that. Aversive, I've never known that to be effective. I've never seen that it's effective. And maybe I've just not seen it done correctly, but I just don't --</p> <p>Q: And aversive doesn't have to mean really bad. That word has a negative connotation. But it's the idea of punishment procedures or, you know, your typical discipline policies of suspension and ISS, but aren't necessarily aversive. So anyway, it's just never known to be effective. I think you covered that.</p> <p>Because we've got repeat offenders in ISS.</p> <p>Q: Yes. General ed, special ed.</p> <p>If it works so well, then why do they keep coming back?</p>
6ELFAC	<p>I don't put a lot of faith in my students' monitoring behavior just because of their disability. I don't think they intrinsically have that capability a lot of times. If you point it out to them -- for instance, I will have a student that will try to hit me occasionally. And so I'll just ask him. Do you want me to hit you? And he's like no. So why do you think I want you to hit me? Oh. So you have to put it on, you know, make it reflective of them. If they don't like it, why would I like it? But they don't have that intrinsic ability to say well, I don't like being hit. So, therefore, I should not hit other people. I mean that's just not -- that capability is not there at this point in time. And also a lot of teachers -- and I found, you know, we have that one, two, three, you get three chances. That's not enough time with my kids because it takes them to three to realize that I mean business and that they need to calm down. So I give them -- we count to five. And by five, they realize that okay. One minute. This is what I'm doing wrong. I need to change it. And then by five, they usually have changed it. But if I just do to three, and then get onto them, they don't know why they're gotten onto because it would take them that long to figure out what they were doing wrong to begin with. So some of these it doesn't fit because the types of disability and the processing that the kids have, and the delays and, you know? I try to be very positive and bring out the positive. Oh, I really like the way X is sitting on the carpet. And then you have five kids running to carpet, even though they might have been squirreling all over the room five minutes ago. So if you make it, you know, oh, Joe just really had a terrific idea. He's really thinking about this problem. And all of rest of them want that praise. They all start thinking maybe I could be answering the questions. So the more positive you make it, the better it is. But you have to make it positive in a way that the kids can have that kind of time to process and have that time to think. And I, you know, just because a child is dancing around my room doesn't mean that they're not working. It doesn't mean that they aren't on task. They may not look like to someone else that walks in, but that may be what that child needs to be able to focus on</p>

	<p>what I'm doing. So if somebody walks in and says oh, her classroom management stinks because she has a child dancing around the back of the room. She has one over here bouncing on the ball, that's not true. Because that's what those children need to be able to stay focused, to not be in trouble, and, you know, to listen to the lesson. So I don't think that it's effective for us.</p> <p><u>Q: Your standards would be slightly different.</u></p> <p>Uh-huh, I think so because...</p> <p><u>Q: Your expectation of how things run?</u></p> <p>Right. That's not -- it can be different in a general education classroom. But in our classroom, you know, it needs to be taken into consideration with disabilities that we deal with and how those children react, and what works for them. So classroom management looks, I think, a little bit different for us than it does for other teachers.</p>
7HSFAC	<p>I think that would be a good one for special education teachers, depending on the level of students they teach. Because I know we have some behavior students thrown into our mix. However, I will say to use evidence based, I mean sometimes you fly by the seat of your pants to figure out -- I mean, all of a sudden a new behavior shows up that you've never seen, and you can have all the training in the world.</p> <p><u>Q: And you just do what comes naturally?</u></p> <p>You've got to do what comes naturally to protect you and the kid.</p> <p><u>Q: Yes. And do you think a special ed teacher could easily reach distinguished?</u></p> <p>Yes.</p> <p><u>Q: -- given the way that it's worded?</u></p> <p>Well, it depends on when somebody's observing the classroom and what the mood of the day is. I mean, you know, you can have -- I mean sets the whole student's mood off, the whole classroom off. So if someone is observing during that time -- And they might not see, you know, Susie's behavior has improved from when the bell went off at the beginning of the year to where they are in January. Because we have a kid now, I mean, his behavior is like so drastically improved, he's great, or we have some teachers that think he's still like the most misbehaved young man ever. But if you look at where he started and where he is now, he's completely changed. Like his behavior is completely changed. And someone that doesn't necessarily come and observe your classroom that often might not see that.</p>
8HSCBI	<p>I don't know. I honestly don't know. Maybe being sensitive to their needs and stuff. I mean, I always try to -- I try to cover all those. But it looks good on paper, is not always actually what works in the classroom. You know? We do practice respect. As far as monitoring the other kids, yeah, they tattle on each other all the time. He's not doing this, they did that, they're doing that. Yeah, they definitely monitor each other's behavior. Monitoring their own? You know, I have to use -- unless I specifically tell them like [student] is having problems, she wanted everyone's attention all the time, you know, that I was telling you about. I made a thing, put it on her desk, and she got teacher cards. It was a 10-minute card. And she had criteria. Do you need help with your work? Do you need attention? Or, you know, do you need a quiet visit? And she did come in here and sit down and we'd visit with her for a little bit. If she just really wanted somebody to sit with her or whatever. And once she pulled her card, she had one card for each of us, and she really had to think, do I need help with my math, or I just want some attention? And she could only -- I mean, she had one card, and she brought it to us. Okay. You know? And it had to be -- I mean, I couldn't be right in the middle of an IEP, you know, you couldn't be sitting with another student. Is it inappropriate for the person, you know? And that worked pretty good for a little while, and then it wasn't enough for me, and she started having problems again, but there were other things going on. One kid, he would get so upset because it wasn't his computer time. So we made a big PECS clock. It's his computer time. He cries. No computer. So it worked perfect for him, you know? So he was able to, you know, monitor his behavior just by looking at his card, and she monitored hers. And like I said, they monitor each other's a lot. One likes to be in everyone's business, and it's always our business to listen to conversations because we had a little MYOB, mind your own business on his. And he, again -- it's really I can sit the desk and go, hey, mind your own dang business, or I can walk by and I can tap that card, you know? It's just a lot easier to go (makes knocking sound), than to say over and over again, mind your own business. You know, I mean, it kind of shows a little more respect for the kid. And it's teaching them to self-monitor. I had a lady with Asperger's once and she blurted nonstop. And I cut out a huge set of lips and put on the wall. And when she was going out into class, she had a set of lips on her desk, and her teacher would walk by and tap it. And she got really good, and by the time she was in junior high, she wasn't a blurter anymore. So I think we can attain that to an extent. And, you know, as far as going along with those standards, I think they do -- I think probably pretty close.</p>
9JHFAC	<p>See, this is where I think TESS could be a real positive thing for teachers who have -- who maybe have had classroom management issues. For example, you know, you're looking at the number of discipline referrals that are turned in. I mean I have had one discipline referral this whole year, and it was due to -- I can never look... So, you know, I -- so I feel like in terms of that, I do. I do take, you know, my classroom management, my students' behaviors are appropriate enough so I do have some behavioral issues. But I think I handle it well enough to where it doesn't have to be turned in. So therefore if TESS could be aligned with those things. I think it's going to take more than just one observation, you know, one planned observation. It needs to be where an administrator comes in at odd times, does just a quick peek in. How does it look, what does it look like? Try to do that over the course of time because if I have a planned observation, man I'm telling those kids, you know, that is what we're doing, I'm prepping them ahead of time. This is what to expect. So their behavior is going to be great. And I think I do monitor teachers. I think probably the most -- the behavior problems that I see the most are off-task behaviors, maybe bothering other people. And so, you know, try to redirect students to what is going on in the classroom. Is that what you're...</p>
10ELCBI	<p>I think this needs to stay. I love this verbiage. Just because you, as a teacher, you have to respect that student and you have to be sensitive. So, yes, in my classroom there is behaviors that you would probably never ever see in a typical classroom. And, but at the same time, I respect that student. I respect their self-worth, their everything. If a child is having a behavior, I try to make sure that it's not drawing attention to themselves or whatever. And because then my question they are really not seeking the attention of their peers that they would see in other student's classroom, and some of their behaviors may become intense and I have peer buddies in my classroom. At that time, I usually will have the peer buddies leave. Just of some of situations that happen. I had one student that will raise his shirt completely over his head. And for his dignity, I kind of, you know, in self-respect, I kind of ask students, you know, that are not assigned to my classroom, that are just peer buddies, to go and step on out.</p>



Q: That's a really good example. Do you think that given what distinguished looks like, do you think an administrator would -- My administrators would because they understand my classroom because they're in my classroom enough, and they understand. Administrators I've had in the past, to them that behavior of him raising his shirt up would -- and that has happened to me personally -- would be a write up on my myself because I did not teach him to keep his shirt down at the appropriate time.

Case Management: Describe how the following CEC standards for case management are addressed through TESS.

Case Management

Special Education Professionals:

- 8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.
- 8.2. Follow appropriate procedural safeguards and assist the school in providing due process.
- 8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.
- 8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.
- 8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

Interviewee	Response
1HSCBI	<p>Q: The remaining questions are on case management. And there are some specific CEC standards listed regarding maintaining student records, following procedural safeguards, providing accurate program data and student data confidentiality and planning for transition sequences. Do you feel like any of those are adequately addressed in TESS using the data?</p> <p>No, I don't. I mean, again, this is one of those particular areas where a special ed. teacher spends so much time with, you know, records keeping, maintaining the records. I think it goes back to just maintaining the IEP paperwork, and other special ed. paperwork. But also, that there's a lot that goes into that I mean it's not just something you kind of pull up and decide one day yay, we are going write an IEP there. But I don't think the TESS begins to even address -- that's a pretty huge component in there. I'm just looking over some of the things that the CEC is listing. And then I mean especially like for transition, which is a really good part of what we do to prep our students. So especially with regards to transition, I don't really know that TESS addresses that. But that's a really big part of what I do is help facilitate my students' transition after school. So it would be nice if that was included.</p>
2ELCBI	<p>Well, I won't -- I think the confidentiality issue is really important in special ed. I mean it's important for anybody, but especially important for special ed. Because, you know, that information could be -- you don't want your child's information spread all over the place, and not everybody, you know, wants to know everything about...  Q: So you think it should be a strong requirement in TESS because of the confidentiality factor?  Yeah.  Q: I want to make sure I got that right.  I don't know what it says about procedural safeguards, but... Okay. It probably -- it definitely -- that definitely needs to be addressed because, I mean, I think that there are times when like kids get expelled from school -- or not expelled but suspended for a behavior that is related to their disability. And that is not -- I mean it's against the -- I don't know what they are, the special ed regulations, and, yeah, yeah. But I know it happens. I know it happens all the time. I know it happens. Well...  Q: Okay. On that continuum of placement options where kids usually end up if it affects their behavior at home.  Yeah. At least there was a time when we sent a child home at one point in my class, and I said that was -- we realized it was a mistake, and they did realize it was a mistake because it was reinforcing. It was giving him just what he wanted. And so we never did it again. But they would have -- if we had not shown them, you know, this is -- when he, you say mother and he goes are you going to send me home, it was pretty easy to see that those were reinforcing the behavior. So they supported it in that case. But I know it doesn't happen in all cases, and I'm not just saying in my school, but... In all schools because I know there are kids who are sent home. I mean their behavior is a result, a direct result of their disability. They -- they can't help that they want things to be all in order and everything to be just perfect, and you may or may not understand how that could set them off, but a special ed teacher would.</p>
3ELCBI	<p>No. Not only that, okay, you've got to look. Okay, we have a friend who works in a building where their special education teachers get two 45-minute planning periods a day to do their paperwork and keep their data current. I don't get one. So, if you want to see why people are cycling through and getting burnt out, that's part of it. And so then you throw in something like this in it, and they're getting rated in negative ways, then guess what, every grade level is getting out of their classes once a week while they collaborate and we're not getting anything. We're not even getting what the law says we should be getting, which is a lunch and a 45-minute planning time. We're not even getting that. Let alone, an hour a week to get together and plan. At ten o'clock at night, how inspired am I? That's really something that needs to be solved for all of us, and it's district-wide, we know it because we talk to other teachers.</p>
4ELFAC	<p>No. And there is no time for those things, which is not fair to the kids. Even if we had a floater that comes and relieves so you can go and actually do your planning time.</p>
5MSCBI	<p>Q: Okay. The next question looks at case management. And it's a little broader. Okay. So the next one is case management. And CEC standards that are like maintaining accurate student records, ensuring confidentiality is in place, follow appropriate procedural safeguards, and assist the school in doing that. Providing accurate program and student (inaudible) all people involved. And then confidentiality and transition sequences. So in terms of looking at TESS, do you think any of those are really addressed throughout TESS, do you think there's a direct correlation, or kind of hard if you don't look at the whole thing, but generally speaking in TESS, there are a few areas of domains where like (inaudible due to background conversations) maintaining the records. So you can read that over and see if you feel like that matches what CEC is saying, if necessary. If you can give me your general thoughts on data in --</p>

	<p>I look at that and really see how does that correlate to what I do? I still have to take attendance, I have to take grades, I have to fit things like that, and I still have to do progress reports for special education, take data so I know what to put on those progress reports. So that's the way I see it.</p> <p>Q: So basically the level of data that you have to do in special education and all the managing information doesn't match what's listed in TESS and what most teachers have to do? Is that kind of what you're saying?</p> <p>Right.</p> <p>Q: Okay. Okay. So -- and do you feel like there's a need for an ability then, if this is what's measured in TESS, this is what is required in special ed? Does this provide a measure of growth for you in special ed?</p> <p>No. Because our growth is not measured the same way.</p>
6ELFAC	<p>I don't know of where it would fit into TESS. But as far as if they -- a TESS written specifically for special ed teachers, that needs to be addressed, I think. Because we try so hard to maintain confidentiality that, you know, you know people in the district and I know people in the district that I know about kids that I've never even had. And I shouldn't know that information. So...</p> <p>In some way, you just know, you know? You kind of figure out who the child is from what they're talking about. I think that probably does needs to be addressed somehow. And then transitioning, what they make me think of as transitioning between -- I know it's not exactly the same. Transitioning between schools, we -- and it's maybe it's me, that I haven't worked on it that hard, but I think as a district, we don't do well with transitioning from one school to the next and making the kids be successful when they leave our school. You know, they could have been really successful for me, and they go to another school and the teacher is wondering, you know, why -- surely, you know, you are not telling the truth on this paperwork. Really what it needs to be is we need to sit down and say, you know, this worked for me. This is how I handle this behavior, you know, try this. You know, you can't do this because that's going to set him off. If that's the kind of information that's handed across early on, then that would save some problems for the child and the teachers when they move from one school to the next.</p> <p>Q: So if we had some kind of accountability like in an evaluation, people would do it. And that's the way I read the transition piece, too. Because transitions are throughout. You know, dealing with all the pre-K conferences. I don't know how you guys manage that. It's hard. It's hard when you -- it's hard to -- and it's hard to write an IEP. This is not an IEP, but it's hard to write an IEP for an incoming child you've never seen. You've seen them. That's it. You've never interacted with them.</p> <p>Right. So that's the same when a child moves from me to middle school is they might have seen them, but they never interacted with them. Yes, they may be perfectly fine with me and they may be calm, but how are they going to interact with that person? And if we don't have a chance to discuss what works, then that child is going to have a horrible year until the teacher -- and teacher may too, until they realize what works and doesn't work. I think what I want from my students here is they are so independent here. They go out with their own classroom. And the middle school that they transitioning to, they never go out with the regular class. So that is going to be different for these kids. Totally independent. They had friends in the regular classroom. Their friends come and get them, their friends come and eat with them at lunch, play with them at recess. So for them to go from that environment of where I've expected them to be associated with everybody, and to be included, into going back where they're not included, that's going to be very -- that's -- behavior is going to come back out on those children because they're not going to be able to have that outlet of being with their friends.</p>
7HSFAC	<p>I don't think it's TESS that would make me be held accountable. I think it's more, that's when I -- I mean, I knew when I went in -- you know, you take classes in college, and when you sign up to be a special ed teacher ... I did that before TESS. I don't think TESS has changed in how I've [IEP, student records, etc.]</p> <p>Q: So it wouldn't like refocus you into that for an area of growth or reflection?</p> <p>The only way it would is if I were being like, oh, this is an easy one to do, let me pick this domain because I know I can do that distinguishably.</p>
8HSCBI	<p>There's something in there that talks about lists and records and so forth. I can't remember. And it is, but I don't think it goes into -- yeah, I don't think -- I don't think it addresses IEPs or our student records, per se. I don't think it talks about confidentiality and stuff like that.</p> <p>Q: So it's there, but not to the level of requirements?</p> <p>No.</p>
9JHFAC	<p>Q: So those are several things that are just snippets of what's responsible for case management. Do you feel like those things are really addressed anywhere in TESS?</p> <p>No, not at all.</p> <p>Q: And do you think they are critical to --</p> <p>Yes, they are critical. Actually, if they were really critical this year, I probably would be fired.</p> <p>Q: I'm sure you wouldn't be. No, it's a lot to manage, and I think if there is no accountability, that's a good point. If there is no accountability, then there's not going to be time built in to address it.</p> <p>Partly our [lead teacher] she double checks our paperwork, and then our SPED secretary double checks our paperwork before we send it in. I mean that is extra time. I feel like I'm very thorough in my paperwork. I mean I do. I mean I feel like I really mean that. I really try to individualize it so you get a really good picture of what the kid, you know, is like. And I don't feel like other teachers are held to the same standards as that. It's very frustrating when you get a file from a different school, and it's not complete, there's pieces missing, and, you know, you don't -- I mean it's more like a cookie cutter. And it's still happening. So if there's no accountability, then it's never going to get better. And I think what frustrates me the most is going to meetings -- and I'm not saying I'm perfect. I can always improve, and I have no problem with that. But going to meetings, and you're told to do it one way, and yet people still don't do it, and nobody knows except for the receiving teacher. I have a problem with people scrutinizing IEPs, my teaching. I just -- I want to be better. I mean and I'm not -- I take constructive criticism very well. I try to teach kids to take constructive criticism; so, therefore, I should take it also. And I have no problem specifically if somebody calls or e-mails or says to me to do it a certain way, I'm going to do that. Another factor is that sometimes it takes a long time to find out what you're doing wrong and therefore you've done five other conferences incorrectly as well. So... I mean by the time we learn that it's a mistake, it's too late, and...</p>

10ELCBI	<p>To me that is, a special education teacher, that is good. I think it's more powerful than a regular education classroom. Just because our parents rely on us so much and rely on some of our expertise, where we can -- if we don't know, they expect us to go find -- to help them find the answer. So I always, you know, will have a database of who to contact, where parents get ahold of the information. If it's waiver, whatever it is, just something that they can have access to. And, to me, that's a big, you know, just how we talk to our parents, and how we don't -- we listen to their concerns. We don't downgrade the students; you know? I've been in some situations and I've heard of special ed teachers, just the way that they would talk about their students. And to me, those students are my kids. And, you know, you treat them with the same respect you would of your own child. And I think that professionalism is a big thing for me.</p> <p>Q: Some of what you said would fall under communicating with families, and that's --</p> <p>It really is. And, you know, it's really hard when a special -- when a regular teacher's coming to me, and they're not serving my student, but they're wanting more information about my student. And, you know, I'm responsible enough to say, you know, I can't legally tell you, anything that's sensitive, that's, you know, that's based on that child. And I think, you know, we -- we -- some of us tend to forget that, that these kids deserve the dignity to keep some of their stuff private. And that's a lot with the professionalism and representing them as, you know, it's hard to describe. I see what the kids are capable of doing and not what they can't do. And I wish that everybody professionally could see that. It's something that my staff in my classroom always repeat to them. We always -- we look at what they can do and not what they can't, and we focus on their abilities, not their disabilities. Luckily my supervisors see that, you know? And they, you know, they respect that, too. They're not saying -- why is he not reading right now? Why is he not doing this or whatever? They see those little bitty tiny steps that eventually bloom to bigger steps that, you know, that we're winning. It's those little bitty things that some teachers and staff take for advantage that actually mean little things to us.</p>
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Describe any potential limitations an administrator with minimal special education experience may experience in identifying connections between CEC standards of practice and TESS that may inhibit meaningful professional growth or increased student achievement?

Interviewee	Response
1HSCBI	Well, I do think like most of our administrators have kind of -- they have pretty limited knowledge on what evidence-based practices look like, especially in a self-contained classroom. So I think a lot of times, they're kind of guessing if we're aligning with TESSs, or they're assuming because the kids are working, we're kind of doing the right thing, but I don't think they could really identify okay, this is an appropriate practice or whatever, you know?
2ELCBI	Yeah, because they would not necessarily see how what you are doing, what you are -- how your accommodation can be tied to Common Core, and they may you think you're doing kindergarten, preschool work, when it's actually closely tied to Common Core. They may not see how using things like the visual schedules is a way of letting the kids take control of their own education. Well, I mean, that consistency is so important to my kids I mean, and it helps them know what to expect, and -- I know that that's not... There is a lot to tie together. So basically if they don't understand. Then they're not to be able to help you grow. They are not going to understand what you're doing.
3ELCBI	Answered in previous questions
4ELFAC	Answered in previous questions
5MSCBI	Let me look at this. You know, the administrators have been trained to -- trained on TESS, and they've also been trained on Common Core. They get heat from their administrators about meeting every standard in Common Core. And that's what's ingrained in them, that they have to meet Common Core. And everyone has to have access to Common Core and everyone should have a strong rigor. And when you go into the general ed classroom, even the resource and inclusion classes, you can see the correlation. You can see, it's very easy to -- to mark that off on your TESS. Little check sheet. It's there, you can see it. When you get to your self-contained classes, everything is so scaffolded down, and the kids are in such a different level ability-wise, cognitively, that it just does not look the same. So it would be harder for them to make those connections? Much harder.
6ELFAC	Number 7, you already addressed a little bit, but if there is anything else you want to add into limitations an administrator might have if they don't have that special ed experience. You've covered that almost every time. Right. No, I don't think I have anything to add.
7HSFAC	I think it could be really complicated for them to do because, I mean, walking into any classroom anymore are different. You don't see them just sitting in their desk military style, most of them. But in -- I mean, in -- we have -- they could come into our room and see this group working on sight words and this group working on small passages and this group. And then if they don't know what's going on, if they don't know the kids, and they don't know where they started, and they don't have the background, it's going to be really hard for them, I feel, to give a good evaluation on how the classroom's doing.

8HSCBI	<p>I think if you have someone that does not have -- I don't want to say doesn't have experience because [administrator] is great. I mean, she really understands our kids. She's, you know -- and I don't know that she's ever taught SPED. You will have people who have never taught SPED that may hold a doctorate degree in special education but don't know poop from pineola. What looks good on paper is not always realistic. And, you know, I know I'm kind of beating that dead horse, but it's so true. Until you're down in the middle of it, and not for a couple of days, you just don't understand what day-to-day is. You know? And I just --</p> <p><u>Q: So they might not have direct experience teaching, but if they get the kids and get what teachers have to go through.</u></p> <p>Right. If they see me every day and know, you know, this is what I'm dealing with, this is what I'm doing, this is what's not working, then I think -- you know, I mean, I have no problem whatsoever with [administrator] evaluating me. So I would, because they don't understand and they don't know.</p> <p><u>Q: Okay. It's not necessarily the direct experience, it's the understanding.</u></p> <p>Yes. And not seeing just dollar signs or paper.</p>
9JHFAC	<p>I don't -- I don't -- I don't know enough about administrators' experiences. You know, like some I know, have some special ed background information, and then, you know, some don't. I would hope that I would be assigned an administrator that had some special education knowledge. You know, that would be my administrator to be observed by so that they could, you know?</p> <p><u>Q: So you would feel more confident if your administrator --</u></p> <p>Had a special education knowledge.</p>
10ELCBI	<p>I think someone with limited, it would be a struggle. Because if you're used to the general education classroom, looking at math scores or whatever it is, you're seeing these big growths. But in a special education, you're not going to see those big, massive growths. You're going to look at these little bitty tiny steps. Was this person able to sit in a chair for five minutes when they used to be only able to sit for 10 seconds without a reminder? Or, you know, is this student now able to match her letters when she couldn't even identify a letter or even make a letter sound? You know, is she able to look at colors and know that each color is a different color. That they're not all -- that, you know, that it's actually a color. That it's not something completely different. That they actually mean something. Finding meaning in things. And, you know, it's the little bitty things of even a child's laughter, who never laughed or never initiated play who now is initiating play or an interaction. It's those little bitty steps that I think a lot of people take for advantage. To me, the laughter -- I always go back to Maslow's hierarchy of needs. You've got to have safety, you've got to have care before you can learn. And if -- especially kids, they don't get that, they're not going to learn, and those behaviors are going to intensify. So that is for administration. I think that's where it would be super-duper hard if they do not have any knowledge. Not -- I mean you have a little bit of knowledge especially. But until you've actually spent some time with those kids, you're not going to see those little bitty growths and what they actually mean.</p> <p><u>Q: So you've talked several times about the strengths of your administrators.</u></p> <p>A. Yes.</p> <p><u>Q: And their ability to see it and coming into your classroom. And so probably just hearing you speak, because they're seeing you speak, it's clear. It makes the connections a little clearer. Do you think the whole pre- and post-conference, what's your experience been with that? And how many times were you observed officially formally and informally?</u></p> <p>A. I think I was observed a count of three to four times. I can't quite remember. Three or four. I'm pretty sure it's four. And it was great. I mean, you know, [administrator] worked with, you know, my schedule because I can't always step out like everybody else can. And as kind of hard to kind of schedule. You can schedule time with me, but there's no telling if I'm actually going to be able to meet that time because my students kind of come first to me. So -- but I liked it because it let me know because the times that I thought I was falling apart as a teacher or the students were falling apart, whatever, they were able to see these little things that maybe I was not catching. Of like, you know, [name], you know, your student was up there after you got done doing your literacy time, trying to say the words and pointing to the words that you had just read in the literacy book. And I didn't realize that because I was focusing on a medical crisis that happened or afterwards, you know? So it's catching all those things that maybe I didn't get to see and celebrate.</p> <p><u>Q: So awesome. So you had a really good experience with observation. And then the pre and post conference, did that give you the opportunity to make connections?</u></p> <p>Yeah, it did. Because I could learn, you know, this, in this situation, especially the pre-observation stuff that I could -- I fill out for her. Okay. This is what you may encounter. If this is what happens, it could be a seizure. These are the steps that we follow to let her know ahead of time that we do the modeling. You know, if I can't get a correct answer out of a student or I wanted a response, somebody will model. Even if we're doing independent rotation time, if I'm sitting here and the student wants an iPad, especially one of the kids I've been working with, he used to just say iPad. And now we're in a correct response of him asking of I need the iPad, or I need an iPad. Whatever it is. If he's having problems, given that I'm not going to say it because I'm the one requesting what is needed, somebody -- somebody in the other part of the room, big ears, will say, "I need" and then he'll finish what he needs to say. And he -- so it's -- so the principal is aware of what kind of strategy she's going to be seeing ahead of time. Because it's not the same strategy. You're not going to see that modeling kind of going on.</p>

Describe your familiarity with the “Special Education Scenarios”, a resource provided by The Danielson Group to assist with evaluation of special educators using The Framework for Teaching (provide electronic copy if requested or unfamiliar). Do you feel

this resource provides adequate descriptions, applicable to special education teachers of students with severe and profound disabilities? Explain.

Interviewee	Response
1HSCBI	I actually read over them. I've read pretty much everything that (inaudible) has put out about special ed, and I really think that what the groups that they're looking at when they talk about that is really more of your resource-level kids, your inclusion-level kids, your higher-level kids. It just really doesn't fit with my classroom, like the self-contained level. And especially -- I mean I could see even where, you know, in our districts, since we divide our self-contained, where some of their stuff would apply more to like kind of 15. But, you know, lower levels of self-contained. It just -- it still -- it doesn't fit just because of the profound level of the students' disabilities.
2ELCBI	I have looked at them briefly, but it's been so long, I don't have any real familiarity with them anymore. I don't remember [if they connect to my classroom or level of care].
3ELCBI	Not familiar with them
4ELFAC	Not familiar with them
5MSCBI	Yes. I actually did see that, and I looked through it, not very much because I thought this is a joke. This is really -- someone took this out of a textbook, a very old textbook, and it just does not apply to what we're doing. And I didn't go any further. I didn't -- I really probably spent two minutes. Did not want to waste my time. Maybe I should have watched all of it or gone through everything, but I didn't see that it was necessary or beneficial.
6ELFAC	Which I didn't know that we had. I can't answer questions. I didn't know we had them.
7HSFAC	Not aware of them
8HSCBI	I have never heard of it.
9JHFAC	I haven't. I didn't even know it was there.
10ELCBI	I haven't. I'll look at them because I'm on ADE website quite often, looking for stuff. Especially they are coming from special ed, you know, same point. Because some of the stuff I feel sometimes is not wrote by somebody who has ever been in special education, and it needs to be. You know, it truly does because you can look at it from the outside world. Until you -- and as several teachers have said that who have come to observe me or whatever, until you actually step foot in there, what you see from the outside is not what you -- is actually going on. It may be looking like we are playing, but actually we are developing several skills and behavioral skills, and a lot of stuff. So, you know, it's not all fun and games in special ed as what some people think it is.

In your opinion, explain whether or not you believe a rubric designed for special education teachers, following the format and domains of the current TESS rubric, would benefit administrators? Teachers? Students?

Interviewee	Response
1HSCBI	Yeah, I mean I think it would. I think anything that where you could give our administrators a better tool to help teachers improve their practice would be very beneficial. Like I said before, it doesn't really help me to just be like, okay, yay. You did a good job, you know? I think giving our administrators a tool so they could appropriately critique a special education teacher would be really helpful. And that's obviously going to help the students out when their teacher is making, you know, gains and better progress.
2ELCBI	Well, I think that definitely designing a rubric for special education is a necessity. You know, when I look through all the different specialized rubrics that they have for other school professionals, and that we don't have any for special ed. That is just insanity. I mean school counselors have their own. And speech therapists. I mean, it's not that speech -- I think speech therapists should. But if they think it's necessary for speech therapists, how could they not think that it's necessary for special ed? Because especially the teachers who teach kids with significant disabilities. Because what we do is so different, and it can't be measured on -- with there this rubric as it is. It can't! There is no way!
3ELCBI	I think a [revised rubric] would not just help us in Springdale, but everywhere. Because this [TESS] is kind of sticky, when you apply it straight letter to the law, to self-contained environment. I can see where someone, like I said, when I read it, does this mean I shouldn't be doing what I know what these kids need, and seeing the division this could cause depending on the administrators, I could see where I could be putting my track shoes on and running to look for a good resource job. Or McDonald's, they're always hiring. We need a rubric to have an idea of where we need to place ourselves and based on what we're planning to do with our classrooms.
4ELFAC	You know I'm a checklist person, so this will help me. You gotta have a rubric so we can measure our growth.

5MSCBI	<p>Q: Okay. And then just looking at -- since we have the example here of the aligned rubric. So, just to give a visual of, okay, so we have what the TESS domain is and then listed specific attributes based on standards that kind of match those areas. And they're broken down into the varying levels. Do you think that is useful or what would be the limitations of using something like this? And you can look at it. I know it's a lot to look at. You don't have to study it right now, if you don't have anything to add to it.</p> <p>I don't think that's hard to meet. It certainly different than what general ed has to do. But maintaining records is maintaining records. You either do or you don't. I think special ed is a little better at getting that information out to the parents.</p> <p>Q: Okay. So let's just bring it out just a little further. So not necessarily that domain, which is any of the domains looking at the rubric aligned -- the aligned rubric, where you have what the general TESS is, and then below it you have specific things to look for in terms of special ed based on the standards. So -- and it follows the same rubric, the same idea from unsatisfactory to distinguished, different levels of performance based on those standards.</p> <p>So are you asking which one would be easier to meet or --</p> <p>Q: No. Like this, in terms of a rubric aligned with indicators, that still follows the same model that's in place versus just a checklist. Like, do you think the rubric -- the aligned rubric is useful and manageable in terms of evaluating and keeps a clear connection, or do you feel like the checklist would just be sufficient by itself? Does that make sense?</p> <p>Yes. And I'm still leaning more toward the checklist, because there's so much gray area between special ed and general ed, it's hard to be objective when you're looking at the two different populations. You just -- by human nature, you want to make my classroom look like general ed, because that makes more sense to an administrator, especially an administrator who does not have special ed background. It makes more sense to try to make me fit their mold, and that does not always work.</p> <p>Q: Okay. So that would be harder for them to see the difference?</p> <p>Right. That makes a lot of sense. I hadn't thought about it like that.</p>
6ELFAC	<p>To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two here, mine and resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.</p>
7HSFAC	<p>So instead of like the TESS rubric that we have now, a modified one for us? Yes, I do. And I think -- I really think -- I think we keep -- yes, because I feel like -- Well, I feel like some of our teachers are just doing the bare minimum, which I know that, you know, that's their prerogative. But I feel that they should be scored on that as well, and they should have to reflect on why they're doing just the basic minimum. And then when they complain about our students, they can reflect and say, well, look, I'm only doing the minimum, I'm not doing the distinguished, no wonder my kids are misbehaving, that way. But it doesn't make sense on all of the TESS stuff because it isn't all geared.</p> <p>Q: And so TESS by itself isn't specific enough for special ed?</p> <p>Yes. And we have different areas I think we need to focus on, special ed.</p> <p>Q: What do you think some of those would be? Like what are some things you think in general special ed --</p> <p>Definitely behavior. I think that -- I mean, I don't know if it's even in here. I don't know much about TESS. But just like how we talk to our students, like tone of voice, how we approach. Like maybe our approach to the students. And that could be tied in with behavior, too, because when you have a behavior -- Yeah. And just -- and also I think -- maybe in TESS for the regular teachers because at least, you know, you had to take one special ed class, and I don't know what it went over, but I didn't go through that program. But if you are a regular teacher, you have to go through one special ed class, and that would tell you all about special ed. Well, I had a teacher call today that was kind of nasty about failing a kid, like can I even fail this kid? And I'm like, you can fail a special ed kid. However, are you making all accommodations or modifications? If the kid's sitting there doing nothing, I get it. But, I mean, maybe even have him test for the regular ed teachers, a component of special ed for them --- to work on. And we need to remember there isn't always equal. So yes, yes, you're making the kid take a test today, and, yes, you're making a regular ed kid do this three-page back and front test. And you might just have pictures and a couple of questions for the SPED kid. Yes, they look different. Yes, this one seems harder, but theirs isn't always equal. And this kid, when you got the pictures and everything else, that test is still hard for him. It's not easy for him like you may think because -- I don't know how to word that.</p> <p>Q: No, that's a good point, because that level of -- that's something someone else mentioned. You know, there's nothing in TESS that gets to the level of scaffolding and modifications that are really necessary. And even in the aligned rubric, I didn't highlight that fact because it was kind of addressed but not really. So that's something to focus on. Okay.</p>
8HSCBI	<p>Yeah. Why would they have it and we wouldn't? I mean, why -- we should already have something like that in place, if other specialty areas do.</p> <p>Q: So what would be the benefit of having it?</p> <p>I think that understanding that I'm going to write in my lesson plan square, I'm going to write money, quarter lesson. Well, I may have one kid sitting there, you know, they're going to have one big lesson plan, talking about what they're going to teach your kids. I'm going to have probably 11 different ones, you know. And so when you say let me see your lesson plan, here you go. Quarters today. All right. Well, you know, I think that they should, you know, maybe look at my IEP. Am I doing what my IEP says? Am I doing my progress reports? And I think that having something more specific to us, you know, I mean, heck, you could grade me on how much stuff does she get at a thrift store or garage sale for her kids or she made herself, you know? Because we don't get books and curriculum. So I think it would be great, because we are different than other teachers. Our rules look different; you know?</p>
9JHFAC	<p>So either the rubric or a checklist? Would a checklist allow for feedback? I do, too. I mean I like the rubric because it's better than just a checklist saying here, not here kind of thing. You know, or meet or does not meet standards. I also like the rubric because it gives the specific details and shows how, you know, they possibly link to the TESS. You know a checklist, to me, sounds more like a classroom walk through, and I hated those, because it was a snapshot. And I want more -- something that's more than just a snapshot.</p>
10ELCBI	<p>I don't -- I like the checklist. I don't know. Because on a checklist, you can't be at levels. I have observed classrooms, you know, when I was the coordinator for a special needs program, I would go in classrooms and all I had to observe was the checklist. But there might be areas that I could see growths in and you're not going to see that on a checklist. You're not going to</p>

	<p>see digression on a checklist. Let's say maybe this teacher was distinguished in this one area, and it she rocked it. And then all of a sudden, I don't know what happened, but it no longer was what it used to be. And I think you don't get that on a checklist. Where with something like TESS, you would get that, where their strengths are. And I could look at it as a teacher and say this is my weakness. This is where maybe I'm proficient at or basic. I need to grow in this area. Or if I was proficient, why did I go back to just basic? What did I do, what are my teaching strategies or what are my IEP writing weaknesses? Whatever it was. What happened. How did I (inaudible) -- because I look at just how I look at the kids' data, I look at my own personal data on myself to see where I need to grow as a teacher, as a professional, for these students. Because you can't be distinguished in every category. We all have our faults and we all need to grow in those faults. I mean on given day that I rock at behavioral management and there's days that I don't because I need behavioral management myself.</p> <p>Q: Awesome. So the idea of a rubric gives you more --</p> <p>Yes.</p> <p>Q: -- room for reflection?</p> <p>I'd rather as a teacher. I know some teachers would rather just have a checklist. For me, I want to see where my faults are and how I need to go, and I expect to not be distinguished in areas and just basic. Make me, you know, show me where I need to go.</p>
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Indicate why or why not a quality indicators checklist might be beneficial (in place of a separate rubric) in supporting the evaluation of special education teachers using the current TESS rubric?

Interviewee	Response
2ELCBI	<p>You know, I think that a checklist could be helpful. You know, I don't know that that would necessarily take -- need to take the place of the TESS rubric, but I definitely think that it could be an addition. Or definitely kind of like integrated into it, to give some more support. And I think what might be really helpful there is, you know, if the administrators have this checklist and it says okay. These things are what we want to see in the classroom. This particular indicator shows that this teacher is doing what they're supposed to. Not only does one, that holds the administrator accountable for knowing what those things are, you know, it gives the teacher a really good place to go okay. These are the things that I want to make sure take place in my classroom. And if they're not there, I can add them. Or they are there, I could make them better. And I think that would be helpful.</p> <p>Also, I was in a policies class when they were talking about teacher evaluation systems. This was before -- this is when this was all just in the beginning stages. And they were -- all and in many other states, it's related to performance pay. And in a lot of states, there was no way that a special education teacher could ever reach a level where they could be considered distinguished and would receive -- could ever receive the kind of pay that a general education teacher could have, just by virtue of having kids. And, in fact, they were paid less because they had less kids. And there needs to be recognition of what we do. And I know that we're not talking about performance pay here in Arkansas at this point. If you institute any sort of performance pay that is not equitable to every person who works in the district, I mean as a certified teacher, it's -- it's not right. And, shoot, after getting beaten up by kids every year, you can't tell me that I am or any of those other teachers is not distinguished, if they are still going back and still love their job.</p>
5MSCBI	<p>No, I definitely think the checklist would be better. There are certain things that you need to see in a special education classroom that you're not going to see in a general ed classroom. Just following best practice in a special ed classroom, there are certain things that need to be there. Just like in a general ed, but they look a lot different here. And unless an administrator is familiar with that or knows to look for it --</p> <p>Q: So what kind of things would you include on that type of TESS? Just generally, doesn't have to be all inclusive, just...</p> <p>The room -- arrangement, visuals for the kids, schedules either on the wall, schedules with them, technology for them. Like everyone else, technology.</p>
6ELFAC	<p>To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two here, mine and resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.</p>
7HSFAC	<p>I think the simplest -- it's not simple because I know for me this is so -- like with the -- this, to me, is I need modifications as well. Like this is too much. I need pictures. I think they -- I think they spend so much time making things look pretty and sounding fancy, they don't -- I mean, just -- what is it, just shoot from the hip? Just do it simple. Why make something more complicated? I mean, do we really need all of this to say that a teacher is distinguished? Isn't there something like -- can it be on a page, and you just answer something? I don't know.</p> <p>Why is it so complicated and wordy?</p> <p>Q: It is. And it's even wordier when you go and make connections for special ed, because monitoring all of those things. So that's exactly why I'm asking the question.</p> <p>Yeah, I don't like -- and this, to me, my brain doesn't function. Like I don't want to -- you know, when you start back at the beginning of the year and they say, oh, test this, and they give you all this new stuff. Like why for teachers, if we know our kids -- I mean, I know we need to be able to be critical thinkers, but why do they keep giving us more things that are so complex, and they keep piling it up, and then we start losing good teachers and we wonder why.</p> <p>Q: Yes. Someone else said that, too.</p> <p>The kids like that, keep it simple, stupid. That's my favorite thing to tell them, keep it simple, stupid. It's the KISS method.</p>

8HSCBI	<p>I think that would be great. That would be I think much easier for an administrator to look at and be able to determine, is she doing that, you know? With the exception that they understand our kids, you know? And I mean, if it's somebody who's never been on SPED kids, you know, am I doing what are they thinking? Nope. Am I for that kid? You bet, you know? So, yeah, I think that would be good. And I think, you know, we could write ourselves -- I think it would be awesome for us to go into each other's classroom. Maybe, you know, one to 15 come down to one to six, you know, maybe go up to, you know, a resource or something. Within that special ed, show me what you're doing that maybe I can incorporate. So like peer evaluations to be incorporated into ours.</p> <p>Q: That's a really good idea.</p> <p>We used to do that in Texas.</p> <p>Q: You know, that might be good for your professional growth and specifically this year that you had because then you could see how other people managed -- their paras. Even throughout the district, not just in your -- which is one thing we're trying to create, classroom, like model classrooms.</p>
9JHFAC	<p>Well, I hate, I hate classroom walk-throughs. Because you walk in, they stand there for five minutes and look to see what's going on. And you don't get -- you don't get any feedback. I mean you don't see what the kids are doing, you don't see where we were, you don't see what happened before that point. You know, you don't -- you don't -- it's just not a good gauge of what the class is going -- what's going on in the class. I want you to hang around a little bit, ask questions, you know, talk to the kids even. Because that -- feedback from the kids are the best thing. You know, what are you working on today? First of all, they have to use their expressive language skills and tell you. And if they don't know, then I get immediate feedback. If they don't know what's going on and I've spent 20 minutes talking about it, I would be like man, I sucked. Let's go back and talk about this again. You know, it's only written in like 20 places and up on the white board. You know, hello?</p>

### 7D: Tertiary Coding Chart: Interview Responses Organized by Codes

Respondent	Code	Quote	Question
5ELFAC	Accountability, Growth measure, rigor	It was instruction and creating a functional zoning plan. Because with that, it would be easier for me to meet the needs of my students, get the direct instruction, have time to put in the data. And that's what I really needed to improve on.	2
6ELFAC	Accountability, Growth measure, rigor	[my PGP is on] It was evaluation of engagement. Which I am the world's worst about, you know, doing the before and after data keeping on some of these children, so... That's my PGP. Honestly, probably not [useful for promoting reflection]. I'm pretty stubborn. No, probably it's made me think about -- it's made me think about the evaluations more, and the fact that I need to be doing more, you know, as far as before and after data on doing the subject that I'm teaching the kids. Because we usually do units. So I need to do some many pre and post testing. So it's made me think about that more. Engagement? Somewhat. Because it's difficult to get everyone in the classroom engaged in the activities. But I think I've modified a lot more this year to try to make where everybody could be successful	2
10ELCBI	Accountability, Growth measure, reflection, rubric	I'd rather as a teacher. I know some teachers would rather just have a checklist. For me, I want to see where my faults are and how I need to go, and I expect to not be distinguished in areas and just basic. Make me, you know, show me where I need to go.	9
9JHFAC	Accountability, growth measure, rigor	The accountability lies, I think, within myself. Because nobody else, you know, double checks it. So -- which is, you know, why we were sending those in. Another thing about the data collection, you know, for -- for the student assessment, is super easy. Like, we put it on the Google drive and shared it. So that if, like, for example, I don't have an inclusion -- I don't have the file for a kid that's in my inclusion civics class. It's online. So if they did an assignment, I'm going to take a small assessment grade on that, I can put it in, and it's shared with all of us. So when the teacher has the IEP meeting on that kid, then they have the assessment. They don't have to run all around looking for it	4
9JHFAC	Accountability, growth measure, rigor	In terms of like the math, for example. That's what I wanted to do this year for my professional growth plan with math. I mean they have, they have, you know, a curriculum in place for math. And I did meet with the resource teacher, the math resource teacher, and I used a lot of material that she had, and then I modified it for my kids, you know, made it a little easier. I will be quite honest with you. I mean Common Core for math was extremely hard to redesign for the 1 to 15 kids, so.	4
9JHFAC	Accountability, growth measure, rigor	So, if I'm taking let's say an English UBD and I'm following what they are covering in their class, like say we read "To Kill a Mocking Bird," which we did, and I take the UBD and I modify it for my kids. So I have lots of resources, and I have lots of activities, I have lots of work sheets, and I have lots of videos, and I have lots of pictures and all that kind of stuff. But then I take out what my students need to know from the essential questions, what they need to gain from that	4
3ELCBI	Accountability, growth measure, rigor	But I'm doing the old assessment rating, to see what the function of their behavior is, and I'm giving it to my aides and letting them do it. And then I decide how to write what our tactics need to be, put it in the IEP, so when this comes a calling,	5



Respondent	Code	Quote	Question
		I can say, well this is how and this is how every teacher should be doing it. Nobody should say we didn't know we were supposed to do X, because you've got a copy of that mods page. And that's what we all need to start doing, is stuff like this.	
4ELFAC	Accountability, growth measure, rigor	And general ed needs to be graded on, have in their files, what they're doing for the modification	5
6ELFAC	Accountability, Standard measures, behavior	Discuss what works ... to be independent, go out with their own classroom ... the middle school that they transitioning to, they never go out with the regular class. So that is going to be different for these kids ... They had friends in the regular classroom. Their friends come and get them, their friends come and eat with them at lunch, play with them at recess. So for them to go from that environment of where I've expected them to be associated with everybody, and to be included, into going back where they're not included, that's going to be very -- that's -- behavior is going to come back out on those children because they're not going to be able to have that outlet of being with their friends.	6
7HSFAC	Accountability, standard measures, growth	I don't think it's TESS that would make me be held accountable. I think it's more, that's when I -- I mean, I knew when I went in -- you know, you take classes in college, and when you sign up to be a special ed teacher ... I did that before TESS. I don't think TESS has changed in how I've [IEP, student records, etc.]	6
9JHFAC	Accountability, standard measures, growth	I feel like I'm very thorough in my paperwork ... I really try to individualize it so you get a really good picture of what the kid ... is like. And I don't feel like other teachers are held to the same standards as that. It's very frustrating when you get a file from a different school, and it's not complete, there's pieces missing, and, you know, you don't -- I mean it's more like a cookie cutter. And it's still happening. So if there's no accountability, then it's never going to get better. And I think what frustrates me the most is going to meetings -- and I'm not saying I'm perfect. I can always improve, and I have no problem with that. But going to meetings, and you're told to do it one way, and yet people still don't do it, and nobody knows except for the receiving teacher. I have a problem with people scrutinizing IEPs, my teaching. I just -- I want to be better. I mean and I'm not -- I take constructive criticism very well. I try to teach kids to take constructive criticism; so, therefore, I should take it also ... Another factor is that sometimes it takes a long time to find out what you're doing wrong and therefore you've done five other conferences incorrectly as well. So... I mean by the time we learn that it's a mistake, it's too late, and...	6
8HSCBI	Other, disabilities, behavior, differentiation of effective and ineffective, specific indicators	I honestly don't know. Maybe being sensitive to their needs and stuff. I mean, I always try to -- I try to cover all those. But it looks good on paper, is not always actually what works in the classroom. You know? We do practice respect. As far as monitoring the other kids, yeah, they tattle on each other all the time. He's not doing this, they did that, they're doing that ... Monitoring their own? teacher card - 10-minute card, criteria; computer time ...PECS clock. So he was able to, you know, monitor his behavior just by looking at his card, and she monitored hers. MYOB, mind your own business card on his desk - walk by and ... tap that card ... teaching them to self-monitor ... blurted nonstop - set of lips on her desk, teacher would walk by and tap it. So I think we can attain that to an extent. And, you know, as far as going along with those standards, I think they do -- I think probably pretty close.	5
10ELCBI	Other, disabilities, behavior, differentiation of effective, ineffective, specific indicators	So, yes, in my classroom there is behaviors that you would probably never ever see in a typical classroom. And, but at the same time, I respect that student. I respect their self-worth, their everything. If a child is having a behavior, I try to make sure that it's not drawing attention to themselves or whatever. And because then my question they are really not seeking the attention of their peers that they would see in other student's classroom, and some of their behaviors may become intense and I have peer buddies in my classroom. At that time, I usually will have the peer buddies leave. Just of some of situations that happen. I had one student that will raise his shirt completely over his head. And for his dignity, I kind of, you know, in self-respect, I kind of ask students, you know, that are not assigned to my classroom, that are just peer buddies, to go and step on out	
6ELFAC	Other, disabilities, behavior, differentiation of effective, ineffective, specific indicators	And also a lot of teachers -- and I found, you know, we have that one, two, three, you get three chances. That's not enough time with my kids because it takes them to three to realize that I mean business and that they need to calm down. So I give them -- we count to five. And by five, they realize that okay. One minute. This is what I'm doing wrong. I need to change it. And then by five, they usually have changed it. But if I just do to three, and then get onto them, they don't know why they're gotten onto because it would take them that long to figure out what they were doing wrong to begin with. So some of these it doesn't fit because the types of disability and the processing that the kids have, and the delays and, you know?	5

Respondent	Code	Quote	Question
6ELFAC	Other, disabilities, behavior, pedagogical knowledge, specific indicators	And I, you know, just because a child is dancing around my room doesn't mean that they're not working. It doesn't mean that they aren't on task. They may not look like to someone else that walks in, but that may be what that child needs to be able to focus on what I'm doing. So if somebody walks in and says oh, her classroom management stinks because she has a child dancing around the back of the room. She has one over here bouncing on the ball, that's not true. Because that's what those children need to be able to stay focused, to not be in trouble, and, you know, to listen to the lesson. So I don't think that it's effective for us.	5
6ELFAC	Other, disabilities, behavior, pedagogical knowledge, specific indicators	Right. That's not -- it can be different in a general education classroom. But in our classroom, you know, it needs to be taken into consideration with disabilities that we deal with and how those children react, and what works for them. So classroom management looks, I think, a little bit different for us than it does for other teachers	5
7HSFAC	Other, disabilities, Behavior, specific indicators	Definitely behavior. I think that -- I mean, I don't know if it's even in here. I don't know much about TESS. But just like how we talk to our students, like tone of voice, how we approach. Like maybe our approach to the students. And that could be tied in with behavior, too, because when you have a behavior -- Yeah. And just -- and also I think -- maybe in TESS for the regular teachers because at least, you know, you had to take one special ed class, and I don't know what it went over, but I didn't go through that program. But if you are a regular teacher, you have to go through one special ed class, and that would tell you all about special ed. Well, I had a teacher call today that was kind of nasty about failing a kid, like can I even fail this kid? And I'm like, you can fail a special ed kid. However, are you making all accommodations or modifications? If the kid's sitting there doing nothing, I get it. But, I mean, maybe even have him test for the regular ed teachers, a component of special ed for them --- to work on. And we need to remember there isn't always equal. So yes, yes, you're making the kid take a test today, and, yes, you're making a regular ed kid do this three-page back and front test. And you might just have pictures and a couple of questions for the SPED kid. Yes, they look different. Yes, this one seems harder, but theirs isn't always equal. And this kid, when you got the pictures and everything else, that test is still hard for him. It's not easy for him like you may think because -- I don't know how to word that.	9
4ELFAC	Fidelity of implementation, Frequency of Observation	I have to tell you the TESS. It is scary at first, whenever you read everything but [principal] came in about four times and observed me and her feedback was very constructive and it helped me as an educator grow.	1
8HSCBI	Fidelity of implementation, Frequency of observations	I don't remember [how many times I was observed this year]. We had an administrator come in once. Yes, at least once.	3
10ELCBI	Fidelity of implementation, Frequency of observations	I think I was observed a count of three to four times. ... [administrator] worked with ... my schedule because I can't always step out like everybody else can ... You can schedule time with me, but there's no telling if I'm actually going to be able to meet that time because my students kind of come first to me ... I liked it because it let me know ... the times that I thought I was falling apart as a teacher or the students were falling apart, whatever, they were able to see these little things that maybe I was not catching. Of like, you know, [name], you know, your student was up there after you got done doing your literacy time, trying to say the words and pointing to the words that you had just read in the literacy book. And I didn't realize that because I was focusing on a medical crisis that happened or afterwards, you know? So it's catching all those things that maybe I didn't get to see and celebrate	7
10ELCBI	Fidelity of implementation, Frequency of observations, Growth	I love the thought of having TESS stuff because I think we do need to be evaluated more than just once a year, throughout the year, to make sure that we are, whatever our growth plan is, what our goals are, that we're staying consistent with those, that we are achieving those, that we're not just forgetting those and putting them off to the side. I do like the way that TESS is formatted	1
1HSCBI	Fidelity of implementation, Frequency of observations, value	I never actually had anyone observe me. So it was all kind of based on my own, I guess, reflection or whatever. But I think not having that other person's input really doesn't -- it doesn't help much	2
1HSCBI	Fidelity of Implementation, Generality	I think the TESS is a good idea in general. I think it covers a pretty good section of what teachers do every day, gives a pretty good outline for evaluation -- if implemented in a way that it's supposed to be	1
7HSFAC	Fidelity of implementation, growth measure	But I don't know how that would be with other people who have TESS evaluators that have helped them. sure it could be effective. I think all teachers need some form of rating, as well as administrators, for positive/negative change feedback.	
1HSCBI	Fidelity of implementation, Growth measure	my administrator literally on every single area rated me higher than I rated, but had no comments. I had no hey, these are things you could improve on. And if you're proficient and advanced in every area, it's just like yay, great job. But I don't think that's a good place for educators ever to be. It should be like, okay. You're good. We always need to be improving. Improving on our professional practice, improving on the strategies that we're using.	2

Respondent	Code	Quote	Question
9JHFAC	Fidelity of implementation, processes	Okay. Well, my thoughts on TESS is that I think that it can be a way to improve your teaching ability and your methodology. If, you know, you're actually getting feedback on observations and input from the information that you know you're given	1
9JHFAC	Fidelity of implementation, processes	My observation was not even done in my professional growth area. My observation was completed in a history class. So the feedback that, you know, I got on that, there was never a formal meeting. It was, you know, submitted the copy of the -- observation was submitted on line as an artifact. And there was no formal meeting to go over the results of the observation.	1
9JHFAC	Fidelity of implementation, processes	I don't think there's been any follow-up on, you know, what my professional plan is or where I am in it. It was kind of just left up to me to go in and look at it and update it.	1
9JHFAC	Fidelity of implementation, Processes	And really, it wasn't really even mentioned except for another -- twice. I mean right before Christmas break there was an e-mail sent out to update your professional growth plan and, you know, for your semester information. And then the next e-mail came later, a month ago, saying all the artifacts needs to be in, and I was like what's that? I don't know what that is. Where does it go? How do I upload it? And so that's kind of why I'm here today is to work on that actually	1
y5ELSEC	Fidelity of implementation, processes	No, I really don't [feel it is effective]. But then again, it's all on what you put into it. So if you -- if you put the right effort into it, and you have the right mindset, then, sure, absolutely, it will -- you will go back and you will look over your reflection pieces, you will look at your data, you will look at all the components that you need to meet. But if no one is coming in telling you to do those things or -- especially on my track -- if you're only looking at a few indicators, then those really are the only indicators that we're focusing on. Even though we're supposed to be focusing on all of them, you really only focus on those ones that you've put into your goal	2
7HSFAC	Fidelity of implementation, processes	My experience has been -- I know nothing about TESS because I've never even been evaluated. And my TESS evaluator gives about two seconds of her time and says, here, do this and tag this. So it's all been kind of pushed to the background. So for me, I don't feel it's effective because I don't know what I'm doing, because I haven't been informed	2
2ELCBI	Fidelity of implementation, Processes	And to be honest, we haven't really -- we do our professional growth plan, but they don't sit down and do it like, you know, like this. Do the rubric with me. But, I don't -- I would actually have to go and ask. I just know that I -- what I have to do. Right now, they are just having us do like a professional growth plan based on Smart goals	3
5MSCBI	Fidelity of implementation, processes	And if you've got an administrator who is willing to work with you and say, okay, what were you doing with the blocks? I know there's a purpose for that. Tell me what you're doing with that and why you're doing it, then they can come back in the TESS and make it fit a little better. But for those closed-minded administrators, they just see it as playing with blocks.	3
6ELFAC	Fidelity of implementation, processes	I think the preconference would help with that. If, they -- you know, I think it would because it might mean more work for me, and it might mean way more work for the administrator. But when they walk into my classroom, they would know, okay, I'm teaching -- another thing we did was we did insects. She's teaching insects, and this is what she's going to be teaching on. And this is how it ties into this person and this, you know, all the IEPs. So they can see am I actually meeting those needs? Am I actually a distinguished? Because I'm never going to get distinguished the way it is, you know, because they have no clue am I actually meeting those needs. And my distinguished is not going to be the same as a general ed teacher's distinguished because I don't have a lot of students that are going to be doing a lot of questioning and brainstorming on their own, and problem-solving on their own, without me modifying the work and pushing them and questioning them. My distinguished is going to look different than a regular teacher's	4
10ELCBI	Fidelity of implementation, Processes	Because I could learn, you know, this, in this situation, especially the pre-observation stuff that I could -- I fill out for her. Okay. This is what you may encounter. If this is what happens, it could be a seizure. These are the steps that we follow to let her know ahead of time that we do the modeling. You know, if I can't get a correct answer out of a student or I wanted a response, somebody will model. Even if we're doing independent rotation time, if I'm sitting here and the student wants an iPad, especially one of the kids I've been working with, he used to just say iPad. And now we're in a correct response of him asking of I need the iPad, or I need an iPad ... If he's having problems, given that I'm not going to say it because I'm the one [he's] requesting [from], somebody -- somebody in the other part of the room, big ears, will say, "I need" and then he'll finish what he needs to say. And he -- so it's -- so the principal is aware of what kind of strategy she's going to be seeing ahead of time. Because it's not the same strategy. You're not going to see that kind of modeling going on.	7
	Fidelity of Implementation, processes	[Special Education Scenarios] 6 out of 10 not even aware that they were available	8

Respondent	Code	Quote	Question
2ELCBI	Fidelity of implementation, Processes	I have looked at them [Special Education Scenarios] briefly, but it's been so long, I don't have any real familiarity with them anymore. I don't remember [if they connect to my classroom or level of care].	8
5MSCBI	Fidelity of Implementation, Processes	Yes. I actually did see that [Special Education Scenarios], and I looked through it, not very much because I thought this is a joke. This is really -- someone took this out of a textbook, a very old textbook, and it just does not apply to what we're doing. And I didn't go any further. I didn't -- I really probably spent two minutes. Did not want to waste my time. Maybe I should have watched all of it or gone through everything, but I didn't see that it was necessary or beneficial	8
5ELSEC	Fidelity of Implementation, Processes, growth measure	I selected my goal. I selected my goal because of the weakest -- things that I'm weakest on, that I think I need to improve the most	2
4ELFAC	Fidelity of Implementation, Reflection, Growth	I mean she gave some great ideas that I couldn't, I mean, when you're in the midst of everything, you don't get to look in and see, it's like on a game show -- how did they not know that answer. You know she gave some great feedback and I really do appreciate it. Because you want to grow. You don't want to stay stagnant	1
7HSFAC	Fidelity of Implementation, Reflection, Growth	Okay. So I think TESS is good, or some form of TESS is good, because I think we need to be evaluated and given feedback on how we're doing and what we can do better, what we can change	1
7HSFAC	Fidelity of implementation, resources	And my -- my goals were to incorporate my paras more and kind of be a better leader to my paras. Well, there's no staff development that supports that, you know? And financially I can't go out and buy my own staff development. The district's not going to pay for it. So how am I supposed to show growth without training and, you know, things like that? And if you're -- if the district doesn't back you up on things, then there's nothing you can do, and you continue to struggle in that area.	2
7HSFAC	Fidelity of implementation, resources, growth measure	So, I mean, it's hard for me to feel like I've successfully met my goals when I've had no support whatsoever, you know. I mean -- and I don't think it's necessarily, well, we're not supporting you, it's just as a whole, there's no staff development because staff development is never special ed, it's general ed	2
6ELFAC	Fidelity of Implementation, Value or relevance, Processes	I do not like it. Just straight up, I don't. I really don't. And it goes to -- one of the things is, part of number two, it's so inefficient. And on paper -- and when you say, oh, just all you have to do ... But the way it's set up, there's too much and it's redundant part of it. And I really do not like it.	1
1HSCBI	Fidelity of Implementation, Value or relevance, Processes	So this year with TESS, I did -- I did at least get observed, which that helped a little bit, but I feel like, especially for my classroom, that it didn't really apply very well to my classroom. So, I got pretty good scores on it. But it didn't really give me very good feedback on how to improve.	2
1HSCBI	Generality	But overall, I think that it's a good foundation for evaluation	1
1HSCBI	Generality	I think the TESS is a good idea in general. I think it covers a pretty good section of what teachers do every day, gives a pretty good outline for evaluation	1
2ELCBI	Generality	Well, I think for teachers in general it's -- it's an effective process.	1
3ELCBI	Generality, Connections	Its integrated everywhere. And she actually picked up on some things that I was really embarrassed about and put a really good spin on it where I was like, you know, we're going to be okay here. One of them was when I did PECS snack. We're doing attributes. So they're learning how to name colors and different things with their PECS. And I get around to one of my students who has just shoved his mouth completely full. I mean he's like a little chipmunk and I'm like, swell, what'd you get, I'm moving on. And she turned that as pacing. You know, so she took things that were ... I never would have thought of, skipping him until he swallowed, as pacing, but she did	1
4ELFAC	Generality, Connections	She observed me on some of my reading and sight words and how I implemented it and how, what helped me, how they were able to lead in the small group. You know, not just me leading	1
6ELFAC	Generality, Connections	As I was saying I don't think I don't think a good measure because our children don't generally show as much growth as the general population does	1
6ELFAC	Generality, Connections	Besides that, most of our children don't take standardized tests, so you can't really show a measure of where even that is either. So you just have to look at what did they come in with and where are they within a year, what skills and capability. And some of this isn't even academic	1
9JHFAC	Generality, connections	See, this is where I think TESS could be a real positive thing for teachers who have -- who maybe have had classroom management issues. For example, ... looking at the number of discipline referrals that are turned in ... I think it's going to take more than just one observation, you know, one planned observation. It needs to be where an administrator comes in at	5

Respondent	Code	Quote	Question
		odd times, does just a quick peek in. How does it look, what does it look like? Try to do that over the course of time because if I have a planned observation, man I'm telling those kids, you know, that is what we're doing, I'm prepping them ahead of time. This is what to expect. So their behavior is going to be great -- the behavior problems that I see the most are off-task behaviors, maybe bothering others	
3ELCBI	Generality, Growth measure, Reflection	And I've heard some scary outcomes of how that went. Because of student behavior. With the administrator sitting in the back, when the teacher may not see what's happening in the back of the room. So, they're getting points knocked off when they don't even know what's going on.	5
2ELCBI	Generality, Growth measure, Standard measures	Yeah, I think it can generally, it really does, and it gives you some good guidelines of what you need to do and changes you need -- what you need to aspire to be distinguished and proficient. And, you know, if you do receive a basic score on something, it shows you where you need to go, and I think that that's good	2
3ELCBI	Other, Attrition, retention	Not only that, okay, you've got to look. Okay, we have a friend who works in a building where their special education teachers get two 45-minute planning periods a day to do their paperwork and keep their data current. I don't get one. So, if you want to see why people are cycling through and getting burnt out, that's part of it.	6
3ELCBI	Other, Attrition, retention	We're not even getting what the law says we should be getting, which is a lunch and a 45-minute planning time. We're not even getting that. Let alone, an hour a week to get together and plan. At ten o'clock at night, how inspired am I? That's really something that needs to be solved for all of us, and it's district-wide, we know it because we talk to other teachers.	6
4ELFAC	Other, Attrition, retention, comprehensiveness	No. And there is no time for those things, which is not fair to the kids. Even if we had a floater that comes and relieves so you can go and actually do your planning time	6
7HSFAC	Other, behavior, disabilities	Well, it depends on when somebody's observing the classroom and what the mood of the day is. I mean, you know, you can have -- I mean sets the whole student's mood off, the whole classroom off. So if someone is observing during that time -- And they might not see, you know, Susie's behavior has improved from when the bell went off at the beginning of the year to where they are in January. Because we have a kid now, I mean, his behavior is like so drastically improved, he's great, or we have some teachers that think he's still like the most misbehaved young man ever. But if you look at where he started and where he is now, he's completely changed. Like his behavior is completely changed. And someone that doesn't necessarily come and observe your classroom that often might not see that.	5
3ELCBI	Other, behavior, pedagogical knowledge	So, now [we have a wide range and incorporate academic and functional skills] and sometimes it's all behavior. Because, if you don't have the behavior under control, you can't learn. And if you've got a screamer, nobody can learn. One child's behavior can shut the whole room down and we all have to be reactive and we might not get it back under control until we go outside	3
4 ELFAC	Other, behavior, pedagogical knowledge	[My class is] Higher functioning, my PGP is focused more on the academic teaching. And we have behavior too. I just got a kindergartener that was a behavior ... and one kid's can change tone of the whole room. And you know, when you have kids that are low cognitive, it is definite modeling, I mean that modeling behavior. I think that's one reason why kids like that need to be taken out to a calming area so the other kids can stay on task so the other kids don't go out while that student stays and controls the room	3
7HSFAC	Other, checklist	I think the simplest -- it's not simple because I know for me this is so -- like with the -- this, to me, is I need modifications as well. Like this is too much. I need pictures. I think they -- I think they spend so much time making things look pretty and sounding fancy, they don't -- I mean, just -- what is it, just shoot from the hip? Just do it simple. Why make something more complicated? I mean, do we really need all of this to say that a teacher is distinguished? Isn't there something like -- can it be on a page, and you just answer something? I don't know. Why is it so complicated and wordy?	10
8HSCBI	Other, checklist, Pedagogical knowledge	I think that would be great. That would be I think much easier for an administrator to look at and be able to determine, is she doing that, you know? With the exception that they understand our kids, you know? And I mean, if it's somebody who's never been on SPED kids, you know, am I doing what are they thinking? Nope. Am I for that kid? You bet, you know? So, yeah, I think that would be good. And I think, you know, we could write ourselves -- I think it would be awesome for us to go into each other's classroom. Maybe, you know, one to 15 come down to one to six, you know, maybe go up to, you know, a resource or something. Within that special ed, show me what you're doing that maybe I can incorporate. So like peer evaluations to be incorporated into ours.	10
5MSCBI	Other, checklist, Pedagogical knowledge, standard	Yes. And I'm still leaning more toward the checklist, because there's so much gray area between special ed and general ed, it's hard to be objective when you're looking at the two different populations. You just -- by human nature, you want to make my classroom look like general ed, because that makes more sense to an administrator, especially an administrator	9

Respondent	Code	Quote	Question
	measures, validity, growth and reflection	who does not have special ed background. It makes more sense to try to make me fit their mold, and that does not always work.	
6ELFAC	Other, checklist, standard measures	To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two here, mine and resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.	10
1HSCBI	Other, Disabilities, Behavior	Another thing is that they take an active role in monitoring. And though I think self-monitoring is really important, of all students in my classroom, I really only have two that have the cognitive functioning to use the self-monitoring system. And I've had one use it. But it takes quite a bit of practice for them to be independent and self-monitoring. Even then, it takes quite a bit of support. And then as far as monitoring other student behavior, that really doesn't take into account disabilities of certain students. So, for example, you have kids with autism who have social deficits. And a lot of my students who don't have autism have social deficits. So TESS at that point is asking them not only to identify what appropriate behavior is, but to socially interact with other students -- which is something they don't do very well either -- and monitor their behavior	5
2ELCBI	Other, disabilities, behavior	And when one of them's had a bad day, you know, I see that there's still progress that can be made, and I'm not sure -- or there's still progress that has been made, and I'm not sure that my administrators see that. They think somebody bites -- you know, the incidents of biting this year have been so minimal, but, you know, he went through a little stage where he bit a couple of times, you know? But it was spread out. And it's like oh, does his mother know he's biting? It's like no, you don't get it. How many times has he bit this year? You know, so few compared to -- to last year	5
8HSCBI	Other, Resources	Usually it's small group, because of the different levels of the kids. The assistant that's working inconsistently here, you know, it's kind of scary to assign her something because -- She might -- not be here, and that's where this kid's at. And with TESS, and me being on my computer so much here lately, it's been Ms. Jill doing it all, because by the time I get finished with IEP, portfolio -- not PARCC, but the other one that we just did -- Mixing it in TESS, yes. Then it's Miss Jill, and as much as I hate it, you know, we'll -- everybody gets a little packet, and Miss Jill stands up, and we do it together, you know? We write stuff on the board and talk about, you know, whatever the lesson is that day. I try to have the non-verbal kids have a switch, so they can participate. But time limits, I don't always get that done.	
3ELCBI	Other, Resources	And so then you throw in something like this in it, and they're getting rated in negative ways, then guess what, every grade level is getting out of their classes once a week while they collaborate and we're not getting anything.	6
5ELSEC	Other, Resources,	You know, the PLC has been the best thing	2
4ELFAC	Other, retention and attrition	Right. Let me ask you a question. Do think some of the exits in this district in the 1:10 are leaving based some on this. Because I talked to one, just one, I don't know any other one, and she just said the administration put so much emphasis on this and they're putting a lot of pressure on her. I just wonder if a revised rubric like this would help people stay. Because administrators would better understand the balance	4
3ELCBI	Other, Retention, attrition	I could see where I could be putting my track shoes on and running to look for a good resource job. Or McDonald's, they're always hiring. We need a rubric to have an idea of where we need to place ourselves and based on what we're planning to do with our classrooms.	9
7HSFAC	Other, Retention, attrition	Yeah, I don't like -- and this, to me, my brain doesn't function. Like I don't want to -- you know, when you start back at the beginning of the year and they say, oh, test this, and they give you all this new stuff. Like why for teachers, if we know our kids -- I mean, I know we need to be able to be critical thinkers, but why do they keep giving us more things that are so complex, and they keep piling it up, and then we start losing good teachers and we wonder why	10
10ELCBI	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	I don't -- I like the checklist. I don't know. Because on a checklist, you can't be at levels. I have observed classrooms, you know, when I was the coordinator for a special needs program, I would go in classrooms and all I had to observe was the checklist. But there might be areas that I could see growths in and you're not going to see that on a checklist. You're not going to see digression on a checklist. Let's say maybe this teacher was distinguished in this one area, and it she rocked it.	

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		And then all of a sudden, I don't know what happened, but it no longer was what it used to be. And I think you don't get that on a checklist. Where with something like TESS, you would get that, where their strengths are. And I could look at it as a teacher and say this is my weakness. This is where maybe I'm proficient at or basic. I need to grow in this area. Or if I was proficient, why did I go back to just basic? What did I do, what are my teaching strategies or what are my IEP writing weaknesses? Whatever it was. What happened. How did I (inaudible) -- because I look at just how I look at the kids' data, I look at my own personal data on myself to see where I need to grow as a teacher, as a professional, for these students. Because you can't be distinguished in every category. We all have our faults and we all need to grow in those faults. I mean on given day that I rock at behavioral management and there's days that I don't because I need behavioral management myself.	
2ELCBI	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	Well, I think that definitely designing a rubric for special education is a necessity. You know, when I look through all the different specialized rubrics that they have for other school professionals, and that we don't have any for special ed. That is just insanity. I mean school counselors have their own. And speech therapists. I mean, it's not that speech -- I think speech therapists should. But if they think it's necessary for speech therapists, how could they not think that it's necessary for special ed? Because especially the teachers who teach kids with significant disabilities. Because what we do is so different, and it can't be measured on -- with there this rubric as it is. It can't! There is no way!	
5MSCBI	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	No, I definitely think the checklist would be better. There are certain things that you need to see in a special education classroom that you're not going to see in a general ed classroom. Just following best practice in a special ed classroom, there are certain things that need to be there. Just like in a general ed, but they look a lot different here. And unless an administrator is familiar with that or knows to look for it --	
7HSFAC	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	So instead of like the TESS rubric that we have now, a modified one for us? Yes, I do. And I think -- I really think -- I think we keep -- yes, because I feel like -- Well, I feel like some of our teachers are just doing the bare minimum, which I know that, you know, that's their prerogative. But I feel that they should be scored on that as well, and they should have to reflect on why they're doing just the basic minimum. And then when they complain about our students, they can reflect and say, well, look, I'm only doing the minimum, I'm not doing the distinguished, no wonder my kids are misbehaving, that way. But it doesn't make sense on all of the TESS stuff because it isn't all geared.	
1HSCBI	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	Yeah, I mean I think it would. I think anything that where you could give our administrators a better tool to help teachers improve their practice would be very beneficial. Like I said before, it doesn't really help me to just be like, okay, yay. You did a good job, you know? I think giving our administrators a tool so they could appropriately critique a special education teacher would be really helpful. And that's obviously going to help the students out when their teacher is making, you know, gains and better progress.	9
3ELCBI	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	I think a [revised rubric] would not just help us in Springdale, but everywhere. Because this [TESS] is kind of sticky, when you apply it straight letter to the law, to self-contained environment. I can see where someone, like I said, when I read it, does this mean I shouldn't be doing what I know what these kids need, and seeing the division this could cause depending on the administrators,	9
4ELFAC	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	You know I'm a checklist person, so this will help me. You gotta have a rubric so we can measure our growth.	9
6ELFAC	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	To me, more of a checklist that would probably be beneficial. Especially, I think, if an administrator was looking at different special ed classrooms, I think we have two here, mine and resource. On a rubric, I think it's harder to be specific. And on a checklist, you can look -- usually they are more specific. You are looking for specific things and not, you know, going from here to here. A checklist I think would be I think more beneficial. A list always makes more sense to me, too. I can understand it better. A rubric sometimes, you are like okay. I meet part of this, but I don't really meet part of it. And the checklist is either you do or you don't. You either meet it or you don't usually.	9
9JHFAC	Other, rubric, Pedagogical knowledge, standard	So either the rubric or a checklist? Would a checklist allow for feedback? I do, too. I mean I like the rubric because it's better than just a checklist saying here, not here kind of thing. You know, or meet or does not meet standards. I also like	9

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	measures, validity, growth and reflection	the rubric because it gives the specific details and shows how, you know, they possibly link to the TESS. You know a checklist, to me, sounds more like a classroom walk through, and I hated those, because it was a snapshot. And I want more -- something that's more than just a snapshot.	
2ELCBI	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	You know, I think that a checklist could be helpful. You know, I don't know that that would necessarily take -- need to take the place of the TESS rubric, but I definitely think that it could be an addition. Or definitely kind of like integrated into it, to give some more support. And I think what might be really helpful there is, you know, if the administrators have this checklist and it says okay. These things are what we want to see in the classroom. This particular indicator shows that this teacher is doing what they're supposed to. Not only does one, that holds the administrator accountable for knowing what those things are, you know, it gives the teacher a really good place to go okay. These are the things that I want to make sure take place in my classroom. And if they're not there, I can add them. Or they are there, I could make them better.	10
9JHFAC	Other, rubric, Pedagogical knowledge, standard measures, validity, growth and reflection	Well, I hate, I hate classroom walk-throughs. Because you walk in, they stand there for five minutes and look to see what's going on. And you don't get -- you don't get any feedback. I mean you don't see what the kids are doing, you don't see where we were, you don't see what happened before that point. You know, you don't -- you don't -- it's just not a good gauge of what the class is going -- what's going on in the class. I want you to hang around a little bit, ask questions, you know, talk to the kids even. Because that -- feedback from the kids are the best thing. You know, what are you working on today? First of all, they have to use their expressive language skills and tell you. And if they don't know, then I get immediate feedback. If they don't know what's going on and I've spent 20 minutes talking about it, I would be like man, I sucked. Let's go back and talk about this again.	10
10ELCBI	Pedagogical knowledge, comprehensiveness	An elementary classroom in a one to six, classroom-based instruction. Classroom with a range from kindergarten through fourth grade, of five students. I do have one student that rotates between myself and another -- a one to ten classroom for language and PECS communication. A lot of my students -- well, I have two students that have like echolalic speech. So it's a constant repetitive. And so you may think that they're actually answering your question, but it's something that they've learned and they know that -- it's kind of like a script thing, they talk. And then I -- the rest of my students are non-verbal. Two of them are emerging verbally. They are starting to learn some communication verbally. A lot of them they use PECS to communicate with -- the Picture Exchange Communication System to communicate with or a communication switch button, what it is, to communicate with. And I do have medical fragiles also in my room. Yes. My question how we -- whenever, when it's a group activity, when it -- when we are wanting group participation how we do it in my classroom is if it's a question I'm asking, I wait for a response to see if anybody will give me a response. Either with a PECS, a switch, whatever. If I don't get it, the -- my assistants in my classroom will model the correct response. So if I'm asking what a color is on the board, I'm pointing to the color. I'm waiting for a response. Then if I don't get a response from one of my students, one of the people in my classroom will model the correct response and then that student therefore will follow the correct steps from that	3
3ELCBI	Pedagogical knowledge, comprehensiveness	Yes. [reads some of standard: "The outcomes are clear, written in the form of student understanding and permit viable methods of student assessment"]. Yeah. I do, I do think that ties directly back to [the IEP]. I don't see how we'd be able [reads standard again: "All instructional outcomes are written in the form of student learning"]. Your data supports the instructional outcome. So, yeah, if you take it to the bigger scope. If you take it to a day to day lesson, the steps that you're taking to meet that bigger goal, no. If someone came in and watched me do the discrete trial, they may not see the intended learning at all. They may see things flying. And me ignoring it and then wondering why I'm not getting up and making the child pick it up. I don't think an administrator, other than our building, would get that this should connect to the IEP. I think they'd come in and they'd be looking for that outcome and that micro-second.	4
2ELCBI	Pedagogical Knowledge, Relevance, Value	But the whole time I was going through all the training, all I kept thinking is how is this going to pertain to me? How are they going to assess me using this? Because it was things like asking higher-level questions and preparation for -- oh, gosh	1
2ELCBI	Pedagogical Knowledge, Relevance, Value	Then to have them be assessing you with an instrument that isn't really looking at -- at how you have to adapt things and where you -- what is really growth for my kids. It made me, you know, just -- it just made me not even be able to think about anything else. All I could think is this is never going to work for me	1
3ELCBI	Pedagogical Knowledge, Relevance, Value	As I mentioned earlier, I think we have administration here at this building who is more sympathetic to special education because the principal does have a special needs child who did go to school here, so I think she does look at things a little differently.	1



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3ELCBI	Pedagogical Knowledge, Relevance, Value	As far as TESS overall, when I read the rubric it scares me. When I look at the videos, it scared me with what their snapshot of perfect was because that is not what my room looks like at all.	1
5ELFAC	Pedagogical knowledge, sensitivity	Personally, I think I focus on the academics more. It's just I think the management of my classroom leads more to the functional skills. Because my biggest goal for these students is for them to be independent. So whether that's independently working, whether that's going from place to place independently, that's my main -- that's one of my main focuses is for them to have those independent skills. Because when they get out into the real world, they're not going to have somebody holding their hand all the time. So they need to be independent. And I don't necessarily work on that. It's just an expectation. I guess I do in a way, but I don't really think I realize. It's just more what I expect of them.	
9JHFAC	Pedagogical knowledge, sensitivity	I actually have -- I've had 14 this year. It's been a great year. Very appropriate number, but... I have a paraprofessional that is also in here with me. So we have 2 to 14 ratio. Works really well. I have disabilities ranging from intellectual disability to autism. Grade 5 equivalency, you know, ability level are from pre-K to fourth grade. Eight and ninth graders and starting out, some of them are 12 and most of them, you know, turned 13. I have a couple that have turned this year. So, 13 to 16 years old. I teach all subjects. I teach English, math, science, social studies, and a life skills class	
3ELCBI	Pedagogical knowledge, Sensitivity	You could consider student-led opportunities because everybody gets a shot at it with the wand, with the magic pointer, and they get up and they will do their ABC's and they will count their numbers, they will dance to the song, and there is a child who comes up in front of the class, you know, but that to me is more demonstrating what they know, not leading the activity	2
3ELCBI	Pedagogical knowledge, Sensitivity	So, like to me, what is more leadership for my kids is when [student] goes over and she knows its snack time, and I look over, and she's putting placemats down. Those kinds of things show me that they're taking initiative. But those are things that may or may not happen with a TESS observation because that's one thing -- having somebody in my class observing, totally throws the whack-a-doodle into the formula. And what usually, where I may have a student who normally does this when given this natural cue and they start doing. Where is [administrators] are in the room, they start poking at her toes or looking at her jewelry wanting to get an arm hug. That kind of thing. And I think that's where [it's not a clear picture]	2
2ELCBI	Pedagogical knowledge, sensitivity, behavior, disabilities	When somebody's having a bad day, they -- it's like a crisis situation, and it's just part of autism they have that day. And that then somebody -- their performance is affected. And as I was working on my professional development plan for my evaluation coming up, that was one of the things I noticed in -- in my data, was I could tell days when someone had had a rough time. You know, there was a particular week that some -- one child was having a rough time, and his -- his performance was affected by that. And that doesn't necessarily happen as dramatically with general education students as it does with ours. I mean it can completely change -- their performance	4
3ELCBI	Pedagogical knowledge, sensitivity, behavior, disabilities	Do I think this [CEC standards for behavior is measured in TESS], no. And again, most administrators don't understand planned ignoring, they don't understand when we're doing a task with an individual that we know ... Let's say I've got [student] dancing on the table, a little boy with Down's syndrome, I do the planned ignoring, not feeding that behavior, not looking at him, not saying anything ... why was he standing on the table, was he avoiding, escape behavior, was it attention based ... you have to evaluate what was the function of that behavior before you proceed and you go either plan A or plan B ... So if they come in, I say, this is the instructional plan for this student. I'm not just ignoring what they're doing and letting them continue to hurt me, I'm assessing the function of the behavior and we're proceeding based on that	5
1HSCBI	Pedagogical knowledge, Sensitivity, Specific Indicators, Behavior	And I would say that, you know, for the most part, you know, we know that the positive behavior support system is the most effective, and research has shown that's what we need to be using in our classroom. I would say for the most part, administrators look at more of -- aversive technique sounds harsh. But, you know, more of a punishment-based model for addressing behavior. And so a lot of times they don't see oh, like they're reinforcing the student that that's actual behavior management. Why are you giving that kid a skittle every time he stays in his seat for, you know, 30 seconds? That's actually a behavior management technique versus what I think they're used to oh, you're not sitting in your chair, you know, go in the hall or get detention or whatever.	5
2ELCBI	Pedagogical knowledge, Sensitivity, Validity,	Well, first of all, my kids' behavior is never going to be entirely appropriate. And when are you're using behavior change practices, I see that the children are involved in that, but I don't know that somebody else will, and they may not see that -- that where we were a year ago is a dramatic difference from where we are now, even though the behavior is not perfect. But I know. I know how far they've come	5
6ELFAC	Pedagogical knowledge, standard measures	That's what popped in my head. When an administrator is looking at a general ed teacher, they know what that teacher is supposed to be teaching at that time because of Common Core. So they have that mindset. Okay. They are supposed to be on this area and looking at this. This is what they are supposed to be teaching. When they walk into our classrooms, they	4

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		have no idea most of the time what -- because we don't have those set guidelines. We don't have that set curriculum of what we're teaching. So walking in my classroom is going to be totally different than walking into another self-contained teacher's classroom and what we're teaching. And so I think that it's hard to -- for an administrator to look at us and say okay, are they meeting this, can be distinguished, when they have no idea what we're focused on to begin with. You know, they have that small snippet	
4ELFAC	Pedagogical knowledge, Standard measures	It's different when you're in the special ed. I had to learn because I was in general ed and then when they said planned ignoring, I thought I'd actually get counted off for this. I mean finding out the why is important. It's an active role. I think that's my biggest, especially after being in the general education class, you come in and they're supposed to be quiet and on-task, and then in a special ed classroom, I would still like them to see order. There's an order in ... I would grade a teacher on how they handled the meltdown	5
10ELCBI	Pedagogical knowledge, Standard measures	Until you -- and as several teachers have said that who have come to observe me or whatever, until you actually step foot in there, what you see from the outside is not what you -- is actually going on. It may be looking like we are playing, but actually we are developing several skills and behavioral skills, and a lot of stuff. So, you know, it's not all fun and games in special ed as what some people think it is	8
5MSCBI	Pedagogical knowledge, Validity	I think it's a good standard. There are some really good points to it. There are some things that go along with best practice that everyone should do	1
6ELFAC	Pedagogical knowledge, Validity	I don't think that the TESS is a good measure of how well we do, as special ed teachers. Because it's looking for a lot of to yourself students	1
5MSCBI	Pedagogical knowledge, validity	I think it is harder for an administrator to come in and observe me and try to find what I'm doing and see how it fits into TESS. I think they really had to stretch to see some of the things that we're doing, how does that fit, where does that go in TESS, what she's doing? I know there's a purpose for it, but where does that fit? Such as things like sorting blocks, you know? When an administrator comes in, it might look like we're just playing blocks, we're just playing with blocks, we're playing with some things that are colors, some things that are different sizes, when in actuality you're working on sorting discrimination, ordinal numbers. But to them, they don't know that	3
10ELCBI	Pedagogical knowledge, Validity	They're adapted to them. But for a student in my classroom to assess themselves, it's really difficult. I mean we work on -- if you said at circle time you participated, give yourself a high five or thumbs up, that's how they're assessing themselves. But what they're honestly doing is mimicking my response. They're not truly assessing themselves. For a student that is that delayed, they truly cannot assess themselves	4
1HSCBI	Pedagogical knowledge, validity	This is an interesting -- I just think that's interesting. Like learning within the discipline, what that looks like for my students. You know, tying in what they need to be working on to a common core objective is always an interesting process. Yes, it can be done, but they're so far removed from that particular goal. So I mean, for example, you know, a lot of my students are working just on basic communication with requesting. And so the closest goal that we can tie that into is like an 11th grade standard, that's about collaborative discussions. So my students are so far away from collaborative discussions. But that's what we're saying that they're working on in common core. I mean I definitely would say that I think you can look at their IEP goals and say that they're addressed for that particular student. The nice thing about IEP in general is that they do make everything individualized automatically, which is nice	4
5MSCBI	Pedagogical knowledge, validity	And I think about using -- doing this and relating it back to the standard, to every standard that we have for a sixth grader or a seventh grader. For me to be able to be distinguished using a Common Core standard is nearly impossible, because by the time that we get to those -- you scaffold down to those prerequisite skills, it doesn't even look like the standard anymore. So that's why I think it's -- it would be hard to be distinguished. Does that make sense? That's what I'm thinking when I see this is, I know that's how we're evaluated, that we're also -- when they come in, they're thinking, okay, what standard does this fit? And that's what we are -- that's what we're evaluated on, this Common Core standard and did you meet that distinguished	4
5MSCBI	Pedagogical knowledge, Validity	You know, the administrators have been trained to -- trained on TESS, and they've also been trained on Common Core. They get heat from their administrators about meeting every standard in Common Core. And that's what's ingrained in them, that they have to meet Common Core. And everyone has to have access to Common Core and everyone should have a strong rigor. And when you go into the general ed classroom, even the resource and inclusion classes, you can see the correlation. You can see, it's very easy to -- to mark that off on your TESS. Little check sheet. It's there, you can see it	7

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		When you get to your self-contained classes, everything is so scaffolded down, and the kids are in such a different level ability-wise, cognitively, that it just does not look the same.	
7HSFAC	Pedagogical knowledge, Validity	I think it could be really complicated for them to do because, I mean, walking into any classroom anymore are different. You don't see them just sitting in their desk military style, most of them. But in -- I mean, in -- we have -- they could come into our room and see this group working on sight words and this group working on small passages and this group. And then if they don't know what's going on, if they don't know the kids, and they don't know where they started, and they don't have the background, it's going to be really hard for them, I feel, to give a good evaluation on how the classroom's doing.	7
9JHFAC	Pedagogical knowledge, Validity	I don't know enough about administrators' experiences. You know, like some I know, have some special ed background information, and then, you know, some don't. I would hope that I would be assigned an administrator that had some special education knowledge. You know, that would be my administrator to be observed by so that they could, you know?	7
2ELCBI	Pedagogical knowledge, Validity, Comprehensiveness	Well, again, for special education, I mean think this premise works, but the actual criteria don't work. Because there are things that you have to do, that they expect you to do in classroom to be distinguished or even proficient that, as a special -- especially for kids with severe disabilities, that I can't implement those things.	2
1HSCBI	Pedagogical knowledge, Validity, Comprehensiveness, Behavior	I think this is a really good example of how the TESS does not really line up with my classroom. So, for example, it says that student's behavior is entirely appropriate. If my student's behavior is entirely appropriate, they probably wouldn't be in my classroom because we're addressing behavior all the time. But that doesn't mean that I'm not doing what I'm supposed to be doing. It just means that that's part of their disability is prepared to deal with these different behavioral outcomes	5
3ELCBI	Pedagogical knowledge, Validity, Comprehensiveness	I feel like this is teaching to the test, kind of crap, and I won't do it. I'm going to do what's best for the kids. My kids, some of them, can't lead. Now, so what I'm going to do. I'm going to do those research-based programs no matter what this says. I'm going to do STAR, I'm going to do PECS, I'm going to do what's better for them and be damned if they're too ignorant to see that this is what we're supposed to be doing for our kids, in my place	2
10ELCBI	Pedagogical knowledge, validity, comprehensiveness	It was super hard [to complete all domains of TESS]. Because a lot of these domains, you know, in a general education classroom, some of them still could be kind of hard to find evidence in a general ed classroom, especially in a classroom that's not all the same level of academic skills. In a special education classroom, when you're working with a kid that mentally is maybe functioning at two-year-old level, you may have one that's functioning at a three-year-old level. That's a big range that you're having to show different kinds of evidence and all -- everything in there. It's -- it's kind of tedious to get everything in order and show those evidences	3
1HSCBI	Pedagogical knowledge, Validity, Comprehensiveness	Well, I think as far as evaluating special education teachers, I think especially at the self-contained level, sometimes you really have to stretch TESS, the TESS rubric to fit what's going on in that classroom. So, especially when it's asking for students to do all of these different things to display proficiency, that is going to look extremely different in a self-contained classroom than it would in even a resource classroom or a regular ed. classroom. So I think that's where the TESS doesn't really line up very well with evaluating special ed. teachers, just because their students are so different. And as far as class demographics, like we tend to have a lot smaller class size, so there's a lot less opportunity to see stuff going on where students display particular things	3
2ELCBI	Pedagogical knowledge, Validity, Comprehensiveness	Well, I have a classroom of students with severe disabilities. Most of the kids in my classroom have autism. Most of them are essentially non-verbal, except for using alternative communication. I do have two who are pretty effective with their communication devices, for like requesting things. But for answering questions, or completing academic assignments, they're not there yet. So when you're scoring or looking at how I'm teaching, based on this, you know, it doesn't make the allowances for the adaptations and things that we have to make and the fact that my kids can't answer higher-level questions and things like that	3
5MSCBI	Pedagogical knowledge, Validity, Comprehensiveness	Right. Because they'll look at my lesson plan to see what -- see what I'm teaching, what Common Core standard it relates to, and then make the evaluation after that. All related to what the Common Core standard is and what they see. And this -- it's almost crazy. Because it may be done different somewhere else, but that's how it's done here	4
5MSCBI	Pedagogical knowledge, Validity, Comprehensiveness	I have a problem with student behavior is entirely appropriate. What's appropriate here in this sector is so much different than what is appropriate in the general ed population.	5
10ELCBI	Pedagogical knowledge, Validity, Comprehensiveness	I think someone with limited, it would be a struggle ... if you're used to the general education classroom, looking at math scores or whatever it is, you're seeing these big growths. But in a special education, you're not going to see those big, massive growths. You're going to look at these little bitty tiny steps. Was this person able to sit in a chair for five minutes when they used to be only able to sit for 10 seconds without a reminder? Or, you know, is this student now able to match	7

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		her letters when she couldn't even identify a letter or even make a letter sound? You know, is she able to look at colors and know that each color is a different color. That they're not all -- that, you know, that it's actually a color. That it's not something completely different. That they actually mean something. Finding meaning in things. And, you know, it's the little bitty things of even a child's laughter, who never laughed or never initiated play who now is initiating play or an interaction. It's those little bitty steps that I think a lot of people take for advantage. To me, the laughter -- I always go back to Maslow's hierarchy of needs. You've got to have safety, you've got to have care before you can learn. And if -- especially kids, they don't get that, they're not going to learn, and those behaviors are going to intensify. So that is for administration. I think that's where it would be super-duper hard if they do not have any knowledge. Not -- I mean you have a little bit of knowledge especially. But until you've actually spent some time with those kids, you're not going to see those little bitty growths and what they actually mean	
1HSCBI	Pedagogical knowledge, Validity, Comprehensiveness	Well, I do think like most of our administrators have kind of -- they have pretty limited knowledge on what evidence-based practices look like, especially in a self-contained classroom. So I think a lot of times, they're kind of guessing if we're aligning with TESSs, or they're assuming because the kids are working, we're kind of doing the right thing, but I don't think they could really identify okay, this is an appropriate practice or whatever, you know?	7
2ELCBI	Pedagogical knowledge, Validity, Comprehensiveness	Yeah, because they would not necessarily see how what you are doing, what you are -- how your accommodation can be tied to Common Core, and they may you think you're doing kindergarten, preschool work, when it's actually closely tied to Common Core. They may not see how using things like the visual schedules is a way of letting the kids take control of their own education. Well, I mean, that consistency is so important to my kids I mean, and it helps them know what to expect, and -- I know that that's not... There is a lot to tie together. So basically if they don't understand. Then they're not to be able to help you grow. They are not going to understand what you're doing	7
1HSCBI	Pedagogical knowledge, Validity, Comprehensiveness	I actually read over them [Special Education Scenarios]. I've read pretty much everything that (inaudible) has put out about special ed, and I really think that what the groups that they're looking at when they talk about that is really more of your resource-level kids, your inclusion-level kids, your higher-level kids. It just really doesn't fit with my classroom, like the self-contained level. And especially -- I mean I could see even where, you know, in our districts, since we divide our self-contained, where some of their stuff would apply more to like kind of 15. But, you know, lower levels of self-contained. It just -- it still -- it doesn't fit just because of the profound level of the students' disabilities	8
1HSCBI	Pedagogical knowledge, validity, sensitivity	I think it would depend on the evaluator. So, like, my particular evaluator would say yes. Like, she would make that connection because she, I think, would just innately trust that I was doing that. But there's a lot of -- if I have a different assessor, even in my same building, I don't think that would be the case. I don't see that they would see that connection at all. And I'll even go and say that I don't always -- you know, that connection is so broad, it's so vast in between those two things. It's -- I could see where that it is difficult to get there.	4
2ELCBI	Pedagogical knowledge, validity, specific indicators	No, no [I don't think administrators would connect this to the IEP process]. And, you know, the fact that student involvement is really important, it's a key factor of this, it's really hard for my kids to -- to use assessment information to affect their future performance. Because I mean I think the CEC standards are designed for children with disabilities of course. And if -- just -- I -- every administrator is not going to know the kinds of things that I need to do to -- what is rigorous for my children. They may come in and look at matching colors or matching shapes and think that we're -- you know, that's -- that's not rigorous. But for particular children, it -- it's very rigorous, and, you know, and I don't think they -- they understand necessarily the individual needs of -- of my students	4
4ELSEC	Pedagogical knowledge, Validity, Standard Measures	That's right. Yes. I know how I was able, but I was wondering how [name] would be able. I looked ahead and thought, okay this is what I need to implement to get distinguished. But, let me tell you, the way I implemented [student] leading. She's not verbal, but I had her hold her little Barbie and when it's time to get the reinforcement of the little teeny marshmallows, she put the teeny marshmallows in the Barbie hand and she handed it to the one that had their hand raised.	2
2ELCBI	Pedagogical knowledge, Validity, Standard Measures	And I think that would be helpful. Also, I was in a policies class when they were talking about teacher evaluation systems. This was before -- this is when this was all just in the beginning stages. And they were -- all and in many other states, it's related to performance pay. And in a lot of states, there was no way that a special education teacher could ever reach a level where they could be considered distinguished and would receive -- could ever receive the kind of pay that a general education teacher could have, just by virtue of having kids. And, in fact, they were paid less because they had less kids. And there needs to be recognition of what we do. And I know that we're not talking about performance pay here in Arkansas at this point. If you institute any	10

Respondent	Code	Quote	Question
		sort of performance pay that is not equitable to every person who works in the district, I mean as a certified teacher, it's -- it's not right. And, shoot, after getting beaten up by kids every year, you can't tell me that I am or any of those other teachers is not distinguished, if they are still going back and still love their job	
2ELCBI	Pedagogical knowledge, Value or relevance	And there was no way that I could be assessed on those things, and I -- and I only think that sometimes your administrators don't really get what you do.	1
3ELCBI	Pedagogical knowledge, Value or relevance	[It's easier when] your kids are higher functioning, where in my room, she doesn't know PECS but from what I've got on the form. What she looked at was their behavior. Their behavior was so much better than what it had been. She couldn't use barometers, but she couldn't walk in and tell me "Look if you do this, your PECS lesson could go so much better" because she has no idea what the PECS rules are	1
3ELCBI	Pedagogical knowledge, Value or relevance	Because I tell you what. If I give reinforcers to [students] it's going to be like 'No, no, no, no'. But they do, we're trying to foster independence	2
5MSCBI	Pedagogical knowledge, value or relevance	No [typical administrator would not have knowledge of special education classroom]. Not unless they observed in the classroom, they've been around, they've made an effort to come around and watch you in and out of the classroom. Because what we do in here is quite a bit different than what you do in general in a classroom. You don't talk a student down with autism. You use more visuals. You point, you gesture. Whereas in the general classroom, you talk it out, you try to figure out what's going on verbally. A student with autism, that's just going to overwhelm most of the time. So they need cues, they need something to keep them on track with visual, timings, and that looks very different. Very cut and dried, those three	3
2ELCBI	Pedagogical knowledge, value or relevance	And to understand the methods that we use. You know, when we're -- you've got a kid in the hallway, screaming, and you are calmly standing there saying stand up, stand up. And then they want you to get them out of the hallway, not make a scene, and -- but if, you know, this happened more with some other kids I had in the past. You know, if you do that, you're undoing the positive behavioral supports that you're supposed to be using, and, you know, when we first initially started with the behavior plan, the support was there. But then as his behavior began to change, and it was better if he had a meltdown, you know, they may want it -- quicker results. But you can't change a behavior, like dramatic behavior like that overnight. And you have to continue to follow the same procedures and be consistent if you want it to work, and if you want him to be able to change his behavior, which is... Well, that's one of the things -- that's the main goal is for them to be able to take control of their own behavior. And it takes a long time sometimes	5
10ELCBI	Pedagogical knowledge, value or relevance	Luckily my supervisors see that, you know? And they, you know, they respect that, too. They're not saying -- why is he not reading right now? Why is he not doing this or whatever? They see those little bitty tiny steps that eventually bloom to bigger steps that, you know, that we're winning. It's those little bitty things that some teachers and staff take for advantage that actually mean little things to us.	6
3ELCBI	Specificity Comprehensiveness	Is this aligned to how teachers are developing an IEP? So, should this apply to our IEP, technically. No, I really don't think. Most people don't consider an IEP to be an assessment. Or a goal to be an assessment. Where the teacher, as well as the student, designs the assessment. And again, when you get into 1:6 kids, and not that I'm trying to be cruel, but I in the past have had students that can't move their head. How is that student going to show that he is using the assessment information? I don't know, I think our administrators would, tie that to the IEP, because that's what we would lead them back to. I have three that are heading into reading sight words. When they use the word correctly, they are able to put a sticker on the chart to show they've mastered. But, do my children fully understand what that means? No. No. I don't think cognitively. If I put up a chart and said 'you didn't run', she'd say 'run, where are we running to'	4
7HSFAC	Specificity Comprehensiveness	I don't think -- I think the special ed teacher could. I don't think a regular teacher looking in that doesn't have any experience with special education would know, because they're -- I know we have teachers that say, well, you're doing such easy work, or it looks easy for the typical high school student, but for our students, it's not easy. Yes. And it would -- yes, it would be based on each individual student. So they'd have to plan for each individual student's assessment, and each -- and the instructional outcome may be different from Johnny to Susie. I think it would be great for individualization because you want to instruct, each individual needs a different instructional outcome. So Susie might need to learn just her basic math facts where Johnny knows how to do his math facts, but he's going to need more help on the checkbook. And each student is going to have different rigor	4
1HSCBI	Specificity Comprehensiveness	You know, I think that managing behavior, especially in a special ed. classroom, is really important. I don't think that TESS even touches on how important that is or how much time and effort that that takes.	5

Respondent	Code	Quote	Question
	Behavior		
10ELCBI	Specificity, Comprehensiveness	For special education as it's wrote right now, I don't think it's appropriate in areas, especially the higher level of questioning and the higher level of responses that it's kind of looking for from our students. Specifically, in my classroom, it's not a appropriate	
3ELCBI	Specificity, Comprehensiveness	Okay, here's the deal, is we teach exponentially. My aides have got to be to teach and I have to be able to control the folly. So there are times when I have to step back and supervise the process to make sure we're all doing it the same way. What [principal] really needs to see is that not only do I do this lesson, but there is consistency with how everyone in my room does this lesson	2
3ELCBI	Specificity, Comprehensiveness	My kids don't learn effectively unless it's one on one. They don't generalize those to small group lessons for a long time. So, they need to see, that needs to be a part of the process. It just doesn't need to be about us, because that's a small part of our classroom. We've got other teachers working with us	2
5MSCBI	Specificity, specific indicators	The room -- arrangement, visuals for the kids, schedules either on the wall, schedules with them, technology for them. Like everyone else, technology.	
5MSCBI	Specificity, specific indicators	But when you look at the specialty areas, I think you really have to stretch to meet those -- those areas in some places.	1
6ELFAC	Specificity, specific indicators or validity??	That's not just measured. It's something you can't -- no standardized test is going to measure those. Those are the types of growth that we see. And that's why TESS fall short.	1
8HSCBI	Specificity, specific indicators	I use PECS with one. He's verbal, but I use PECS with him just because he needs those visual cues. One kid, he will not, instead but if you show him a picture or give him a choice, it's more accurate than his nods. And then one who uses the switch for everything, or eye gaze	3
10ELCBI	Specificity, specific indicators	How it's wrote now, no. Do I think it needs to be in that? Yes. I think special ed teachers need to be evaluated on how they run their IEPs. Because I came across some IEPs. I'm like what in the world? Does this teacher really know the students? I recently got a student in from another school district that when we looked at the IEP, honestly I didn't think the teacher knew the student. They gave me no background information on the student. I did not know how to teach, what his behavioral stuff, any of that kind of stuff was	4
1HSCBI	Specificity, specific indicators	Well, I mean, so, obviously, TESS addresses that we need to have good assessments. I don't really know the TESS addresses what kind of formative and summative are appropriate for my classroom. And I also think that kind of comes back to your evaluator, too. Whether or not they know what kind of assessments are appropriate. And I think there's also just like having access to -- talking specifically about assessments, like having access to good assessments, and kind of what that looks like. You know, my students don't participate in benchmark or MAP testing or other types of summative assessments like that, or end of course or anything like that. They've done, you know, portfolios, which are not always the best assessment, and then they've done pilot NCSC testing. So that's kind of for the state tests. So that's been kind of interesting. So I don't know if there's always -- like when my evaluators think of assessments, they would not really think of the things that we typically use	4
1HSCBI	Specificity, specific indicators	The other thing, too, there -- I don't know that my evaluators know what evidence-based practices are for this particular level of student. I'm quite sure they could tell you what a typical classroom evidence-based practice would look like, but if you ask them to identify some in my classroom, I don't know that they would be able to do that. Other than they more or less say oh, look, they're doing it.	4
4ELFAC	Specificity, specific indicators growth measure	I think what would limit it, I think kids should be able to assess themselves. That to me is the difference between proficient and distinguished, that students should be able to assess themselves. I thought of implementing this next year, of having a chart where they can put a star -- look you haven't run all week, or something like that. They should be able to, that's proficient. Kids should be able to assess their own behavior, their own sight words, instead of me standing over them, I mean they're not learning. I feel like I can do that in my classroom. I will	4
4ELFAC	Specificity, specific indicators	The IEP is how you measure progress, through their goals. I assess every Monday, but I do it very differently using general academics, but also with the goals and objectives, and behavior. [One] student, he hasn't ran in ten days -- that's an assessment. Using data to assess progress and I, of course, have academic assessments that I can print off.	4
5MSCBI	Specificity, specific indicators	That's almost impossible to me, it seems like. I don't know that -- I don't know that you could ever truly -- I think you can strive to do this. I don't know that you have enough time in the day to be distinguished like that. And if you are, great for you. But we do so much of this already. You do informal observations in assessments all day long. And you adapt every	4

Respondent	Code	Quote	Question
		day. Every day you see changes. So you adapt, and you either decrease some things, you increase some things, you increase your rigor, you may back off on some things, you may add some things in. You may take some things away. You may fade. You may see that you've been giving too much help. So I think we do this informally every day	
6ELFAC	Specificity, specific indicators	So they need to know, okay, right now, she's working on polar bears and this is how it ties into her IEP. This is what she expects for this student to get and that student to get, and that's something you can't get from TESS. And there's no -- they're sitting down with those previous to that and saying okay. What are your expectations for this classroom? How are you expecting your student to get something out of this unit that you're teaching? So it's just kind of a blind -- a blind evaluation when they come here because they have no idea if we're meeting that goal or not. Are we trying to meet that IEP need for that student? All they can see okay, she's doing this. And, yes, she's addressed this student's issue, and she's addressed that student's issue, but there's no way of knowing whether I'm actually tied -- I could not have it tied into anybody's IEP and they wouldn't have a clue. So is there a way for that to be...	4
6ELFAC	Specificity, specific indicators	I think they can be meshed. I don't think that they are now. Because things like TESS is looking at your capabilities in the classroom, and the IEP is the capabilities of the students and what you're working on for them. So somehow it needs to be -- is the teacher directing her lessons or her -- is she working towards the IEP? Is she working towards what she's saying that she expects the children to be able to do? And I don't think that in TESS, that we're looking at that. We're just looking at what is the teacher's capability. And it needs to be okay, yes, can you teach. You know, are you hitting these areas, but also are you actually addressing what needs to be evaluated, if that makes sense	4
8HSCBI	Specificity, specific indicators	I think so, if they used the IEP. If they walked in and compared me to regular teachers, no, because mine looks a lot different	4
9JHFAC	Specificity, specific indicators	But I collect the data, you know, twice a week, and then when I go to design the IEP, then I use that data to kind of help guide me in creating, you know, goals and objectives for the next year	4
9JHFAC	Specificity, specific indicators validity	This is where I think TESS doesn't really -- it's not very well outlined for special education. Specifically, like, you know, probably 1 to 15, maybe even resource, you know, class. Because a rigorous, you know, an important learning, you're going -- it's going to look different in all classes. I don't really know what -- rigorous. So this is like the rigor of the curriculum; right? So it is aligned with assessment	4
10ELCBI	Specificity, specific indicators pedagogical knowledge	My administrators would because they understand my classroom because they're in my classroom enough, and they understand. Administrators I've had in the past, to them that behavior of him raising his shirt up would -- and that has happened to me personally -- would be a write up on my myself because I did not teach him to keep his shirt down at the appropriate time.	5
3ELCBI	Specificity, specific indicators	I heard from one teacher, that during her observation, the administrator wrote that all she was doing was feeding the kids Cheetos. And of course, we all know what she was doing, she was reinforcing the positive behavior. But that administrator, all he saw, was that she was feeding him Cheetos. And that was written up in her, and she was not given a good evaluation. If [administrator] came in and saw my morning, what we were doing, she would immediately get it. I don't think overall an administrator is going to look at that and ...	5
5MSCBI	Specificity, specific indicators pedagogical knowledge	I have a problem with negative. I think everything should be positive. That's in the special ed population and general population I think kids understand being able to work toward something. I think that works a whole lot better than taking something away. That gives them something to work for rather than once -- if you keep taking things away, then what happens? There's nowhere to go with that. Aversive, I've never known that to be effective. I've never seen that it's effective	5
1HSCBI	Specificity, specific indicators comprehensiveness, validity	No, I don't. I mean, again, this is one of those particular areas where a special ed. teacher spends so much time with, you know, records keeping, maintaining the records. I think it goes back to just maintaining the IEP paperwork, and other special ed. paperwork... I don't think the TESS begins to even address -- that's a pretty huge component in there. CEC; planning for transition, which is a really good part of what we do to prep our students ... I don't really know that TESS addresses that.	6
2ELCBI	Specificity, specific indicators behavior	I don't know what it says about procedural safeguards, but... Okay. It probably -- it definitely -- that definitely needs to be addressed because, I mean, I think that there are times when like kids get expelled from school -- or not expelled but suspended for a behavior that is related to their disability. And that is not -- I mean it's against the -- I don't know what they are, the special ed regulations, and, yeah, yeah. But I know it happens	6

<b>Respondent</b>	<b>Code</b>	<b>Quote</b>	<b>Question</b>
6ELFAC	Specificity, specific indicators comprehensiveness	I don't know of where it would fit into TESS. But as far as if they -- a TESS written specifically for special ed teachers, that needs to be addressed, I think [in reference to case management, IEP, transitions, procedural safeguards, confidentiality, due process].	6
6ELFAC	Specificity, specific indicators comprehensiveness	Transitioning between schools ... transitioning from one school to the next and making the kids be successful when they leave our school ... we need to sit down and say, you know, this worked for me ... how I handle this behavior, try this ... that's going to set him off. If that's the kind of information that's handed across early on, then that would save some problems for the child and the teachers when they move from one school to the next	6
2ELCBI	Specificity, specific indicators, comprehensiveness	Well, I won't -- I think the confidentiality issue is really important in special ed. I mean it's important for anybody, but especially important for special ed. Because, you know, that information could be -- you don't want your child's information spread all over the place, and not everybody, you know, wants to know everything about	6
5ELFAC	Specificity, Specific indicators, growth measure, reflection	I don't put a lot of faith in my students' monitoring behavior just because of their disability. I don't think they intrinsically have that capability a lot of times. If you point it out to them -- for instance, I will have a student that will try to hit me occasionally. And so I'll just ask him. Do you want me to hit you? And he's like no. So why do you think I want you to hit me? Oh. So you have to put it on, you know, make it reflective of them. If they don't like it, why would I like it? But they don't have that intrinsic ability to say well, I don't like being hit. So, therefore, I should not hit other people. I mean that's just not -- that capability is not there at this point in time	5



## Appendix 8: Observation Results

### 8A: Initial Coding Chart: Subdomain Totals

Subdomain	Unsatisfactory	Basic	Proficient	Advanced	
2a	0	0	1	8	
9	0	0	4	5	
	1	1	6	1	
	0	0	4	5	
	0	0	3	6	
	3	6	0	0	
	0	1	2	6	
	0	5	4	0	
<b>SUM</b>	<b>4</b>	<b>13</b>	<b>24</b>	<b>31</b>	<b>72</b>
2b	0	0	1	4	
6	1	1	1	2	
	0	1	3	1	
	0	1	2	2	
	1	2	1	1	
	2	2	1	0	
	2	1	0	2	
	0	2	3	0	
<b>SUM</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>12</b>	
2c	0	0	0	5	
5	0	1	2	2	
	0	2	2	1	
	0	3	2	0	
	0	4	1	0	
	2	2	1	0	
	3	1	0	1	
	1	3	1	0	
<b>SUM</b>	<b>6</b>	<b>16</b>	<b>9</b>	<b>9</b>	
2d	0	0	5	3	
8	0	5	2	1	
	1	6	1	0	
	0	4	3	1	
	0	2	5	1	
	6	2	0	0	
	1	5	2	0	
	0	6	1	1	
<b>SUM</b>	<b>8</b>	<b>30</b>	<b>19</b>	<b>7</b>	
2e	0	0	2	4	
6	0	1	2	3	
	0	2	4	0	
	0	2	1	3	
	0	2	4	0	
	1	1	4	0	
	0	2	0	4	
	0	2	4	0	
<b>SUM</b>	<b>1</b>	<b>12</b>	<b>21</b>	<b>14</b>	
3a	0	0	0	4	

4	0	0	4	0	
	0	0	2	2	
	0	1	3	0	
	0	2	2	0	
	0	2	2	0	
	0	0	1	3	
	0	2	2	0	
<b>SUM</b>	<b>0</b>	<b>7</b>	<b>16</b>	<b>9</b>	
3b	0	1	0	4	
5	0	2	3	0	
	1	0	4	0	
	2	1	2	0	
	0	1	4	0	
	3	2	0	0	
	0	1	1	3	
	0	1	4	0	
<b>SUM</b>	<b>6</b>	<b>9</b>	<b>18</b>	<b>7</b>	
3c	0	0	2	4	
6	0	0	5	1	
	0	0	4	2	
	0	4	1	1	
	1	4	1	0	
	1	4	1	0	
	0	4	0	2	
	0	5	1	0	
<b>SUM</b>	<b>2</b>	<b>21</b>	<b>15</b>	<b>10</b>	
3d	0	0	2	4	
5	0	1	5	0	
	0	1	5	0	
	1	3	2	0	
	3	2	1	0	
	4	1	1	0	
	0	5	1	0	
	0	1	2	3	
<b>SUM</b>	<b>8</b>	<b>14</b>	<b>19</b>	<b>7</b>	
3e	0	0	2	4	
6	0	0	5	1	
	0	0	4	2	
	0	2	1	3	
	2	1	1	2	
	1	3	2	0	
	1	1	2	2	
	0	2	3	1	
<b>SUM</b>	<b>4</b>	<b>9</b>	<b>20</b>	<b>15</b>	

## 8B: Observation Notations: Basic and Unsatisfactory Ratings

Teacher	Area Selected for Observation	Observation Notations using Modified Rubric
1	PGP: <i>Improve/facilitate independent work</i>	<ul style="list-style-type: none"> <li>• Basic Domain 3b: Use of questioning/prompts and discussion               <ul style="list-style-type: none"> <li>○ Prompt-fading techniques not planned or implemented (noted the use of errorless learning and corrective prompts, however; as well as the appropriate prompting levels to facilitate independent work based on individual needs)</li> </ul> </li> </ul>
2	PGP: <i>Improve/facilitate independent work</i>	<ul style="list-style-type: none"> <li>• Basic Domain 2a: Creating an environment of respect and rapport:               <ul style="list-style-type: none"> <li>○ Use of positive behavior interventions and supports not systematic;</li> <li>○ Identifies expectations for social and personal behavior, but not individualized or taught</li> <li>○ Attempts to redirect challenging behavior but is not effective</li> </ul> </li> <li>• Unsatisfactory Domain 2b: Establishing culture for learning               <ul style="list-style-type: none"> <li>○ Does not monitor use of visual supports (unsatisfactory)</li> </ul> </li> <li>• Basic Domain 2b: Establishing culture for learning               <ul style="list-style-type: none"> <li>○ Reinforcement systems implemented but not individualized to address specific student behaviors</li> </ul> </li> <li>• Basic Domain 2c: Managing classroom procedures               <ul style="list-style-type: none"> <li>○ Visual schedules are in place for the class, but not used/in place in other environments</li> </ul> </li> <li>• Basic Domain 2d: Managing student behavior               <ul style="list-style-type: none"> <li>○ Attempts behavior management strategies, not aware of range or appropriate strategies</li> <li>○ Limited awareness of general strategies to increase self-awareness and the ability to self-regulate</li> <li>○ Data collection system not in place; data not used to develop interventions; data not systematically reviewed</li> </ul> </li> <li>• Basic Domain 2e: Organizing physical space               <ul style="list-style-type: none"> <li>○ Technology plan not based on assessment data and not individualized to student needs</li> </ul> </li> <li>• Basic Domain 3b: Use of questioning/prompts and discussion               <ul style="list-style-type: none"> <li>○ Spontaneous communication not facilitated</li> <li>○ Prompt-fading techniques not planned or implemented</li> </ul> </li> <li>• Basic in Domain 3c: Engaging students in learning               <ul style="list-style-type: none"> <li>○ Instruction attempted in self-assessment, problem-solving, or cognitive strategies to meet student needs</li> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; high levels of prompt dependency</li> </ul> </li> <li>• Basic Domain 3d: Using assessment in instruction               <ul style="list-style-type: none"> <li>○ Does not incorporate assessment data into instruction; reviews student work, but makes changes after instruction is over</li> </ul> </li> </ul>
3	PGP: <i>Improve implementation of picture exchange communication system</i>	<ul style="list-style-type: none"> <li>• Unsatisfactory Domain 2a: Creating an environment of respect and rapport               <ul style="list-style-type: none"> <li>○ Does not attempt to redirect challenging behaviors</li> </ul> </li> <li>• Basic Domain 2a: Creating an environment of respect and rapport               <ul style="list-style-type: none"> <li>○ Attempts to monitor behavior changes for individuals in limited settings</li> </ul> </li> <li>• Basic Domain 2b: Establishing culture for learning               <ul style="list-style-type: none"> <li>○ Monitors use of visual supports</li> </ul> </li> <li>• Basic Domain 2c: Managing classroom procedures               <ul style="list-style-type: none"> <li>○ Daily routines not managed consistently or systematically; functional routines not developed</li> <li>○ Visual schedules are in place in classroom, not observed in use</li> </ul> </li> <li>• Unsatisfactory Domain 2d: Managing student behavior</li> </ul>

Teacher	Area Selected for Observation	Observation Notations using Modified Rubric
		<ul style="list-style-type: none"> <li>○ Does not attempt to conduct functional behavior assessment or incorporate appropriate data collection systems</li> <li>● Basic Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Attempts behavior management strategies, not aware of range or appropriate strategies</li> <li>○ Has limited awareness of general strategies to increase self-awareness and self-regulation</li> <li>○ Data collection system not in place; data not used to develop interventions; data not systematically reviewed</li> </ul> </li> <li>● Basic Domain 2e: Organizing physical space <ul style="list-style-type: none"> <li>○ Attempts to adapt physical environment to provide varied learning opportunities</li> <li>○ Makes or suggests changes to environment but not based on performance data</li> </ul> </li> <li>● Unsatisfactory Domain 3b: Use of questioning/prompts and discussion <ul style="list-style-type: none"> <li>○ Does not implement prompt-fading procedures</li> </ul> </li> <li>● Basic in Domain 3c: Engaging students in learning <ul style="list-style-type: none"> <li>○ Instruction attempted in self-assessment, problem-solving, or cognitive strategies to meet student needs</li> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; high levels of prompt dependency</li> </ul> </li> <li>● Basic Domain 3d: Using assessment in instruction <ul style="list-style-type: none"> <li>○ Does not incorporate assessment data into instruction; reviews student work, but makes changes after instruction is over</li> </ul> </li> </ul>
4	PGP: <i>Design and implementation of instruction</i>	<ul style="list-style-type: none"> <li>● Basic Domain 2b: Establishing culture for learning <ul style="list-style-type: none"> <li>○ Reinforcement systems not individualized to address specific student behaviors</li> </ul> </li> <li>● Basic Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Visual schedules and visual cues not individualized or implemented</li> <li>○ Functional routines not fully developed, prompt dependency observed by all during implementation</li> </ul> </li> <li>● Basic Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Attempts behavior management strategies, not aware of range or appropriate strategies</li> <li>○ Minimal data collection system in place; data not used to develop interventions; data not systematically reviewed</li> </ul> </li> <li>● Basic Domain 3a: Communicating with students <ul style="list-style-type: none"> <li>○ Implements communication and social interaction alternatives</li> <li>○ Inconsistent use of prompting strategies, hierarchical system not developed or implemented;</li> </ul> </li> <li>● Basic Domain 3b: Use of questioning/prompts and discussion <ul style="list-style-type: none"> <li>○ Spontaneous communication not facilitated</li> </ul> </li> <li>● Unsatisfactory Domain 3b: Use of questioning/prompts and discussion <ul style="list-style-type: none"> <li>○ Strategies do not maximize opportunity for success or increase independence</li> <li>○ Prompt and prompt fading techniques not implemented</li> </ul> </li> <li>● Basic in Domain 3c: Engaging students in learning <ul style="list-style-type: none"> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; high levels of prompt dependency</li> </ul> </li> <li>● Unsatisfactory for Domain 3d: Using assessment in instruction <ul style="list-style-type: none"> <li>○ Data collection sheets not provided to all staff;</li> <li>○ Data collection not implemented during instruction</li> <li>○ Data collection not connected to IEP</li> </ul> </li> <li>● Basic Domain 3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>○ Incidental teaching implemented but not based on protocol</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>○ Attempts to use Discrete Trial Teaching but it is not based on protocol</li> </ul>
5	<p>PGP: <i>Use of functional zoning plan to improve instruction and data collection specific to student academic and behavioral needs</i></p>	<ul style="list-style-type: none"> <li>● Unsatisfactory Domain 2b: Establishing culture for learning               <ul style="list-style-type: none"> <li>○ Does not monitor use of visual supports</li> </ul> </li> <li>● Basic Domain 2b: Establishing culture for learning               <ul style="list-style-type: none"> <li>○ Reinforcement systems not individualized to address specific student behaviors (specifically for student on comprehensive behavior plan for significant behaviors)</li> <li>○ Visual schedules and visual cues not individualized or implemented</li> </ul> </li> <li>● Basic Domain 2c: Managing classroom procedures               <ul style="list-style-type: none"> <li>○ Instruction in whole group, not individualized</li> <li>○ Daily routines not managed consistently or systematically; functional routines not developed</li> <li>○ Visual schedule for whole class; not individualized or instructed</li> </ul> </li> <li>● Basic Domain 2d: Managing student behavior               <ul style="list-style-type: none"> <li>○ Attempts data collection about challenging behaviors prior to implementing behavior intervention strategies</li> </ul> </li> <li>● Basic Domain 2e: Organizing physical space               <ul style="list-style-type: none"> <li>○ Technology plan not based on assessment data and not individualized to student needs</li> </ul> </li> <li>● Basic Domain 3a: Communicating with students               <ul style="list-style-type: none"> <li>○ Instructional control not established prior to instruction</li> <li>○ Minimal modifications in verbal/non-verbal communication or instructional behaviors to meet student needs</li> <li>○ Prompt-fading techniques not planned or implemented (high levels of verbal interaction/de-escalation)</li> </ul> </li> <li>● Unsatisfactory Domain 3c: Engaging students in learning               <ul style="list-style-type: none"> <li>○ Instruction not provided in self-assessment, problem-solving, or cognitive strategies to meet student needs (observed in de-escalation strategies used)</li> </ul> </li> <li>● Basic in Domain 3c: Engaging students in learning               <ul style="list-style-type: none"> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; high levels of prompt dependency</li> </ul> </li> <li>● Unsatisfactory Domain 3d: Using assessment in instruction               <ul style="list-style-type: none"> <li>○ Data collection indicators: individual data sheets not in place, not used for academics or behavior</li> </ul> </li> <li>● Basic Domain 3d: Using assessment in instruction               <ul style="list-style-type: none"> <li>○ Does not incorporate assessment data into instruction; not individualized</li> <li>○ Reviews student work, but makes changes after instruction is over</li> </ul> </li> <li>● Unsatisfactory Domain 3e: Demonstrating flexibility and responsiveness               <ul style="list-style-type: none"> <li>○ Does not modify instruction based on formative assessment data</li> <li>○ Discrete trial teaching not implemented</li> </ul> </li> <li>● Basic Domain 3e: Demonstrating flexibility and responsiveness               <ul style="list-style-type: none"> <li>○ Incidental teaching implemented but not based on protocol</li> </ul> </li> </ul>
6	<p>PGP: <i>Increase student engagement</i></p>	<ul style="list-style-type: none"> <li>● Unsatisfactory Domain 2a: Creating an environment of respect and rapport:               <ul style="list-style-type: none"> <li>○ Does not use positive behavior interventions and supports, disciplinary methods and behavior change procedures not specific to individual needs;</li> <li>○ Does not attempt to use varied instructional strategies and is not systematic or individualized</li> <li>○ Teacher uses aversive techniques to control targeted behaviors and maintain attention of individuals with exceptionalities</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• Basic Domain 2a: Creating an environment of respect and rapport: <ul style="list-style-type: none"> <li>○ Identifies expectations for social and personal behavior, but not individualized or taught</li> <li>○ Does not demonstrate awareness of the connection between teacher attitudes and behaviors that influence student behavior</li> <li>○ Attempts to integrate appropriate academic curricula with affective, social, and life skills</li> <li>○ Attempts to monitor behavior changes for individuals in limited settings</li> <li>○ Attempts to integrate academic instruction and behavior management for group</li> <li>○ Attempts to redirect challenging behavior but is not effective</li> </ul> </li> <li>• Unsatisfactory Domain 2b: Establishing culture for learning <ul style="list-style-type: none"> <li>○ Does not create individual or classroom visual activity schedules or visual supports for behavior and social skills</li> <li>○ Does not monitor use of visual supports</li> </ul> </li> <li>• Basic Domain 2b: Establishing culture for learning <ul style="list-style-type: none"> <li>○ Reinforcement systems not individualized to address specific student behaviors</li> <li>○ Limited awareness of impact of disabilities</li> </ul> </li> <li>• Unsatisfactory Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Visual schedule not in place for individuals or for whole class; not individualized or instructed</li> </ul> </li> <li>• Basic Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Daily routines implemented with minimal consistency or systematically; functional routines not developed</li> <li>○ System not in place for staff to know how, when, where, and by whom IEP goals and objectives will be taught</li> </ul> </li> <li>• Unsatisfactory Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Does not attempt to implement behavior change procedures;</li> <li>○ Does not attempt to use less intensive behavior management strategies;</li> <li>○ Does not attempt to conduct a functional behavior assessment (no data available, no instruction in place or replacement behavior identified, inconsistent prompting);</li> <li>○ Data collection system not in place; data not used to develop interventions; data not systematically reviewed</li> </ul> </li> <li>• Basic Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Uses some aversive techniques to implement behavior change and has not implemented trials of more positive and less restrictive methods</li> <li>○ Has limited awareness of general strategies to increase self-awareness and self-regulation</li> </ul> </li> <li>• Unsatisfactory Domain 2e: Organizing physical space <ul style="list-style-type: none"> <li>○ Does not develop a technology plan based on assessment data to meet individual student needs</li> </ul> </li> <li>• Basic Domain 2e: Organizing physical space <ul style="list-style-type: none"> <li>○ Makes or suggests changes to environment but not based on performance data</li> </ul> </li> <li>• Basic Domain 3a: Communicating with students <ul style="list-style-type: none"> <li>○ Makes minimal modifications in verbal or non-verbal communication and instructional behavior to meet student needs</li> <li>○ Implements some communication and social interaction alternatives</li> </ul> </li> <li>• Unsatisfactory Domain 3b: Use of questioning/prompts and discussion <ul style="list-style-type: none"> <li>○ Does not implement individualized use of technology, materials and resources for students whose communication interferes with instruction</li> <li>○ Does not implement AAC systems</li> <li>○ Does not implement prompt-fading procedures</li> </ul> </li> <li>• Basic Domain 3b: Use of questioning/prompts and discussion <ul style="list-style-type: none"> <li>○ Attempts to facilitate spontaneous communication</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>○ Strategies do not maximize opportunity for success or increase independence</li> <li>● Unsatisfactory in Domain 3c: Engaging students in learning <ul style="list-style-type: none"> <li>○ Does not provide instruction in self-assessment, problem-solving, and other cognitive strategies</li> </ul> </li> <li>● Basic in Domain 3c: Engaging students in learning <ul style="list-style-type: none"> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; high levels of prompt dependency</li> </ul> </li> <li>● Unsatisfactory Domain 3d: Using assessment in instruction <ul style="list-style-type: none"> <li>○ Data collection indicators: individual data sheets not in place, not used for academics or behavior, does not address issues with data collection, does not provide paraprofessionals with data sheets</li> </ul> </li> <li>● Basic Domain 3d: Using assessment in instruction <ul style="list-style-type: none"> <li>○ Does not incorporate assessment data into instruction; not individualized</li> </ul> </li> <li>● Unsatisfactory Domain 3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>○ Does not deliver Discrete Trial Instruction</li> </ul> </li> <li>● Basic Domain 3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>○ Follows the program and schedule, including related services</li> <li>○ Incidental teaching implemented but not based on protocol</li> <li>○ Attempts to implement mass practice or vary tasks based on difficulty</li> </ul> </li> </ul>
7	PGP: <i>Incorporate use of paraprofessionals</i>	<b>Not observed</b>
8	PGP: <i>not developed</i>	<ul style="list-style-type: none"> <li>● Basic Domain 2a: Creating and maintaining an environment of respect and rapport <ul style="list-style-type: none"> <li>○ Attempts to implement positive behavior supports, disciplinary methods and behavior change procedures</li> </ul> </li> <li>● Unsatisfactory Domain 2b: Establishing culture for learning <ul style="list-style-type: none"> <li>○ Does not create individual or classroom visual activity schedules or visual supports for behavior and social skills</li> <li>○ Does not monitor use of visual supports</li> </ul> </li> <li>● Basic Domain 2b: Establishing culture for learning <ul style="list-style-type: none"> <li>○ Reinforcement systems not individualized to address specific student behaviors (specifically for student on comprehensive behavior plan for significant behaviors)</li> </ul> </li> <li>● Unsatisfactory Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Staff not aware of how, when, where and by whom IEP objectives taught</li> <li>○ Does not create individual visual schedules</li> <li>○ Visual schedules not in place</li> </ul> </li> <li>● Basic Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Designs and manages daily routines with minimal consistency</li> </ul> </li> <li>● Unsatisfactory Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Does no attempt to conduct a functional behavior assessment</li> </ul> </li> <li>● Basic Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Attempts behavior management strategies, not aware of range or appropriate strategies</li> <li>○ Data collection system not in place; minimal data sheets available, not individualized; attempts to collect data prior to implementing strategies; data not systematically reviewed</li> </ul> </li> <li>● Basic Domain 3b: Use of questioning/prompts and discussion <ul style="list-style-type: none"> <li>○ Prompt and prompt fading techniques not implemented systematically</li> </ul> </li> </ul>

Teacher	Area Selected for Observation	Observation Notations using Modified Rubric
		<ul style="list-style-type: none"> <li>• Basic in Domain 3c: Engaging students in learning <ul style="list-style-type: none"> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; high levels of prompt dependency</li> </ul> </li> <li>• Basic Domain 3d: Using assessment in instruction <ul style="list-style-type: none"> <li>○ Reviews student work, but makes changes after instruction is over</li> <li>○ Data collection sheets not specific to student IEPs, provides data sheets to paraprofessionals; attempts to monitor but does not ensure accuracy; does not address issues with data collection</li> </ul> </li> <li>• Unsatisfactory Domain 3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>○ Does not deliver Discrete Trial Instruction</li> </ul> </li> <li>• Basic Domain 3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>○ Incidental teaching implemented but not based on protocol</li> </ul> </li> </ul>
9	PGP: <i>Align math instruction to CCSS</i>	<b>Not observed</b>
10	PGP: <i>Use of ABA for classroom and behavior management</i>	<p>Relevant areas not specified in TESS that were noted as Basic include:</p> <ul style="list-style-type: none"> <li>• Basic Domain 2a: Creating an environment of respect and rapport: <ul style="list-style-type: none"> <li>○ Use of positive behavior interventions and supports not systematic;</li> <li>○ Identifies expectations for social and personal behavior, but not individualized or taught</li> <li>○ Attempts to use varied instructional strategies but is not systematic or individualized</li> <li>○ Attempts to use non-aversive techniques</li> <li>○ Attempts to monitor behavior change in limited settings</li> </ul> </li> <li>• Basic Domain 2b: Establishing culture for learning <ul style="list-style-type: none"> <li>○ Reinforcement systems not individualized to address specific student behaviors</li> <li>○ Visual schedules and visual cues not monitored</li> </ul> </li> <li>• Unsatisfactory Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Daily routines not managed consistently or systematically; functional routines not developed</li> </ul> </li> <li>• Basic Domain 2c: Managing classroom procedures <ul style="list-style-type: none"> <li>○ Instruction in whole group or small group, not individualized or 1:1</li> <li>○ Visual schedule for whole class; not individualized or instructed</li> <li>○ Visual schedules in place in classroom, not other settings</li> </ul> </li> <li>• Unsatisfactory Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Does no attempt to conduct a functional behavior assessment (no data available, no instruction in place or replacement behavior identified, inconsistent prompting);</li> </ul> </li> <li>• Basic Domain 2d: Managing student behavior <ul style="list-style-type: none"> <li>○ Attempts behavior management strategies, not aware of range or appropriate strategies</li> <li>○ Rarely conducts functional behavior assessment, does not use appropriate data collection</li> <li>○ Limited awareness of strategies to increase self-awareness and self-regulation</li> <li>○ Data collection system not in place: minimal data sheets available to staff and not individualized; data not used to develop interventions; data not systematically reviewed</li> </ul> </li> <li>• Basic Domain 2e: Organizing physical space <ul style="list-style-type: none"> <li>○ Makes or suggests changes to environment but not based on performance data</li> <li>○ Technology plan not based on assessment data and not individualized to student needs</li> </ul> </li> </ul>

Teacher	Area Selected for Observation	Observation Notations using Modified Rubric
		<ul style="list-style-type: none"> <li>• Basic Domain 3a: Communicating with students               <ul style="list-style-type: none"> <li>○ Implements communication and social interaction alternatives in classroom</li> <li>○ Instructional control not established prior to instruction; attainment of student attention prior to delivery of instruction, prompt, or redirection;</li> </ul> </li> <li>• Basic Domain 3b: Use of questioning/prompts and discussion               <ul style="list-style-type: none"> <li>○ Prompt and prompt fading techniques not implemented systematically</li> </ul> </li> <li>• Basic in Domain 3c: Engaging students in learning               <ul style="list-style-type: none"> <li>○ Teaching for mastery and generalization not systematic</li> <li>○ Prompting systems and hierarchy not developed; timing not appropriate and inefficient and insufficient; not aware of high levels of prompt dependency</li> <li>○ Instruction attempted in self-assessment, problem-solving, or cognitive strategies to meet student needs (observed in de-escalation strategies used)</li> </ul> </li> <li>• Basic Domain 3d: Using assessment in instruction               <ul style="list-style-type: none"> <li>○ Reviews student work, but makes changes after instruction is over</li> </ul> </li> <li>• Basic Domain 3e: Demonstrating flexibility and responsiveness               <ul style="list-style-type: none"> <li>○ Incidental teaching implemented but not based on protocol</li> <li>○ Attempts to use Discrete Trial Teaching but it is not based on protocol</li> </ul> </li> </ul>