Reaching Every Student

How general education teachers can demonstrate success with
English Language Learners and Students with Disabilities

A TEACHER EVALUATION & DEVELOPMENT (TED) SYSTEM RESOURCE GUIDE

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A Letter from NYSUT Vice President Catalina R. Fortino

Dear Members:

With pride, I introduce *Reaching Every Student*, the next in NYSUT's excellent series of member resources that support teachers' capacity to invest in, fully participate in, and benefit from New York state's teacher evaluation processes. Since 2009, NYSUT has worked tirelessly with labor-management teams from across our state to develop a fully integrated approach to Teacher Evaluation and Development. The result, known as the "TED" system, continues to grow with the input of teachers, administrators, evaluators and researchers. Supported by superb professional learning, accessible materials and technical assistance from pilot participants, local presidents, NYSUT experts and labor relations specialists, TED and the NYSUT Teacher Practice Rubric have been adopted in more than 200 of New York's schools.

TED's increasingly broad reach into our schools and classrooms has taken on the remarkably diverse challenges in the school community. *Reaching Every Student* addresses general education teachers' call to contextualize their work with English language learners (ELLs) and students with disabilities throughout the teacher evaluation process.

Reaching Every Student continues NYSUT's ongoing efforts to create professional learning materials that empower teachers and support their engagement in local evaluation and development processes. The work complements previously developed resources in areas ranging from professional learning to evaluator training. General education teachers, subject area teachers, bilingual and English as a Second Language teachers, ELL and special education teachers and others will benefit from this guide's clearly identified expectations for highly effective teaching practice.

The development of these materials would not have been possible without the contributions of NYSUT members and researchers with expertise in this area. As technical and subject matter experts, and as participants in committees and workgroups, they have provided feedback, participated in pilots, worked as professional developers, reviewed publications, and painstakingly tested and validated measures, instruments and tools.

The teacher-driven *Reaching Every Student* represents the leading edge in evaluation and development innovation; I encourage every teacher to read it, share it and use it to ensure that every child in every classroom in New York is taught by a high quality teacher.

Catalina R. Fortino

Catalina R. Fortino, *NYSUT Vice President*

Introduction

Changing Student Populations:
Implications for the evaluation and development of general education teachers

The profile of the student population in the nation's pre-K-12 public schools has been undergoing significant change over the past few decades.

The percentage of public school students in the United States who were English language learners was 9.1 percent, or an estimated 4.4 million students.[i] In the past 10 years, the number of English language learners enrolled in public schools increased by 51 percent.[ii] NYS's own population of 214,378 ELLs speak over 160 languages.[iii]

The population of students with disabilities has also increased. Of the 53.9 million school-aged children (aged 5 to 17) in the U.S., about 2.8 million (5.2 percent) were reported to have a disability in 2010.[iv] For many of these children, the kinds of disabilities they experience may require special approaches to providing education or other accommodations. In 2013, the number of NY students with disabilities was 385,669 with more than 90 percent in general education classrooms.[v]

As growing populations of English language learners (ELLs) and students with disabilities are being educated with their peers in general education classrooms, schools and teachers need to embrace specific and thoughtful strategies to ensure that every student has access to great teachers and effective school leaders.

The inclusion of ELLs and students with disabilities in today's classrooms deserves special consideration in the evaluation of teachers. Current NYS Education Law §3012-c requires the annual evaluation of all teachers, and also requires that evaluators consider the learning needs of these students when evaluating general education teachers.

This resource guide provides considerations for evaluating and supporting general education teachers who teach English language learners and students with disabilities – so that all students can be successful learners.

NY's schools are required by federal and state policies to ensure that English language learners (CR Part 154) and students with disabilities (Parts 200/201) have access to the same high-quality education as their nondisabled and English-speaking peers. School districts must now ensure that 15 percent of the professional development hours for all teachers and administrators be specific to the needs of ELL's, language acquisition and cultural competency. Each school should address the essential conditions that maximize successful teaching and learning for all students.

Effective classrooms for all learners that comply with federal laws (Title III, IDEA and Section 504) and NY state policies for all learners in the general education classroom are supported by four research-based principles:[vi]

- All learners must have equal access to challenging, engaging, responsive and appropriate curricula and instruction and to the materials, space, supportive personnel, resources and services critical for learning.

- All learners must be respected as capable learners; each learner's background must be valued. Each student must be taught in a positive environment that capitalizes on his/her linguistic, cultural, intellectual and social assets.

- All learners must be taught by high quality teachers who use evidence-based strategies, differentiated instruction and teaching practice rooted in the principles of universal design for learning (Rose & Meyer, 2002[vii]).

> "Performance evaluation is first and foremost a development tool for all teachers. It should have as its primary purpose identifying strengths and areas for growth in order to improve practice, whether a teacher is in her first year or her 14th. Evaluation systems work best when they seek to enhance the skills of every practitioner..."
>
> From "Fair to Everyone: Building the Balanced Teacher that Educators and Students Deserve" (2011) from The Education Trust

- All learners must be taught by a caring, collaborative community of educators who share resources and responsibility for effective classrooms. Educators must ensure clear and culturally appropriate communication with each learner's family.

These principles concern themselves equally with the needs and rights of all learners. The principles underscore the multiple contexts in which students and teachers are situated: in classrooms and schools, in districts and communities. Because the success of students is nested in these contexts, it is important to examine the accountability of each context. In Appendix B, page 43, we offer guiding questions for administrators, school leaders, and all staff to consider in ensuring that effective practices are implemented in schools and classrooms in the service of all learners.

Educating students with disabilities and English language learners in high-quality, general education classrooms with their age-appropriate peers — and providing them with the educational, linguistic, social and behavioral supports that address their strengths and challenges — is consistent with schooling in a democratic society, educational research and federal laws eliminating segregation and supporting students' civil rights.[vi]

Hands On: How to Use This Resource Guide

This resource guide provides support to general education teachers and evaluators as they assess and grow professional practice during observations, in discussions and through other means, such as a review of student work, teaching artifacts or portfolios. Specifically, the resource guide helps both teachers and evaluators recognize that when students with disabilities or English language learners participate in the general education classroom, their needs and abilities should be considered during the teacher evaluation process.

This resource guide provides guidelines for the assessment and development of teacher practice, an introduction to the use of this material in teacher evaluation systems and a brief summary of district responsibilities and support for all teachers with English Langauge learners and students with disabilities.

This resource guide contains information regarding New York State's Teaching Standards and teacher effectiveness for use with any rubric or evaluation process. By way of example, the standards have been interpreted through the lens of the NYSUT Teacher Practice Rubric, the only rubric developed specifically for NYS Teaching Standards. In the rubric, each standard is detailed through the provision of multiple "elements." Elements are further subdivided into performance indicators, brief descriptive statements of teacher behaviors, skills, knowledge or attitudes.

Next, the scope of each NYS Teaching Standard is briefly described and is followed by "Considerations" — a discussion about the particular needs and abilities of either ELLs or SwDs related to teacher practice regarding that standard.

Exemplars, for ELLs and SwDs respectively, are organized around indicators to illustrate professional practice at the effective or highly effective level. Guiding questions are offered for each exemplar indicator, and their purpose is to help teachers construct and evaluators identify evidence for highly effective practice. Evaluators and teachers are encouraged to formulate additional questions. Scenarios are presented to describe use of the resource guide in real-world situations.

This resource guide supports general education teachers' and evaluators' knowledge, skills, attitudes and practice regarding SwDs and ELLs; teachers will find it helpful in conducting a self-assessment; preparing for a pre-conference, observation or post-observation conference; planning for professional learning; in collaborative discussions with colleagues; and in setting goals.

All considerations, guiding questions and exemplars offered in this document are intended as resources to stimulate discussion and support the assessment and growth of teaching practice. New York's evaluation process requires that every teacher be evaluated (using multiple measures) on each of NY's seven teaching standards, but not on every element and/or indicator. The selection of indicators is a matter negotiated through each district's collective bargaining process.

The purpose of *Reaching Every Student* is to:

1. Integrate ELL/SwD "considerations" content into training of evaluators/educators.

Assessing an educator's practice is a complex and recursive process. To improve evaluator knowledge about instruction for SwDs and ELLs, districts should ensure that evaluators have training or background specific to these special student populations. An evaluator's training and background specific to ELLs or SwDs is an important factor in assessing teacher practice and providing appropriate feedback and support for improvement.

In order for evaluation protocols to support valid interpretations about instructional quality for ELLs and SwDs, evaluators must be able to reliably identify teachers who make use of effective instructional practices for these populations. As evaluators and teachers gain experience, they also become more adept at discerning the discrete and nuanced instructional practices that make critical differences for SwD and ELL student learning gains in every classroom.

The contribution of individual teachers to student growth and achievement results deserves special consideration. The appropriateness of these results/data for informing high-stakes decisions about teachers is complex because of a number of factors which change over time and present challenges for estimating teacher effects. Inferences about academic achievement over time given the complex instructional contexts in which SwDs and ELLs are taught are influenced by:

- The performance of students in a classroom may be affected by the presence of a co-teacher, extra funding support for special services, peer behaviors or other factors not directly related to an individual teacher. For general education teachers it is not uncommon that they share responsibility for instruction with special education teachers and ELL specialists. Academic growth in a given year is affected by the quality and content of instruction received in both settings, as well as the degree to which this instruction aligns.

- Uncertainty regarding the allocation of appropriate accommodations, limited resources or students' changing needs can affect measures of student growth. Measurement error and misrepresentation of students' true academic growth increases with inconsistent use of testing accommodations. Student learning gains for SwDs and ELLs on state assessments may not be realized, engendering the perception of unfairness.

2. Leverage the evaluation process to identify teachers' strengths and areas for growth related to their work with ELLs and SwDs.

In an integrated teacher evaluation and development system, each step of the evaluation process provides teachers and evaluators opportunities to provide or collect evidence. Evaluation protocols should ideally reflect teachers' responsiveness to their students' needs, as effective teachers make different instructional decisions (e.g. group practices) depending on the characteristics of the SwDs and ELLs in their classroom. These decisions can alsocontribute meaningfully to teachers' practices because they often require teachers to modify and supplement their instruction.

This resource guide can support teachers and evaluators across the entire evaluation and development process. In the *pre-observation* conference, teachers present evidence of planning and instructional design for all student needs, including English language learners and students with disabilities. During the *observation*, teachers adjust pacing, management, instruction, questioning and other practices in the learning environment. During evidence collection and analysis, and in the *post-observation conference* and summative evaluation, the learning needs of English language learners and students with disabilities allow teachers and evaluators to interpret performance indicator language and evidence — such as exemplars of student work — in the context of the classroom and student population. Finally, *goal setting* and the development of Individual Professional Learning Plans (IPLPs) allow teachers to engage in substantive and meaningful professional learning and with appropriate support can dramatically improve practice.

Guiding questions associated with each NYS Teaching Standard are offered to facilitate discussions concerning the identification, use and modification of design and instructional strategies to support student learning based on student needs and abilities; guiding questions help teachers and evaluators set goals and determine appropriate professional support to enhance effectiveness.

> **❝** SwDs and ELLs can contribute meaningfully to teachers' practices because they often require teachers to modify and supplement their instruction. **❞**
>
> — Jaime Simmons, NBCT, Schenectady City Schools

3. Enhance the teachers' and evaluator's use of rubrics through the provision of explicit exemplars. (The resource guide utilizes the NYSUT Teacher Practice Rubric to demonstrate the relationship between teaching standards and performance expectations. However, any rubric can be used.)

Multiple measures of instructional practice to assess NYS Teaching Standards are utilized for all teachers. Exemplars of measures such as analyzing teaching artifacts, observation and examining student work are provided to show how professional practice related to the standard or indicator would be demonstrated according to student ability and need.

Exemplars provide practical portraits of effective teachers-in-action, engaged in the work of meeting standards, collaborating with colleagues, differentiating instruction and finding ways to meet the needs of ELLs and SwDs. These exemplars:

■ Explore specific considerations in evaluating teachers of English language learners and students with disabilities.

■ Utilize guiding questions for teachers and evaluators to consider when engaging in goal setting, professional growth activities, analysis of artifacts, examination of student work and observation of instructional practice.

■ Consider evidence-based instructional practices or curricular needs for ELLs or SwDs.

■ Describe effective and highly effective performance/evidence.

Customizing Instructional Practice to Meet the Needs of All Students

If the aim of evaluation is to support teacher effectiveness, then a major opportunity moving forward will be to assess and support teachers' instructional and professional practices (as detailed in the NYS Teaching Standards) provided to all students and that appear uniquely beneficial for SwDs and ELLs.

With the inclusion of special populations in general education classrooms, research-based practices that are uniquely beneficial for SwDs and ELLs are now being integrated in all classrooms. Collaboration with specialists can help support the development of knowledge, application of specialized skill sets and the promotion of teacher dispositions to support these students.

For example, much of the literature on effective instructional practice for SwDs has been developed around the inclusion of students in general education settings. Research suggests that the most promising instructional approaches for students with learning disabilities are those that are direct and explicit (Vaught & Linan-Thompson, 2003 [ix]) and characterized by teaching that is guided by the principles of universal design for learning (Rose & Meyer, 2002[vii]). Research also emphasizes the need for general educators to demonstrate knowledge related to basic reading skills, peer learning and self-management techniques (Brownell, et al., 2009[x]). Evaluators should be knowledgeable in providing productive feedback to teachers in assessing lesson design and delivery of these specialized practices, and districts should provide professional learning opportunities for teachers to enhance their skills in these practices.

Respectively, there are specific instructional practices that benefit ELLs. ELLs often gain from sustained instructional emphasis on vocabulary development, including, for example, the multiple meanings of a particular word in English. Successful general education teachers of ELLs are attentive in their instruction to students' home language and culture (Paneque & Barbetts, 2006[xi]), and are able to integrate both language and content objectives.

As research and the application of new materials, tools, strategies and technologies demonstrate an impact on student learning, this information must be made available to teachers through professional learning opportunities. Both evaluators and teachers must be provided with training on effective instructional practices for SwDs and ELLs to support teacher evaluation and growth. Evaluators, with appropriate training, should engage teachers in meaningful professional conversations regarding instructional practices to support ELLs and SwDs.

Reaching Every Student provides a framework that supports teacher growth, identifies new material for the training of evaluators, and leverages the NYS Teaching Standards and (as an example) the NYSUT Teacher Practice Rubric as a key, accessible, and common instrument that facilitates the evaluation and development process for both teachers and evaluators.

Conclusion

Student learning needs should drive professional learning. By observing teachers in the classroom, examining information about student learning and discussing other evidence, such as the findings of student/parent surveys, districts are empowered to shape targeted, responsive and supportive professional learning for teachers. Identifying student needs sets meaningful priorities in professional learning. In New York, districtwide professional development plans (PDP) should reflect not only the topical areas of focus based on student needs, but also a strategy for monitoring the purpose and relevance of professional learning. District professional learning plans (PLP) that are accurately aligned support evaluation outcomes.

The following scenario illustrates how considering teacher support in working with SwDs leverages evaluation as a process embedded in a "system" of support and development

With some uncertainty, Gio Martini, principal of Dutch Hollow High, was fast approaching a raft of summative evaluations; now that he had been trained, he'd come to appreciate the complexity and importance of communicating not only a teacher's individual effectiveness, but also the areas in which she could be supported. Gio was comfortable talking with teachers, but the diplomacy, candor and collaboration the summative evaluation required made him a little anxious about his ability to cover all of the bases adequately. Luckily, Schuyler School District had asked David van Halen, an experienced principal from Nixon High, to mentor Gio. The two men met weekly for "sharing, strategies and benchmarking."

"So, I'm just reviewing my evaluation scoring for one of my teachers — let's call her Jackie..." began Gio. "I observed her during 4th period English, and while the lesson was well structured and she demonstrated good knowledge about the kids, she struggled to reach every student in class. Don't get me wrong, Jackie did differentiate instruction, but the students who were really struggling appeared to be the students with disabilities in her classroom..."

"Did she seem familiar with their IEPs?" inquired David.

"She did," answered Gio. "But just knowing the IEP didn't seem enough to help her make effective modifications to her lesson." He looked expectantly at David. "And the two students with disabilities in her class have very different needs. I'm not lumping them together..."

"I know. Let me ask you something: What opportunities do your general education teachers have to actually meet with the special ed teachers and plan lessons together? If you study the

Reaching Every Student resource guide and the rubric around NYS Teaching Standard III: Instructional Practice..." He held up the document. "Do you have a copy?"

Sheepishly, Gio fished an envelope with a ragged edge from his briefcase. He paged through it briefly, recognizing the rubric pages he'd encountered before. But there were other pages, too. "I haven't completely read it yet..."

David ignored Gio's embarrassment. "Let's look at Standard III: Instructional Practice.

See here, in the "considerations" section, it suggests that 'School structures and time for collaboration with specialists are critical to instructional planning for students with disabilities. Specialists and the general education teacher vary teaching materials and strategies to support the modified curriculum of SWD outlined in the IEP.' David paused briefly and let Gio soak up what he had just read. "So when does Jackie have the opportunity to meet with the specialists?"

Gio looked troubled. "I'm not sure when she'd have time! She's already coaching soccer and serving on the curriculum committee."

"Sounds like her schedule is pretty full."

"But part of that is my fault. I mean, according to what you just read, that's a district and administrative responsibility, to ensure that Jackie has time to collaborate."

"Well, it certainly would help Jackie to reach those other students." David leaned forward in his chair. "And I suspect Jackie might not be the only teacher with this challenge."

The expression on Gio's face turned to determination. "I'd probably better rethink how to support her for that performance indicator. When I meet with her next week, we can look at her schedule and find time for her to work with the specialists. I'll also ask the specialists to join in the conversation, to get an idea of how other teachers are taking advantage of their expertise."

David seemed satisfied with Gio's conclusion, but he also didn't want to miss his own teachable moment. "Isn't it interesting how our teachers' responsibilities — and the expectations we have of them — are enmeshed in our own administrative responsibilities?" David took out a sheet of paper and placed it on the table between them. He quickly sketched a rudimentary target. "See," he began, "if we see students in the center, and teachers in the next ring, then you can see that administrators, and district superintendents and even communities occupy even more successive rings. That's what we mean by a 'system.'"

"And that also means," Gio mused, staring intently at David's drawing, "that when I am not performing effectively — it's not that I'm bad at my job, it could mean that I'm not getting the support — say resources, or personnel, or funding — that I need to succeed."

"Now you're catching on!" smiled David. He held up the *Reaching Every Student* resource guide document. "And that's why we need this! It reminds us that when general education classrooms contain students of mixed cognitive, linguistic, mental, cultural and physical abilities, teachers must be supported in differentiating instruction. When you're using a standards-based evaluation 'system' (there's that word 'system' again!) to evaluate those teachers, especially in classrooms with SwDs — you need to consider not only the teacher's performance, but also the supports she needs to make everything work."

"But I'm still using the same rubric for every teacher, right?"

"Absolutely! That's what makes the system fair... You're just being reminded that every student's needs and abilities need to be at the center of comprehensive instructional planning. "

"All right then. These 'considerations' make evaluating a teacher a much more thoughtful process."

"Right," said David. "This is a guidance document for teachers and evaluators. Its purpose is to help us all reflect on the process: evidence, decisions, scores, support."

Gio nodded. I'll revisit my evaluation notes, he resolved silently. I want to dig into the evidence, and I want to support our teachers. He checked his watch. There were still 20 minutes left in their meeting. "Can we move on to another case, then?"

"Shoot," said David.

"Let's call him George... He's a math teacher. But he doesn't seem to connect well with — well, there are three English language learners — they're all from China — in his class. I think George is challenged by those students' backgrounds... I'm not sure how to help... it's affecting his performance. What do you suggest?"

David signaled that Gio should dig once again through the papers, and placed the *Reaching Every Student* resource guide on the desk in front of him. He waited for Gio to locate his copy. "I thought you'd never ask..." David laughed. "Let's start by looking at Standard I..."

Successful Teaching and Learning Conditions for SwDs and ELLs

Required District Support

The achievement of ELLs and SwDs is not solely dependent upon teacher-student interactions, but is nested in a web of supports and environments outside the scope of a teacher's individual responsibility. District governance and administrative policies and procedures necessary to implement federal and state laws and regulations related to these students play a major role in defining the conditions in which instruction and learning take place. Extensive research shows that the conditions in schools and classrooms contribute substantially to the quality of learning *http://www.newteachercenter.org/teaching-learning-conditions-survey/key-findings*. **Teachers' teaching conditions are students' learning conditions.**

Improving teacher effectiveness by simply focusing on the individual and ignoring the role of the educational agency fails to recognize or leverage the importance of the school context in promoting teacher development. School context has consequences for teachers' effectiveness and ongoing professional development throughout their careers. Research demonstrates that differences in the degree to which teachers become more effective over time are linked to the opportunities and support provided by the professional contexts in which they work.[vii]

General education teachers who work with ELLs and SwDs succeed in districts where supports are explicit, focused and appropriate. Supports range in character from the immediate (i.e., ensuring that each classroom teacher has access to the appropriate teaching materials) to the broad (i.e., ensuring that schedules allow adequate time for team meetings and collaboration; providing professional learning that builds effectiveness).

Assessment and analysis of teaching and learning conditions (TLC) can yield important information when TLC surveys collect the view of ALL teachers, principals and other licensed educators. The NYSUT TED system offers a TLC survey and training guidance available at *www.nysut.org*. Views of educators should not be ignored but instead used to shape the development of strategies to enhance school, teacher and student success. Respondents share perceptions related to student achievement and teacher retention by answering validated questions focused on the presence of critical teaching conditions across key constructs including:

Time. A district that values diversity and recognizes its responsibility to the community ensures that educators have available time to plan, collaborate and provide instruction. It purposefully structures collaboration time for general education teachers and specialists to work together. Districts also work diligently to ensure that ELLs and SwDs are receiving comprehensive and effective attention through responsive scheduling to limit disjointed and interrupted classroom time.

Professional Learning. Exemplary professional learning integrates theory, research, and adult education principles. General education teachers and specialists (teachers who hold certificates in special education, bilingual education or English as a Second Langauge) also need support to develop new skills in order to fulfill their changing professional roles. Activities such as peer coaching, video and study groups can bring teachers together with a focus on improving learning for ELLs and SwDs.

Learning Communitites. Districts and schools conceived of as learning communities are committed to continuous improvement, share a vision of learning and success for all students, distribute responsibility, and the alignment of teaching, content, and curriculum to support goals and standards for teacher professional learning.

Facilities and resources. Districts ensure that general education teachers, specialists and ELLs and SwDs have access to adequate instructional, technological, administrative and communication resources and school facilities. Technological strategies to support student learning should be available to every teacher who works with ELLs and SwDs.

Community support and involvement. Districts examine the culture of their own schools and then intentionally support faculty in learning more about the individuals and communities they serve. Structures and support for parent liaisons, home visits and building cultural and linguistic resources within the school promote language acquisition and student academic success. Districts facilitate and value the participation of community members and parents/guardians in the school. Districts leverage appropriate communications mechanisms to include the parents/guardians of ELLs and SwDs.

Promoting positive student conduct. District policies and practices regarding student conduct effectively and equitably address the achievement needs of ELLs and SwDs and ensure a safe school environment. Teachers and specialists are supported in learning about conduct management practices that are developmentally and culturally appropriate.

Leadership/Implementation. Districts promote the development of qualified school leaders and teacher leaders by supporting their continuous learning and access to current research regarding learning needs of ELLs and SwDs. Leadership is fostered in districts that prioritize the creation and maintenance of trusting, supportive environments; teacher concerns are addressed in a timely fashion; professional learning opportunities are ubiquitous and appropriate. Districts that cultivate leadership support teacher development, build capacity, advocate for the entire school community and solicit feedback for continuous improvement.

Instructional practices and support. Districts implement practices such as mentoring, coaching, co-teaching and other strategies that support the ongoing development of highly effective instruction. The evaluation and development of teachers focuses squarely on teacher growth in instruction determined by student needs. In addition to support for co-planning, districts ensure that teachers acquire specific skills in instructional methods that support ELLs and SwDs.

Data. Districts ensure that multiple sources of data and its analysis are available to teachers to improve instruction and student learning. Data- informed decision-making includes examination of indicators that provide signals of early progress toward student academic achievement in order to make strategic decisions about supports to improve learning for ELLs and SwDs. This allows school systems to discuss when (and whether) progress is being made before the results show up in multiple indicators of student learning such as test scores.

ELLs Scenario

In the New Colony school district, five teachers from East High responsible for the instruction of 11th grade social studies meet bi-weekly to discuss progress and challenges in their classrooms. Jonas Sterling, the most experienced of the teachers, serves as facilitator of the meetings designated as "Common Planning Time."

At their October meeting, Mickie Barbiglia signaled for the floor. "I guess I'm speaking on behalf of DeeDee, Khalid and myself," she began, nodding to two of her colleagues. "This year, we're all approaching social studies content that deals with racial and cultural identity, human and civil rights, gender issues, protest, power, authority…"

Tom Fortner spoke right up. "I always enjoy discussing these issues with our kids."

"Yes," began Khalid. "We get to see young Americans starting to assume some of the attitudes and values that will follow them into adulthood. But we've got some real challenges. DeeDee, Mickie and I each have a newly arrived ELL refugee from the Sudan in our classrooms. Two young men and one young woman. Frankly, we're concerned how working with ELLs might bear on our evaluations. "

"That's a legitimate concern, and I think we can address that. This new resource guide on ELLs and SWDs…" He quickly held up his copy of *Reaching Every Student*, but then paused. "But before we turn to the document, let's talk a little more. How's their English?" queried Jonas.

"The boys are communicating adequately; they're getting a lot of support from other Sudanese in the community. Unfortunately, YaYa — the young woman — her literacy is not quite as developed, although she studies hard. In Sudan, the fact is that only 5 percent of females ever complete a primary education. If she were still in Sudan, she might even be married by now…" "I'm sure our culture must seem incredibly overwhelming to her," murmured Tom.

"The ELL specialists are very helpful, to be honest, but I'm puzzled when I can't make myself understood by the students," offered DeeDee. "Still, they've given us a lot of cool ways to reinforce language learning no matter what we're teaching. But there's some kind of cultural barrier…"

Mickie interrupted. "I've got YaYa in my class. She seems discouraged. I think we're all feeling pretty anxious about her future. The boys stick together, but they ignore YaYa, and she is not connecting well with anyone."

Jonas rubbed his chin thoughtfully. "All three of these young people are living in group homes, aren't they? That's fairly standard for unaccompanied minors who come in through the refugee program."

"Right," said DeeDee. "Mickie and Khalid and I have all visited the group homes—the boys live in the same place, and the girl is actually in another group home, with other younger Sudanese girls. She is the eldest in her group."

Jonas, a little befuddled, crossed his arms. "What can we do to help you?"

"Well," suggested Khalid. "Here's the problem as we see it: First, we would like YaYa to see college as an option for herself. That the boys will go on to college is without question. Second, we'd like to be able to explore issues of gender equality without causing conflict. Finally, we know the boys, Mohammed and Clinton, have seen war and atrocities firsthand, and we know we have to discuss ideas like revolution, war and dissent in the curriculum. We don't want to ignore their experience, but we don't want to inadvertently make them the center of attention."

"Let's brainstorm for a few minutes," Jonas suggested. "It sounds like you need more information about Sudanese culture. You need to know about the impact of trauma, such as war, on these young people and how to make this a discussion topic for all of your students. Nobody wants these refugees to be re-traumatized."

"I'm especially concerned about YaYa," said Mickie. "I'm not familiar with the different gender behaviors or how I should support her. Our school has done so well promoting gender equality — you know, especially in the Career and Technical Education program and through Title IX — I'm sure there's some professional development, or maybe a study group we could organize. Let's start by contacting our school psychologist for some guidance."

DeeDee frowned. "Let's also talk to Jack Taylor, the PD coordinator. The district's got a commitment to diversity and student safety; getting the administration on board could engage the whole school community!"

"Great idea!" responded Khalid. "We shouldn't be focused on just these students. They're just the start. We've got to create a more welcoming school wide culture that encourages all of our students to build relationships and support one another, no matter where they come from."

"I'm sure we could get the Refugee Resettlement program to talk with us," offered Tom. "And my brother-in-law is an adolescent psychiatrist. I'll bet he'd know something about the trauma question. You know, I see these kids in the hall every day, and even though I don't have them in class, I could make an intentional effort to engage with them. I know YaYa is often alone at lunch…"

"I'm not sure she'd be comfortable with that," remarked Khalid. "Given her background, she might feel more comfortable if a woman reached out to her. I just don't know."

A small silence fell over the group for a moment.

"I'm wondering if this new guidance document could point us in the direction of some additional strategies," Jonas suggested. "We're really beginning to touch on things like collaborating with the community, coping with content, ensuring safety for our students — all covered by Standards 1, 2, 6, and 7. Let's take a look at the *Reaching Every Student* document together."

"And you know, having these students in class also provides me with the chance to differentiate instruction — and that's so critical for practice at the 'effective' or 'highly effective' level," suggested DeeDee.

"Let's not forget that our other students can also be great resources," added Mickie. "No doubt they're feeling as uncertain as we are, not knowing how to make these newcomers feel welcome and safe. We have to model that for them, and be explicit in our efforts."

"I've seen YaYa watching my practices in the afternoon," said Khalid. "I'm pretty sure I could get the young women on the soccer team to reach out to her…"

Jonas, with the *Reaching Every Student* document in hand, began to draw a grid on the whiteboard. He filled the grid with the names of each student and the months of the school year. He provided columns for teachers' "concerns" and also noted the teaching standard(s) associated with their concerns.

"I think we can all agree" he began, as he motioned for each teacher to consult their copies of the new guidance document, "We need a plan."

> **The following exemplars illustrate effective and highly effective practice with English language learners.**

NYS Teaching Standard I: Knowledge of Students

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

Teachers understand that ELLs are not a homogeneous group of students and recognize the need to understand their students from a variety of perspectives. ELLs' prior schooling and life experiences, as well as factors such as diverse family circumstances must be taken into consideration. General education teachers use the experiences of their ELLs as a springboard for new learning for all students.

Teachers employ various means for learning about ELL students. Teachers' awareness of the ELL's family structures and home life is essential to knowing and understanding each ELL. Family and community members may help teachers to determine student strengths by providing a better understanding of their ELLs.

General education teachers are supported (through district time and structure) in accessing ELL specialists or support personnel to assist them in creating or modifying lessons that provide challenging opportunities for ELLs.

General education teachers create learning environments to help ELLs learn English while also learning about content and developing social relationships. They adapt their practice to the linguistic and cultural needs of their ELLs.

Changes in instructional practices and technological advancements should be considered in developing engagement strategies for all students, including ELLs.

The following exemplar illustrates professional practice at the effective or highly effective level. Guiding questions are offered to help teachers self reflect on their practice and construct highly effective practice. Evaluators and teachers are encouraged to formulate additional questions.

NYS Teaching Standard I: Knowledge of Students using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
I.3.a **Plans for student strengths, interests, and experiences to meet the diverse learning needs of students**	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests, or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestion.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How does my instructional planning meet ELL student abilities, needs, interests and experiences?

- How do I modify instruction to accommodate the needs of ELLs?

- In what ways do I plan to elicit and acknowledge student suggestions/questions to lesson modification?

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Exemplar: Evidence of highly effective teacher practice on this indicator (I.3a):

A general education teacher has beginning ELL Spanish-speaking students from migrant worker families in her class. In Elementary Science Standard 4 — Living Environment Key Idea 3 unit on apples, teacher has planned with the ESL specialist to set learning targets, modify instruction to support ELL students and create a bilingual photo journal of the unit activities. Prior to a class field trip to an orchard, teacher pre-teaches important vocabulary and concepts to her ELLs by using visuals and vocabulary cards with a video on apple harvesting. Students suggest creating a chart to show harvesting steps and teacher develops a graphic organizer. The teacher reads non-fiction stories to all students about apples and has modified the books for her ELLs by highlighting science vocabulary words accompanied by illustrations. The teacher asks ELLs to suggest additional vocabulary, and includes them in the photo journal. ELLs suggest sharing their journals with a book buddy and their linguistic contribution is acknowledged. During a culminating applesauce-making activity, the teacher includes "how-to" vocabulary such as peeling, stirring, etc. for the ELLs. Photographs from the field trip and each step of the applesauce-making process are incorporated into the bilingual journal. ELLs share their photo journals with their families at home. The teacher reads a bilingual (English/Spanish) book about harvesting, and ELLs suggest a family member read or look at the Spanish portions of the book. A bilingual letter, inviting visitors to read and share harvesting experiences will go home to all families.

NYS Teaching Standard II: Knowledge of Content and Instructional Planning

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

Effective teachers translate instructional outcomes into well designed learning experiences. Teachers demonstrate a deep knowledge of their content area and design a broad range of learning opportunities for students to apply this content to real-world situations. Learning standards for the content areas guide goals and objectives and teachers design multiple pathways to achievement. Instructional design incorporates building capacity in 21st century skills: collaboration, innovation, problem solving and the use of technology for all students.

In a supportive learning environment, general education teachers organize learning so that ELLs grow in content area learning while strengthening their academic English proficiency.

General education teachers are supported (through district resources) in their work with ELL specialists to enrich ELL learning experiences. Learning objectives are clear and measurable and address language acquisition and content objectives. ELLs may require additional time/materials that have been modified for language proficiency in order to achieve learning goals.

Content accommodates ELLs at their respective levels on the language-learning continuum. Social, cultural, political and historical perspectives of ELLs may be considerably different from those of other students and are considered in content area planning.

Collaborative learning groups provide effective learning opportunities to explore varying perspectives. ELL service providers coordinate with the general education teacher in forming groups in order to make sure that ELLs are integrated in a productive manner.

Indicator	Ineffective	Developing	Effective	Highly Effective
II.3.a **Designs self-directed learning experiences**	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input from students in the design of such experiences.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How do I design learning experiences that connect content with ELL students' life experiences?

- What are some strategies I use to incorporate student suggestions linking content and life experience?

- In what ways does my learning design embed 21st century skills (problem-solving, collaboration, and communication) into lessons?

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Exemplar: Evidence of highly effective teacher performance on this indicator (II.3.a):

The general education teacher prepares a social studies unit on cultural celebrations. Working with the ELL specialist, the teacher knows that three ELLs will celebrate *Eid-Al-Fitr*, a major holiday in which they paint their hands with henna. The teacher incorporates this knowledge into her unit lesson planning with an outcome that each student will demonstrate a knowledge and appreciation of the history and significance of *mehndi*.
The teacher, ESL teacher and art teacher collaborate in setting appropriate learning targets for all students in the class. They collectively develop integrated lessons on three different celebrations, including Ramadan, to connect content and ELLs' life experience.

Teacher-organized student teams suggest essential questions about their selected topic, create their own scoring rubric for learning targets and determine projects to show mastery of learning to other school members. Teacher works with ELLs to break down and number the steps of the project. Teams collaboratively create a research outline aligned with the learning targets, using bookmarked websites, interviews and video resources. Using thoughtful grouping, ELLs work with a partner to create story boards, with sentence frames on mendhi history and designs. (ELLs are supported with word banks and sentence starters).

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs
NYS Teaching Standard III: Instructional Practice

Effective teachers demonstrate evidence of their ability to skillfully design and deliver instruction to integrate content areas with knowledge of students, assessment and reflection. Teachers use available technologies to scaffold student learning. They provide additional evidence of facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers demonstrate how they prepare students for the future by fostering creativity, critical thinking, communication and collaboration.

Effective instruction engages and challenges ELLs in content and language and helps them meet or exceed learning standards. Teachers modify and implement instruction and plan strategies according to the linguistic needs of their ELLs and grade-level content. ELL specialists work with the general education teacher by identifying research- and evidence-based methods and resources to differentiate their practice and ensure student engagement.

ELLs may require support to make connections between their learning experiences and the learning standards. Structured routines, such as pre-teaching, scaffolding, exposure, practice and feedback help ELLs make these connections. Teachers and specialists consider modifications when incorporating problem-solving and critical thinking activities.

General education teachers support ELLs in the classroom by providing consistent repetition, restating and modeling in order to make communication clear and to maximize student under-standing and learning. Teachers ensure that their spoken and written language is clear and grammatically correct. Directions and classroom procedures are adjusted and differentiated to meet the needs of students.

Scaffolding, and sometimes discrete instruction, supports ELLs' efforts to answer challenging questions. Questions that require ELL students to understand details, the meanings of words, phrases and sentences may need extra clarification.

While interpersonal interaction is critical to the language development of ELLs, technology can also play a role. For example, teachers may seek out applications on grammar, programs in a student's first language and programs that teach reading skills.

NYS Teaching Standard III: Instructional Practice using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
III.4.a **Differentiates instruction**	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels.	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- In what ways does my instructional approach support ELLs' demonstration of mastery of learning?

- What are some ways I elicit student suggestions for demonstration of their learning?

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Exemplar: Evidence of highly effective teacher performance on this indicator (III.4.a):

Teacher collaborates online with the ESL specialist, technology teacher and school librarian to prepare a global social studies unit on food production in various countries. A classroom library and pre-selected computer resources reflecting diverse literacy levels support student choices of country. After explaining the learning target, students work in small groups to offer suggestions for technology-based mastery learning demonstrations (video, audio, graphics, still photography, PowerPoint). Teacher charts suggestions using SmartBoard; each group works with a SmartBoard pod graphic organizer (some ELLs are supported with partially filled-in graphic organizers). Students complete a teacher-designed skills survey with the SmartBoard (ELLs are supported with closed sentences); rating their skills in English proficiency, reading, writing, research skills and technology. Using the data from the surveys, two balanced learning groups are created with at least one ELL in each group. Teacher says, "Today we are going to begin our work on our project about food production in world cultures. Your group has been assigned to either research station #1 or #2. Each group will select a recorder, a presenter, and a time keeper. (Where appropriate, ELLs are supported with non-linguistic symbols) We will share our group work at the end of each session." Teacher adapts research work stations to support the ELLs in each group by including vocabulary lists, audio recordings, and selected video clips with English subtitles. Instructional planning includes tutorial "mini-lessons" in future visit from the technology teacher.

NYS Teaching Standard IV: Learning Environment

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

Teachers offer evidence of their ability to configure a classroom environment conducive to learning and academic risk-taking for all students. Teachers cultivate a positive, safe and cognitively challenging learning environment. Teachers scoring at the highly effective range of NYS Standard IV create dynamic classrooms where students are not only curious about content but also enthusiastic about learning.

The presence of ELLs in any classroom provides opportunities that enrich the learning environment. General education teachers create an inclusive, encouraging, culturally responsive and supportive learning environment for ELLs by ensuring that all of their students enjoy school, make friends, develop a sense of belonging, accept responsibility and display a concern for others.

To encourage ELLs to take risks, all students in the classroom can be enlisted to respectfully support ELLs in their language-learning journeys.

ELLs benefit from interacting with English-proficient peers. Creating an environment that is mutually respectful and culturally unbiased advances the learning of all students.

Teachers capitalize on the diversity that ELLs bring to strengthen instruction in the content areas. The experiences of ELLs provide rich resources contributing to challenging and stimulating activities that bring exciting learning opportunities for all students.

ELLs benefit when they have been active partners in establishing clear expectations, routines and procedures. When grouping ELLs for content instruction, ELLs should be grouped according to their content knowledge level and not solely based on their levels of English language proficiency.

Interventions to assist ELLs in becoming more independent may include involving adult volunteers or mentors to support classroom instruction or enlisting the help of ESL specialists and other school support staff.

NYS Teaching Standard IV: Learning Environment using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
IV.2.a Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment, discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment, and inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to complete quality work or to persevere.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How do I promote a sense of pride for ELLs in their student work?

- In what ways does my learning environment support ELL student initiative and high expectations for their own achievement?

- What are some ways I help ELL students to monitor their own progress?

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Exemplar: Evidence of highly effective teacher performance on this indicator (IV.2.a):

Student-authored folktales are the basis of an ELA performance project attended annually by family members. Teacher, with learning target guide sheets supporting her oral instruction, directs students to identify the steps and tasks necessary to stage the performance pieces (ELLs are supported with anchor charts and task cards). Teacher models what students are expected to do. Teacher checks for understanding with whole class using thumb-ometer, and with ELLs using five-to-fist. Task groups are formed with an ELL assigned to a buddy; large charts created by students indicate each work group's task progress and timeline with sticky bars. ELLs in the stage design and costume groups are supported by vocabulary lists, mobile translation apps and visuals. ELL actors practice dialogue with English-speaking peers. As class ends, teacher facilitates a debriefing, eliciting student reflection toward the learning target, probing for students to guide development of their learning. Groups identify their next steps to meet learning targets. Students write or draw a learning log reflection on their progress.

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

NYS Teaching Standard V: Assessment for Student Learning

Teachers demonstrate capacity to use multiple forms of assessment: formal and informal; formative and summative. Assessment should leverage student feedback and inform instructional decision-making. Similarly, assessment should incorporate student self-reflection and teacher analysis and reflection to inform instruction.

ELLs benefit from frequent and varied assessments that allow them to demonstrate their knowledge, thinking, learning and growth. General education teachers use multiple assessment methods to modify instruction, monitor student learning, assist students in self-reflection and report student progress.

General education teachers are supported (through district structure and time) to work with ELL specialists in order to analyze and interpret assessment data to ensure that instructional services meet the individual needs of each ELL, consistent with their language acquisition level.

This collaborative team provides support to students' work with Common Core standards, (NLAP: New Language Arts Progression; NYS Bilingual Common Core; *www. engageny.org*), and sets high yet attainable goals in all content areas.

Teachers and specialists work together to identify meaningful assessments for ELLs to address their academic, language development, social and motivational needs. At times it may be more appropriate to assess students in their primary language. To understand ELLs' outcomes and progress, teachers consider factors such as students' first and second language knowledge and skills, formal schooling experience and time in U.S. schools.

It may be necessary for the general education teacher to ensure assessments are appropriate or modified for ELLs (i.e., vocabulary, format, grammar and cultural bias). Teachers are supported in modifying assessments and/or administration of assessments to enable ELLs to use various modalities to demonstrate student achievement. ELLs may use illustration, or technologies, require word banks or demonstrate their knowledge in alternative locations or settings, and/or with partners.

ELLs benefit from explicit preparation for various assessment formats, tasks and vocabulary. To ensure understanding, the general education teacher uses multiple methods to provide directions. General education teachers facilitate clear, frequent two-way communication with specialists, colleagues, ELLs and families about assessments to modify instruction and adapt programs to best meet the needs of each ELL.

ELLs

NYS Teaching Standard V: Assessment for Student Learning using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
V.1.a **Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction**	Teacher does not design or select appropriate, accessible, diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction.	Teacher designs or selects appropriate, accessible, diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction.	Teacher designs or selects appropriate, accessible, diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction.	Teacher always designs or selects appropriate, accessible, diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- What factors do I consider when selecting and/or designing formative assessments to establish learning goals for ELLs?

- In what ways have the results of my formative or diagnostic assessments informed modifications to instruction for ELLs?

- What are some ways that I ensure assessments are appropriate and accessible for ELLS?

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Exemplar: Evidence of highly effective teacher performance on this indicator (V.1.a):

In collaboration, the general education and ELL teachers develop individualized learning outcomes for an Argentinian student for an integrated ELA/science unit on weather. Because the child's origins impact his knowledge of the time of seasons, the teacher develops a scaffolded checklist such as "I can..." statements with visuals for the ELL. The teacher considers the ELL's language proficiency and provides scaffolding with vocabulary cards, visuals and paired readings. A formative assessment tool (pre- and post-instruction) requires the student to match the weather with the appropriate clothing. During observation, the teacher demonstrates various Earth-sun positions and asks the student to identify the season in North America. The ELL was assessed using a globe and a flashlight to demonstrate how the Earth is tilted in each season. The ELL stated the reason for the season by using a sentence frame using the concept words. "It is summer because the northern hemisphere of Earth is tilted toward the sun." The ELL checks off the "I can" statements he accomplished. The ELL writes his next "I can" statement to set his new goal. "I can make a book about the seasons."

NYS Teaching Standard VI: Professional Responsibilities and Collaboration

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

All teachers model professionalism, integrity, honesty, morality and ethical conduct. Teachers are driven to ensure that every student will learn, and they advocate for the needs of their students, fully participating in problem solving and decision making. They comply with district, state and federal regulations and procedures.

In order to sustain a common culture that supports high expectations for all students, including ELLs, teachers' collaborative practices with colleagues and the community enhance ELLs' development and success.

Implementing a culture of collaboration ensures that ELLs have access to all required curriculum and standards-based instruction. This collaboration may require the use of interpreters, translators and diverse materials/media to ensure appropriateness and to encourage feedback.

Teachers advocate for student services for ELLs, such as gifted and talented, and math supports.

Teachers and colleagues share research findings about ELLs to activate students' existing knowledge and share appropriate instructional practice and materials.

Teachers engage families in practices that encourage them to become advocates for their children. Teachers can challenge misconceptions about ELLs in ways that have a positive impact on students and learning communities.

Cultural norms of the ELL populations should be considered at all times. The ELL specialist can support the general education teacher in this effort.

Teachers access information on relevant laws and policies as they pertain to the ELLs in their class. Teachers work with specialists or support personnel who are knowledgeable about these policies and practices.

NYS Regulations Part 154 (CR 154) charges the school district with the responsibility to guide the educational program and ensure the rights of ELLs. School districts must ensure that 15 percent of the professional development hours for all teachers and administrators be specific to the needs of ELL's. The district and school are responsible for ensuring that structures are in place to support collaboration regarding the learning needs of ELLs and teachers' collaboration with the larger community.

Indicator	Ineffective	Developing	Effective	Highly Effective
VI.3.a **Communicates student performance to families**	Teacher does not or rarely communicates expectations, student performance, or progress with families, guardians/caregivers to enhance student development and achievement and/or discussions are addressed in a manner that is insensitive, negative or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication may not be respectful of and sensitive to cultural norms.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication is respectful and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Communication is respectful and sensitive to cultural norms.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- In what ways do I promote two-way communication to share information about ELLs with families/caregivers?

- What strategies have I utilized to engage families in support of ELLs' individual student achievement?

- What are some strategies I use to facilitate students' ideas and encouragement of family participation?

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Exemplar: Evidence of highly effective teacher performance on this indicator (I.4.a):

Consistent with district policies, the teacher has established two-way communication with the families of her ELLs by making home visits with families to discuss information and strategies that involve student progress. Teacher presents a monthly phone log/letters to families and their responses. Working with ELL specialists, communications with ELL families are translated and culturally appropriate. A translator is present at all ELL parent conferences, when necessary. Each student maintains a weekly home-school journal that is written in by families. A student-created classroom newsletter updates the families on the instructional programming and events of the classroom. A class family night (suggested by students) is being planned to exhibit student learning and each student is preparing a Parent Folder. ELLs are supported with vocabulary cards and tablet translation apps. Family participation in school functions and activities is supported by this teacher's advocacy that consistent school policies PTO communications are translated into appropriate ELL home languages. The teacher participates in collaboration with the ELL specialist, presenting translator-assisted school policy workshops to familiarize ELL families.

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

NYS Teaching Standard VII: Professional Growth

General education teachers set goals for professional growth that are informed by evidence of student learning. Teachers may use information from a variety of sources to inform their professional development and practice.

Teachers reflect and set goals on improving their practice and instructional effectiveness with all students, including ELLs. Based on these reflections, general education teachers are supported in seeking information, gathering resources and preparing lessons relevant to their ELLs. They monitor and analyze the progress of ELLs and set goals that include a range of professional development activities relevant to teaching ELLs.

Professional development in second language acquisition and proficiency and how to connect it to content area instruction should be available to support teachers with ELLs in their classrooms. Professional development is aligned with the needs of the students, including ELLs.

Technological tools can support ELL student learning and professional learning should be available to teachers to incorporate such technological supports into their practice.

Teachers work with ELL specialists or support personnel who are knowledgeable about second language acquisition. Time and structures for collaboration should be provided for general education teachers and specialists to analyze data, modify instruction and discuss cultural norms and other relevant information.

Knowledge of ELLs' culture and primary language is expanded by communication and collaboration with students, colleagues, and the community.

Teachers access or use current professional resources (local, regional and online) specifically designed for the needs of ELLs. RBERN (Regional Bilingual Education Resource Network — *rbern.org*) can be useful in providing professional development opportunities for general education teachers of ELLs.

Teachers who engage in professional learning related to working with ELLs reflect on its impact on their practice.

NYS Teaching Standard VII: Professional Growth using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
VII.1.b **Plans professional growth**	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- In what ways do I regularly use information about ELLs to identify strengths/professional growth areas?

- How will awareness of my strengths/weaknesses and bias regarding ELLs shape my professional growth plans?

- What are some professional learning opportunities I'm pursuing to address professional growth needs regarding ELLs?

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Exemplar: Evidence of highly effective teacher performance on this indicator (VII.1.b):

After reflection and examining other information, the teacher has identified her areas of strength (student teams and collaboration), areas of development (checking for understanding) and bias (low expectations of ELLs in Common Core ELA). According to s school practices, the general education teacher makes arrangements for once-a-month meetings with the ELL teacher and other staff who work with her ELL students. They collaboratively set appropriate learning goals based on assessment of ELA content in their native language. The team together develops pre-teaching materials, visual word banks and selected Web resources to support ELL students in the New Language Arts Progressions. The general education teacher works closely with the ELL specialist to incorporate best practices in checking for understanding (visual cues, individual whiteboards, sticky notes) into her lessons. Teacher keeps anecdotal logs to record student progress. Teacher researches professional development workshops at the NYS Regional Bilingual Education/Resource Network and participates in a Common Core instructional strategies and curriculum design workshop to develop ELLs' reading and writing skills using nonfiction text. She also is using webinars at *www.colorincolorado.org/common-core/* to enhance her understanding of work with ELLs.

SwDs Scenarios

Linking evaluation with guidance and support for general education teachers in classrooms with SwDs

Twin brothers Ryan and Brody DiBari were each diagnosed with autism at age 3. This year, the boys are in the fourth grade at Mott Elementary, and in separate classrooms for the first time in their education. Ryan's teacher, Georgia Cartmann, has asked Brody's teacher, Joe Campbell, to sit down with her to prepare for their upcoming teacher evaluations, a month away. Joe, who's worked in the district for more than 15 years, also serves on the school's teacher evaluation system Implementation Team. He's considered the "resident expert" on the rubric used in teacher evaluations.

"Thanks for meeting with me, Joe. I hope you're not overwhelmed with requests from every first-year teacher!"

"No worries," smiled Joe. "I know that the new *Reaching Every Student* resource guide is prompting a lot of questions." His

dog-eared, coffee-stained copy lay on the table before him. "You know, it contextualizes some very specific concerns of general education teachers, like you and me, who are working with students with disabilities. It's full of examples of the ways in which general education teachers can demonstrate evidence of their hard work."

"I know," Georgia replied, carefully turning the pages of her own copy. "It's really helpful. I'm looking for new ways to support my student, Ryan. I've participated in the process of developing his IEP, and I talk regularly with his Special Education teacher. But I am having trouble finding out the best way to communicate with his parents. I try to email them as often as I can, but I don't get any response." Georgia leaned back in her chair. "Got any ideas? Have you had any better luck?"

"I went to the student support team meeting last month."

"I had a scheduling conflict," admitted Georgia. "Another parent meeting..."

Joe continued, "Well, the parents were there and they did give their permission for you and me to discuss the boys together. They seemed confused about why Ryan and Brody seem to be having such dissimilar school experiences.

"The boys' pediatrician also came to the meeting, and she very patiently explained (I'm sure it wasn't the first time she'd explained it to the parents) that while Ryan has been diagnosed with Asperger's syndrome, Brody's diagnosis of autism is much more severe. She emphasized that it was important to have different sets of expectations for each boy. Honestly, it was a fascinating discussion!"

"I guess I need more information about the autism spectrum. Maybe I could find some professional learning opportunities that could help me. Ryan seems to be an especially anxious kid. I'm not sure it was the best decision to separate him from his brother..."

Joe picked up his lukewarm coffee. "I wonder what the SwD specialist might say about that. My sense is that the boys could benefit from seeing each other more, too."

"Let's ask the specialist. If she thinks it's a good idea, what would you think about you and me finding something to co-teach. That way the boys could learn together. "

"You know," began Georgia thoughtfully, "Those boys live together. It's clear that they have different academic learning needs and we also need to attend to their emotional needs. If we're going to educate the 'whole child,' I think it's important to find out what makes them emotionally happy. " Suddenly Georgia paged through her copy of the *Reaching Every Student* resource guide until she located what she was looking for. "What would you think about a home visit? In the Teacher Practice Rubric, Standard 1, Element 4 says 'teachers communicate directly with students' parents...' et cetera, et cetera. And that's what a highly effective teacher does! It also says that 'multiple modes of contact are used to accommodate the needs of the family.' Maybe I could meet the family on their own territory. Then I might be able to figure out a better way of communicating with them."

"Let me make some phone calls," said Joe. "I'll arrange a home visit. I think it would be great for you and me, not to mention those two boys!"

Georgia gathered up her papers and pen and checked her watch just as the morning bell sounded. "Thanks for talking with me, Joe. If you read this *Reaching Every Student* document closely, and carefully examine your own practice, you can find hundreds of ideas that can really support professional growth."

Joe smiled and cocked an eyebrow. "Let's meet with the SwD specialist so we can get ready for the next team meeting — we can pull together some ideas of how to make progress."

As she reached for the door, Georgia threw Joe a friendly salute. "You bet," she exclaimed. "I wouldn't miss it!"

The following exemplars illustrate effective and highly effective practice with students with disabilities.

NYS Teaching Standard 1: Knowledge of Students

Considerations for evaluators and teachers in supporting teaching effectiveness with SwDs

Teachers demonstrate not only that they are familiar with developmental milestones and expectations for all students, but also offer evidence about how they acquire and apply such knowledge.

All students come into the classroom with strengths and abilities as well as different cognitive, social, physical and behavioral levels: all students differ in the way they learn and the rate at which they progress. Teachers acquire knowledge of these levels and learning styles through multiple sources such as specialists, families, outside agencies, Individualized Education Programs (IEP) and the students themselves.

School districts are required to provide general education teachers with the IEPs of all SwDs in their classrooms and to inform them of their specific responsibilities in implementing these plans. General educators working with SwDs turn to the IEP for understanding the student's academic, social, physical and management needs. They recognize that related service providers and specialists often work with SwDs over the course of many years, and they work with these professionals to gain valuable knowledge about each student and his/her disability.

The general educator also works with specialists to support instructional strategies, modifications, and accommodations for the SwD in the classroom which, in turn, allows him or her to successfully meet the diverse needs of all students in the classroom.

General educators recognize the need to tap into students' strengths and interests as a means to build motivation and confidence. They actively seek SwDs' input, knowing that these students' academic and social learning experiences are critical to their development.

The general educator relies on the child's family to gain valuable insight and support. Teachers recognize that the families of SwDs also have a need to hear of their students' successes. Through this relationship, the general educator is aware of the outside health and medical services and agencies a family may be working with. The teacher stays informed as a means to deepen his knowledge of the students.

Teachers also engage in professional development in the areas that are significant to the needs of SwDs in the current school year.

The following exemplar illustrates professional practice at the effective or highly effective level. Guiding questions are offered to help teachers self reflect on their practice and construct highly effective practice. Evaluators and teachers are encouraged to formulate additional questions.

NYS Teaching Standard 1: Knowledge of Students using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
I.4.a **Communicates with parents, guardians, and/or caregivers**	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

■ How has my communication with parents/caregivers enhanced understanding of our students with disabilities and their learning?

■ Describe the modes of contact you used to engage parents and caregivers, particularly to accommodate the needs of certain families.

■ How do I facilitate two-way communications between teacher and family/caregivers?

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Exemplar: Evidence of highly effective teacher practice on this indicator (I.4.a):

As primary tools for communicating with all students' families, the district has established a website that enables the teachers to outline weekly lesson plans and suggest ways parents can support learning. The website is supplemented by producing paper-based reports for families with no access to the Internet. For the students with disabilities, a teacher maintains a weekly phone call schedule with parents to discuss their child. Call logs indicate frequent parent communication with follow-up or progress reports regarding concerns, questions, and suggestions, especially regarding homework. Teacher discusses how family input has informed instructional practice.

Per the IEP of one child, a daily communication notebook is used in which teacher and other staff report on the student's day to the parent; parent responds, asks questions or comments on the student's morning at home. Each day, teacher emails parent of another SwD a progress report on a behavior goal and the student and parent communicate progress made at home toward the goal. Teacher discusses how engaging some parents often relies on face-to-face communication to share student work, with a special emphasis on identifying incremental progress and further defining expectations for student achievement.

Considerations for evaluators and teachers in supporting teaching effectiveness with SwDs

NYS Teaching Standard II: Knowledge of Content and Instructional Planning

The general education teacher differentiates instruction by considering SwDs' levels of learning within the classroom. SwDs should be scheduled in ways that maximize meaningful participation in the general education curriculum.

General education teachers plan for instruction with the setting in mind (co-teaching, consulting, learning center, push-in...). School leaders, special education teachers and classroom teachers give careful consideration to the SwD who does not attend the general classroom full time to ensure that he/she can cognitively engage in all instructional content and draw upon prior learning at the appropriate level.

Collaboration and time with SwD or other supportive specialists is essential when developing programs and planning instruction to ensure equal access to the grade-level curriculum and to support learning goals in the IEP.

The general education teacher is flexible and responsive to SwDs needs and adjusts routines accordingly to provide a stimulating learning environment for all learners. At times this means that the students' special educators are pre-teaching, supplementing and re-teaching SwDs outside of the lesson.

General education teachers engage SwDs in inquiry-based activities that appeal to students' varied knowledge, interests and experiences. SwDs feel safe to explore various approaches and response formats. General education teachers maximize the support services the district provides for SwDs to socially, emotionally and academically enhance learning outcomes.

General education teachers support individualizing instruction for all diverse learners in the grade-level curriculum. General education teachers work with specialists to design and assess activities that continually build on the current skills and capacities of the students with disabilities by modifying tasks and conditions.

" SwDs feel safe to explore various approaches and response formats. General education teachers maximize the support services the district provides for SwDs to socially, emotionally and academically enhance learning outcomes. "

— Annette Romano, NBCT, Niskayuna

Indicator	Ineffective	Developing	Effective	Highly Effective
II.6.a **Organizes time**	Teacher does not consider time allocations to achieve learning goals.	Teacher occasionally considers time allocations but those times may be either too long or too short to achieve the learning goal.	Teacher frequently assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher always assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- In what ways do I determine time allocations in order for SwDs to achieve learning goals? How do I adjust for more or less time?

- How does collaboration with SwD or other supportive specialists influence my time allocation decisions?

- What are some of the strategies that I develop for students to advocate for themselves if they need time adjustments?

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Exemplar: Evidence of highly effective teacher performance on this indicator (II.6.a):

A group of mixed-ability students are working independently on a writing assignment in English class. Based on the teacher's knowledge of individual learning rates, the teacher has planned 30 minutes for most students to complete this activity, and reviews the activity timeline with students. Each student makes adjustments to his/her individual timeline progress template. The teacher circulates among students to make frequent checks on how well they are progressing toward completion of the assignment. During the writing time, two students state that they need less time. The teacher collects their work and gives the students an extension (enrichment) activity. When the teacher prompts the class with a five minute reminder, some students, including two with special needs, indicate they need more time to complete the task. The teacher directs them to keep working and starts the rest of the class on the extension activity. The teacher monitors the students still completing the task and asks students when they will be able to complete the writing assignment.

Considerations for evaluators and teachers in supporting teaching effectiveness with SwDs
NYS Teaching Standard III: Instructional Practice

Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment and reflection in the instructional process. Teachers foster student ownership, problem solving, inquiry, real-life connections and relevance. Available technologies are used to scaffold student learning by nurturing creativity, critical thinking, communication and collaboration.

The general education teacher, working with specialists, modifies materials, teaching strategies, assignments and assessment procedures consistent with the student's Individualized Education Program (IEP).

School structures and time for collaboration with specialists are critical to consistent planning and delivery of instruction for SwDs. Recognizing that SwDs need equal access to the general education curriculum, teachers may consult with specialists in selecting instructional resources, technologies, materials and strategies.

The general education teacher in collaboration with other specialists may vary teaching materials and strategies to support any modified actions to the general education curriculum as outlined in the IEP.

General education teachers individually or in collaboration with specialists provide differentiated materials to address student's range of abilities, learning styles and interest levels, taking into account the unique characteristics of their disability and how it affects educational performance.

General education teachers are flexible in adjusting curriculum and teaching methods to motivate and engage SwDs and maximize their understanding and learning. Modifications and accommodations to meet the needs of individual students create learning situations in which students feel safe to explore various approaches and response formats.

Teachers provide a variety of ways for students to demonstrate their learning, recognizing that the threshold of success varies from student to student. Teachers involve SwDs in learning activities and tasks designed to strengthen their cognitive skills and they set expectations and create more challenging learning experiences as students develop.

District structures ensure that teachers have time, resources and the professional development necessary to facilitate collaboration.

NYS Teaching Standard III: Instructional Practice using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
III.2.a **Provides directions and procedures**	Teacher directions and procedures are confusing to students. Teacher does not adjust explanations to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- What strategies do I employ to anticipate possible SwDs' misunderstanding so that directions are clear and complete?

- When I recognize that particular SwDs do not understand your directions, what adjustments do I make?

- How did the student's IEP and specialists guide my efforts to deliver complete and clear directions?

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Exemplar: Evidence of highly effective teacher performance on this indicator (III.2.a.):

Teacher provides visual cue (lights off) and directs all students' attention to interactive whiteboard where she provides directions on a group activity. Teacher describes group activity and asks students to brainstorm and sequence steps to complete activity. Teacher points out each step of the activity on the interactive whiteboard, holds up a finger to reinforce sequence and describes what is expected; she directs students to write one key word for each step. She asks students to visualize themselves doing the activity prior to moving to the next step. As they review steps and sequence, teacher asks a student in each group (maybe an SwD) to orally share differences in their brainstorm to clarify misunderstandings of the task.

Teacher states that each group has 20 minutes to finish the group challenge and points to the timer on the interactive whiteboard. Worksheet directs the students to assign each other roles in the group (writer, designer, presenter, facilitator, questioner...) As the students are doing this, teacher walks to two groups which contain SwDs with accommodations (read/rephrase directions). The teacher has an SwD study the visual display, and then re-reads the challenge, if necessary, to the groups for clarification and answers student questions. Teacher rephrases the directions to another group, has them repeat the directions and gives an example of what the outcome should look like. Once the teacher has individually met with each group, the timer is set and the students begin their work.

Considerations for evaluators and teachers in supporting teaching effectiveness with SwDs
NYS Teaching Standard IV: Learning Environment

Teachers demonstrate their ability to configure a classroom environment conducive to learning and academic risk-taking for all students. Teachers cultivate a positive and safe learning environment. Students are enthusiastic about the content and learning.

General education teachers work with SwD specialists and refer to the IEP for specific guidance on the management needs of SwD as they relate to the learning environment of the classroom.

IEPs address a range of student needs including seating placement and accommodation for physical space, assistance with organization, appropriate verbal and visual prompts, and recommendations for the management of non-structured times through the day.

The general education teacher models and creates a supportive community that develops SwDs' self-esteem and encourages them to take risks, to develop confidence and promote learning. The teacher monitors all student interactions in the classroom to ensure they are respectful. In mixed-ability groupings, students value each other's contributions.

The general educator gives careful consideration to the groupings and pairings of the students, considering the individual academic and/or social needs of all students. The general education teacher plans learning experiences in which all students contribute, engaging SwDs in stimulating discussion that deepens understanding of content and provides a peer model for academic and social behavior.

The general education teacher recognizes that many SwDs have sensory or processing issues that make a structured classroom with consistent routines, rules and expectations critical for success. Some SwDs are challenged with transitions between activities and changes in the daily routine; therefore, the teacher manages the environment by pre-setting SwDs and utilizing other adults in the room to support transitions. When SwDs are provided with extended time for tests and assignments, including separate locations with other adults, the general education teacher carefully considers how to respect students' privacy with their peers to promote a respectful learning environment.

The general education teacher understands that SwDs' success is connected to effective implementation of the IEP and to a safe and respectful classroom community that affords all students an environment that respects their academic and social needs and abilities.

NYS Teaching Standard IV: Learning Environment using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
IV.4.b **Manages volunteers and/or paraprofessionals**	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How does managing for a *productive* environment differ from managing for a *proactive* environment?

- What are some strategies I employ to ensure that paraprofessionals in my classroom contribute to a positive learning environment for SwDs?

- In what ways do I encourage paraprofessionals to use their skills and services so that the SwD learning environment is proactive?

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The teacher gives directions for a task in which students will work in groups of three to solve word problems using visual representations. The paraprofessional is observed sitting with a small group of five students in the classroom library; following the teacher's lesson plan, the paraprofessional is pre-setting four SwDs and one additional student for the group work by reading the word problems ahead of time, focusing on key action words of the problem, discussing the number of steps involved and a representation that would be appropriate. It was stated in the pre-observation that these five students are able to more meaningfully contribute to the discussion in the groups if they are pre-set with tasks and information across content areas. The students are asked to move into math groups and students working with the paraprofessional join their peers to form mixed-ability groupings. The teacher has placed two high functioning SwDs (Asperger's syndrome) with peers trained to be social mentors in the classroom. The paraprofessional is proactively monitoring these groups for behavior — rewarding for staying focused, completing tasks and using good self-control. While students settle and begin to read the problems, the teacher and paraprofessional briefly discuss acceptable responses and begin to meet with groups to assess the student learning outcome expected for the lesson.

Considerations for evaluators and teachers in supporting teaching effectiveness with ELLs

NYS Teaching Standard V: Assessment for Student Learning

Teachers demonstrate capacity to use multiple forms of assessment: formal and informal; formative and summative. Assessment leverages student feedback and informs instructional decision-making. Similarly, assessment strategies incorporate student self-reflection, teacher analysis and reflection to inform instruction.

SwDs benefit from frequent and varied assessment for a variety of purposes. Collaboration is essential as the special and general education teachers select, design, modify and administer appropriate formal and informal assessment tools to inform instruction, measure progress, inform the district's IEP team recommendations, define realistic student goals, understand individual students' strengths and needs, and determine appropriate placement/program options.

As a team, the general and special education teachers work to implement relevant components of student's IEP by providing testing accommodations and modification, and reflecting on their effectiveness. School structures should provide time for collaboration with specialists and other support providers.

Teachers recognize that assessment instruments and procedures serve different purposes and use the appropriate data when making decisions regarding students. They help students learn to assess their own work, set learning goals and monitor their own progress.

Teachers consider accommodations in order to provide different ways for students to take in information or communicate their knowledge. These changes maintain the standards and high expectations for a subject or test. Modifications may alter the expectations of the curriculum and/or assessment, for example: asking an SwD to learn 10 of the 20 word weekly spelling list. SwDs benefit from explicit preparation for various assessment formats, tasks and vocabulary.

General education teachers work collaboratively with a full range of school personnel to ensure meaningful and appropriate access to the curriculum. Frequent communication with special education specialists in which assessment data is analyzed and interpreted is essential in planning general and special education instruction and meeting student needs.

At IEP team meetings, teachers may advocate for changes in the IEP as SwDs progress successfully through the general education curriculum. General education teachers facilitate clear, frequent two-way communication with specialists, colleagues, SwDs, and families about appropriate assessments to modify instruction to best meet the needs of each SwD.

NYS Teaching Standard V: Assessment for Student Learning using the NYSUT Teacher Practice Rubric

Indicator	Ineffective	Developing	Effective	Highly Effective
V.2.b **Engages students in self-assessment**	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, or outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, or outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, or outcomes and suggests next steps for achieving the learning goals.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How do SwD students in my class regularly self-assess their learning goals or outcomes?

- When my SwD students self-assess, in what ways do I suggest next steps for achieving their learning goal?

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Exemplar: Evidence of highly effective teacher performance on this indicator (V.2.b.):

As the first-grade math lesson begins, the teacher provides Grace, an SwD with attentional needs, an I-Touch. Grace smiles as she begins to use the I-Touch App "Chore Pad." Grace reads each task and checks it off as it is completed. Her first task is "Get ready for math." Mrs. Smith, the teaching assistant, checks in with Grace during transitions. Grace is observed reading a task to the assistant: "Work with partner." When she completes the math class the Chore Pad App provides her feedback on the number of tasks she completed, with a number of stars signifying the number of prompts that were required. Grace counts the stars she has earned and records them in a chart, which she takes home to her parents at the end of each day. At the top of her chart it states, "I will focus on my work." The teacher checks in with Grace, providing feedback and setting a new goal. "Today, you completed the checklist with three prompts from Mrs. Smith. Tomorrow, I'll ask you to use the Chore Pad with only two reminders from Mrs. Smith."

Considerations for evaluators and teachers in supporting teaching effectiveness with SwDs

NYS Teaching Standard IV: Professional Responsibilities and Collaboration

Teachers display professionalism, integrity, honesty, morality and ethical conduct. Teachers are driven to ensure that every student will learn, and they advocate for the needs of their students. Teachers eagerly participate in problem solving and decision making. They comply with school, district, state and federal regulations and procedures.

General education teachers value and develop a culture that fosters collaboration and high expectations for all students.

General teachers know when SwDs need support based on their needs and abilities, and teachers know when to tap in to the expertise of student support team specialists to support their professional responsibilities.

General education teachers understand that there are federal and state laws and regulations regarding the education of SwDs, including IDEA and Part 200/201, and they collaborate with special education specialists to understand how these regulations impact their practice and drive student learning.

School districts are required to comply with state and federal policies related to SwDs, and inform general education teachers of their roles and responsibilities to uphold standards of practice and policy.

Consistent with the district's policies and procedures, the general education teacher may participate as a member of the district's CSE (Committee for Special Education) team in the development and implementation of the IEP.

Teachers work with special education colleagues to determine how they can address student goals in the classroom and modify instruction to ensure meaningful and equitable access to the general education curriculum.

As a shared responsibility, teachers advocate for their SwDs and seek out district structures such as professional development, time to work with their colleagues and resources to improve professional practice and increase student learning.

General education teachers provide input on progress toward IEP goals. To enhance SwDs' development, learning needs and success, general education teachers regularly communicate and collaborate with families to understand each SwD and his/her learning needs.

Indicator	Ineffective	Developing	Effective	Highly Effective
VI.2.b **Participates on an instructional team**	Teacher makes no effort to collaborate with teammates, paraprofessionals, and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates, paraprofessionals, and volunteers to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates, paraprofessionals, and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How do I collaborative with colleagues to support high expectations for SwDs' learning.

- Provide an example of sharing information or best practice regarding SwDs with other colleagues.

- How has my instructional practice — particularly as it impacts SwDs — improved as a result of collaboration and information sharing.

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Exemplar: Evidence of highly effective teacher performance on this indicator (VI.2.b.):

Teacher portfolio includes agendas and monthly meeting notes with the grade-level team during mutual planning time that includes discussions with the students' special education teacher. Samples of writing rubrics developed at the grade-level meeting and modified in collaboration with the special education teacher are provided. Modified versions support SwDs' individualized goals, and this teacher has shared the modifications with the grade-level team as well as with the paraprofessional in the classroom for each unit of study. Some modifications have been determined by the grade-level team to be appropriate for all students.

Considerations for evaluators and teachers in supporting teaching effectiveness with SwDs

NYS Teaching Standard VII: Professional Growth

Teachers are expected to demonstrate their ability to align instruction with evolving student needs; professional learning should reflect acquired knowledge that contributes to the creation of a dynamic learning environment. Teachers use information from a variety of sources to inform their professional development and practice.

General education teachers engage in reflection on formal and informal evidence of student learning to inform their practice and set professional goals to increase learning for SwDs.

Based on their observations of SwDs, general education teachers analyze and discuss all dimensions of the learning process with their school colleagues and with SwD specialists. Through such continual reflection, teachers may expand their knowledge and skills by learning about current research-based concepts, strategies, approaches, programs and materials to strengthen their teaching with SwDs.

Because paraprofessionals often provide support to the teacher in implementing instructional plans, teachers advocate that these staff members receive professional development opportunities that prepare them for their roles.

General education teachers engage in collaborative reflection and constructive feedback with peers to enhance understanding of SwDs and promote positive learning and behavioral outcomes. They access or use current professional resources, including technology, specifically designed to address the needs of SwDs.

Indicator	Ineffective	Developing	Effective	Highly Effective
VII.1.b **Plans professional growth**	Teacher rarely uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

The following guiding questions and prompts about this indicator can be used to guide development of effective/highly effective teacher practice.

- How does reflection help me to identify strengths and areas for growth in working with our SwDs?

- In what ways does my professional growth plan address my strengths and areas of growth with SwDs?

- What professional growth opportunities have I sought to strengthen my work with SwDs?

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Exemplar: Evidence of highly effective teacher performance on this indicator (VII.1.b):

Through conversations with her grade-level colleagues, examination of her SwD achievement scores, and in response to a "growth area" identified in her professional learning plan (PLP), the teacher is focusing her professional growth on more effective use of her paraprofessional support to meet the needs of SwDs in her classroom. She sought out the students' special education teacher for assistance in developing clear planning formats for paraprofessionals that detail appropriate instructional techniques, as well as specific directions on how to prompt and cue the SWD students to engage in activities. She arranged a shadowing experience with a colleague in the building to observe how he communicated the plan's format to paraprofessionals. Following that experience, she arranged for a demonstration classroom visit with her paraprofessionals to a highly effective colleague's class to learn strategies for using paraprofessionals to work around SwDs' sensitivities to touch and other sensory inputs. She is registered for a BOCES training workshop on *Teachers and Paras: Support for All Students.* The teacher plans to assess impact of her improved planning formats for paraprofessionals by continuously examining student work and progress to reflect her growing knowledge of effective use of paraprofessionals.

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Appendix B: The Evaluation of Educators In Effective Schools and Classrooms for All Learners

The Evaluation of Educators in Effective Schools and Classrooms for All Learners. American Federation of Teachers. August, D., Salend, S., Fenner, D., and Kozik, P. (2012)

The following questions were designed for administrators, teachers and staff. In considering them, practitioners reflect on multiple dimensions of effective professional performance and explore a variety of perspectives that can facilitate implementation of systemwide processes and supports for general education teachers working with ELLs and SwDs.

1. All Learners and Equal Access

- How does our school clearly articulate and communicate a vision for and commitment to educating all students in effective classrooms? How can barriers to full inclusion and equal access for ELLs and SwD be addressed?

- Do our school's classrooms have appropriate class sizes and composition? How can redesigning class size and composition ensure better proportionate representation? How does our school ensure that legal and educationally sound procedures are followed when identifying and placing ELLs and students with disabilities in appropriate educational placements?

- How does our school provide ample opportunities for ELLs to interact with fluent speakers of English in order to acquire academic and social language, and to support the acculturation of these students into the school and society while maintaining their first language and culture?

- Does our school provide all educators with access to students' individualized education program, (IEPs) and Section 504 individualized accommodation plans? Does our school inform and support educators in understanding and implementing these individualized programs? How can we ensure that the best plans to meet all students' individual needs are implemented as intended?

- Does our school provide all educators with access to data (e.g., grades, observations, curriculum-based assessments, formative assessments, records and test scores) related to students' academic achievement and English language development? How does our school support educators in interpreting data to promote students' academic, social and behavioral success, and ensure that ELLs learn language and content simultaneously?

- Do our school's policies and practices conform to state and federal laws for students with disabilities and ELLs? How can our school's policies and practices be more consistent with state and federal laws?

- Are all the teachers in the district, including special education teachers and teachers of English language learners, evaluated by a skilled and well-prepared evaluator? Are these evaluations based on the NYS teaching standards using relevant performance indicators in an evaluation system that is inclusive of SwDs and ELLs?

2. Individual Strengths and Challenges and Supporting Diversity

- Does our school utilize strategies that help all students develop ongoing, natural friendships and supportive relationships with other students and teachers? How do the adults in our school model and support respectful friendships and relationships with all community members?

- Do all students in our schools have opportunities to engage in co-curricular and extracurricular programs? If not, how can we redesign our co-curricular and extracurricular offerings to ensure that every student has access to them?

- Does our school provide a variety of individualized, coordinated services designed to address the unique strengths and challenges of all students, such as pre-referral services, English as a Second Language (ESL) programs and services, response-to-intervention systems,

first- and second-language support programs as appropriate, schoolwide positive behavioral supports and anti-bullying programs? How can we improve these systems of support for all students?

- Does our school help all students make successful transitions (e.g., between classes, from elementary to middle school, from school to work/postsecondary education) and develop self-determination? Does our district achieve and sustain a 100 percent graduation rate with all students advancing to fruitful and self-fulfilling postsecondary opportunities? If not, what steps can we take to help students make successful transitions and develop self-determination, and how can we reduce the rate at which students leave school before achieving a high school credential?

- Are our school's services, policies and practices diversified? Do they take into account the cultural, linguistic and experiential backgrounds of all students and their families? Who is represented in our community, and how can we provide them a voice regarding our school's services, policies and practices?

3. Reflective, Responsive, Differentiated and Evidence-Based Practices

- Does our school provide all students with access to a challenging, high-quality and developmentally appropriate curriculum aligned to the state's standards within and across content areas? If so, how can we improve this access? If not, how can we improve the quality of the curriculum and redesign curriculum delivery to make sure it is fair and provides equal access for all students?

- Does our school give all students access to effective and varied instructional practices, and an appropriate amount of instructional time? If so, how can we ensure continual improvement of these practices and instructional time allocations? If not, in what ways do we need to change our instructional practices and time allocations so that all students' strengths, challenges, diversities, backgrounds, language needs, styles, abilities and preferences are addressed?

- Does our school provide all students and teachers access to current and innovative instructional and assistive technologies? If not, how can we find and utilize our available resources so that all students and teachers have access to these technologies?

- Does our school support classroom instruction that is characterized by differentiation, flexible groupings, student- and group-directed learning, high-quality language development, cultural sensitivity and responsiveness, and authentic and relevant learning experiences? If so, how can we continually improve these practices? If not, in what ways can we provide the necessary professional development and support to change our classroom instruction to encourage and sustain these practices?

- Does our school utilize a variety of valid and reliable measures to assess student learning progress and inform instruction? Does our school offer students the appropriate assessment accommodations and alternatives they need to demonstrate their learning? What additional measures, assessment accommodations and alternatives can we use to evaluate student learning and inform instruction?

- Does our school implement a comprehensive and multi-faceted evaluation of all aspects of its programs and make improvements based on the data collected? How do we use data to enhance our educational programs so they benefit all students? What additional data can we utilize?

- Does our school utilize a variety of strategies and supports to help all students develop academic, social and civic-engagement skills? How can we make sure that meaningful engagement is encouraged, modeled and celebrated at the school, in the classroom and with individual students?

4. Culture, Community and Collaboration

- Do our educators, students, families, caregivers and community members collaborate to communicate, share resources and expertise, make decisions, and solve problems? Does our school provide educators with adequate time to collaborate with each other and to communicate with families, caregivers and community members? What can we do to improve our system of collaboration and professional development to ensure better sharing of resources, decision making and problem solving?

- Does our school provide the resources, adult supports, time, scheduling arrangements and high-quality professional development to educate all students in inclusive classrooms? What can we do to encourage focused and fruitful collaboration and high-quality professional development?

- Does our school communicate a sense of community where individual differences are valued? How can we create an even stronger sense of community?

Appendix C: Resources for Best Practice

- **A Blueprint for ELL Success,** *http://www.regents.nysed.gov/ meetings/2014/January20*

- **Colorín Colorado,** *www.colorincolorado.org*

- **LD Online,** *www.ldonline.org14/114p12d2.pdf*

- **NLAP: New Language Arts Progression,** *http://www.engageny.org/resource/new-language-arts-progressions-nlap-home-language-arts-progressions-hlap-samples-archive*

- **NYS Bilingual Common Core,** *http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative*

- **RBERN (Regional Bilingual Education Resource Network),** *http://rbern.org/index.php*

- **Holdheide, L., Goe, L., Croft, A., & Reschly, D. (2010). Challenges in Evaluating Special Education Teachers and English Language Learner Specialists.** National Comprehensive Center for Teacher Quality.

Endnotes

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http://nces.ed.gov/fastfacts/display.asp?id=96

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[iii] NYSED Blueprint for English Language Learners
http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf

[iv] U.S. Census Bureau. 2010 Community Survey
http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf

[v] New York State Education Department Office of Special Education
http://www.p12nysed.gov/special/spp/apr2014/ind5.htm

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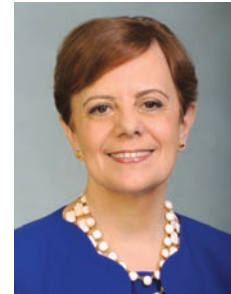
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