

Observation	d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Recognizes that students have a variety of learning needs.	. . . and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.	. . . and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	. . . and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓	<input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	<input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	<input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	<input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
	e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.				
	<input type="checkbox"/> Responds to family and community concerns.	. . . and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	. . . and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	. . . and <input type="checkbox"/> Promotes trust and understanding throughout the school community.	

Comments

Examples of Artifacts:

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|---|---|--------------------------------|
| <input type="checkbox"/> Student profiles | <input type="checkbox"/> Communications with parents/ community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student surveys | <input type="checkbox"/> Professional development on cultural attitudes and awareness | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cooperation with ESL teachers | <input type="checkbox"/> Use of technology to incorporate cultural awareness into lessons | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lessons that integrate international content | | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Documentation of referral data and use of IEPs | | |