The development and testing of a compendium of model strategies for performance improvement of special education personnel of K-12 schools

Sandra Ann Schmitz

Iowa State University

Follow this and additional works at: https://lib.dr.iastate.edu/rtd

Part of the Educational Administration and Supervision Commons, and the Special Education and Teaching Commons

Recommended Citation

Schmitz, Sandra Ann, "The development and testing of a compendium of model strategies for performance improvement of special education personnel of K-12 schools " (2003). Retrospective Theses and Dissertations. 1413.

https://lib.dr.iastate.edu/rtd/1413

This Dissertation is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
The development and testing of a compendium of model strategies for performance improvement of special education personnel of K–12 schools

by

Sandra Ann Schmitz

A dissertation submitted to the graduate faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Education (Educational Administration)

Program of Study Committee:
Richard P. Manatt, Major Professor
Patricia Carlson
Carla Peterson
William K. Poston, Jr.
Janice Walker

Iowa State University

Ames, Iowa

2003
This is to certify that the doctoral dissertation of

Sandra Ann Schmitz

has met the dissertation requirements of Iowa State University

Signature was redacted for privacy.

Major Professor

Signature was redacted for privacy.

For the Major Program
## TABLE OF CONTENTS

### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td></td>
</tr>
</tbody>
</table>

### CHAPTER I. INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Theory Base—Content/Methodology</td>
<td>5</td>
</tr>
<tr>
<td>Objectives of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Research Questions</td>
<td>9</td>
</tr>
<tr>
<td>Assumptions for the Study</td>
<td>10</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>11</td>
</tr>
<tr>
<td>Delimitations of the Study</td>
<td>13</td>
</tr>
<tr>
<td>Human Subjects Approval</td>
<td>13</td>
</tr>
</tbody>
</table>

### CHAPTER II. REVIEW OF LITERATURE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Industry</td>
<td>15</td>
</tr>
<tr>
<td>School Reform</td>
<td>15</td>
</tr>
<tr>
<td>Legal Authority</td>
<td>16</td>
</tr>
<tr>
<td>Standards</td>
<td>22</td>
</tr>
<tr>
<td>Teacher Evaluation System</td>
<td>25</td>
</tr>
<tr>
<td>Marginal Teachers</td>
<td>32</td>
</tr>
<tr>
<td>Professional Growth Plans</td>
<td>37</td>
</tr>
<tr>
<td>Related Research</td>
<td>39</td>
</tr>
<tr>
<td>Literature Summary</td>
<td>40</td>
</tr>
</tbody>
</table>

### CHAPTER III. METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Selection</td>
<td>64</td>
</tr>
<tr>
<td>Respondents</td>
<td>66</td>
</tr>
<tr>
<td>Collection of Data</td>
<td>69</td>
</tr>
<tr>
<td>Procedures</td>
<td>70</td>
</tr>
</tbody>
</table>

### CHAPTER IV. ANALYSIS AND RESEARCH FINDINGS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>84</td>
</tr>
</tbody>
</table>

### CHAPTER V. SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>128</td>
</tr>
<tr>
<td>Conclusions</td>
<td>128</td>
</tr>
<tr>
<td>Limitations</td>
<td>130</td>
</tr>
<tr>
<td>Discussion</td>
<td>137</td>
</tr>
<tr>
<td>Recommendations for Practice</td>
<td>137</td>
</tr>
<tr>
<td>Recommendations for Further Research</td>
<td>141</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>TITLE</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>A.</td>
<td>PERMISSION LETTERS</td>
</tr>
<tr>
<td>B.</td>
<td>COMPREHENSIVE MATRIX</td>
</tr>
<tr>
<td>C.</td>
<td>JUDGMENT PANEL LETTERS</td>
</tr>
<tr>
<td>D.</td>
<td>FOCUS GROUP LETTERS</td>
</tr>
<tr>
<td>E.</td>
<td>FOCUS GROUP QUESTIONS</td>
</tr>
<tr>
<td>F.</td>
<td>DISTRICT MATRIX</td>
</tr>
<tr>
<td>G.</td>
<td>ORIGINAL AND REVISED COMPENDIUM OF</td>
</tr>
<tr>
<td></td>
<td>PROFESSIONAL GROWTH PLANS</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
</tr>
<tr>
<td></td>
<td>ACKNOWLEDGMENTS</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

Table 1. A summary of research literature regarding standards-based reform and goal setting  

Table 2. A summary of research literature regarding teacher evaluation  

Table 3. A summary of research literature regarding professional growth plans  

Table 4. Twelve common recommended behaviors  

Table 5. Percentage of administrators reporting the behavior to be lowest rated  

Table 6. Ranking of the administrators' percentages of behaviors most likely to be lowest rated  

Table 7. Percentage of judgment panel reporting the behaviors to be most critical and lowest rated  

Table 8. Ranking of judgment panel percentages of behavior identified as typically lowest rated  

Table 9. Percentage of administrators reporting the behaviors to be lowest rated as compared to percentage of judgment panel reporting the behaviors to be lowest rated  

Table 10. Percentage of national standards that match district criteria and indicators  

Table 11. Percentage of district criteria and indicators that match national standards  

Table 12. Percentage of national standards that did not match district criteria and indicators  

Table 13. Percentage of district criteria and indicators that did not match national standards  

Table 14. Key elements required of a quality professional growth plan
CHAPTER I. INTRODUCTION

*Every child in America deserves the highest-quality education, including our children with disabilities.*

*Secretary Rod Paige*

The intent of this investigation was to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement. Such professional growth plans set expectations of quality special education teacher performance and thereby help principals and other supervisors to write better growth plans.

**Introduction**

An unprecedented array of efforts to improve the nation’s elementary and secondary schools has been tried over the past fifteen years. It has been proven that a coherent approach to school improvement is most effective and strengthens all aspects of a school’s operations when the organization works and learns together. Such a comprehensive approach includes curriculum and instruction, student assessment, teacher evaluation and professional development, parent involvement, and school management, all areas having been impacted by standards-based reform and heightened accountability.

Within the last decade, school reform has been centered around high student achievement standards and accountability. Standards-based reform is most evident through efforts at the state level which allow for individuality and flexibility for a state to tailor efforts according to needs and priorities. However, McDonnell et al. (1997) state that there are five elements of standards-based reform that are shared by all states:
1) a focus on student achievement as the primary measure of success; 2) an emphasis on challenging academic standards that specify knowledge and skills students should acquire and the levels at which they should demonstrate mastery; 3) a desire to extend the standards to all students, including those for whom expectations have been traditionally low; 4) a heavy reliance on achievement testing to spur the reforms and monitor their impact; and 5) a focus on accountability for student performance that is specifically tied to consequences for school and/or students. (p. 11)

Although primarily a state driven initiative, standards-based reform has had a major impact on federal programs as well, such as Title 1, Section 1 of the Elementary and Secondary Education Act, and the Individuals with Disabilities Education Act. New provisions within each of these federal programs presume that students with disabilities have the right to have their performance accurately assessed and to have their performance considered as part of the districts' larger accountability system (Gagnon, McLaughlin, Rhim, & Davis, 2002). It is imperative that special education operate as an integral part of the system that expects high achievement for all children, rather than as a means of avoiding accountability for children who are more challenging to educate or who have fallen behind (President's Commission on Excellence in Special Education [Online] Available http://www.gov/init/commissionsboards/whspecialeducation/index.html).

More than a decade of school reform has resulted in significant changes in teacher evaluation (Kayona, 1999). It is a natural evolution of reform that, as high stakes accountability include students with disabilities, higher accountability for teachers would include special education teachers. Since the first iteration of federal legislation in 1975 requiring special education services to children with disabilities, federal and state legislation
have required that children needing special education receive instruction from qualified personnel.

The attention to accountability within special education was recently reinforced at the federal level on October 3, 2001, by President George Bush, who established a Commission on Excellence in Special Education to collect information and study issues related to federal, state, and local special education programs with the goal of recommending policies for improving the education performance of students with disabilities. This includes an analysis of and recommendations regarding the inclusion of children with disabilities in performance and accountability systems. Teachers of students with disabilities were also included in that a specific task of this commission is to conduct an analysis of, and recommendations regarding, how the federal government can help states and local education agencies in the area of the recruitment and retention of qualified special education personnel.

**Statement of the Problem**

The problem of this investigation was to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement. Such professional growth plans were aligned with recommended behaviors as per the Council for Exceptional Children (CEC) and the National Board of Professional Teacher Standards (NBPTS) and the principles established by Mager’s (1997) goal setting theory. These plans set expectations of quality special education teacher performance and thereby assist principals in helping special education teachers write better growth plans.
Purpose of the Study

The purpose of this study was to improve the supervision of special education teachers through the use of position specific evaluation instruments linked to job-specific professional growth plans. This study draws conclusions as to the potential impact of using specific special education teacher standards for more accurate teacher evaluation, which is necessary to support continuing efforts in school improvement. Even less is known about the progress and content of coaching special education teachers via professional growth plans. For the purpose of this dissertation, the term “recommended behaviors” was used to identify both performance standards and performance criteria needed for special education teacher evaluation.

Although the research specific to special education teacher evaluation and professional growth plans is scant, over the last couple of decades the School Improvement Model Center at Iowa State University has been one of the major contributors to research on performance improvement plans. Rauhauser (1983) found, through a survey of over 3,000 teacher participants in the School Improvement Model, that by sampling he could analyze how well the growth plans were written and determine why the quality of the written growth plans varied. Nance (1986) first introduced a rubric outlining the components of a professional growth plan. Findings from both will inform this investigation.

Selected school districts, Camp Verde Unified School District No. 28 and the West Des Moines Community School District, which were served by the Iowa State School Improvement Model Center, were the field research sites.

The greatest challenge associated with the practice of evaluating special education teachers is the lack of research and best practice related specifically to their needs. While
there is considerable research related to supervising and evaluating general education teachers, little is available specific to special education.

**Theory Base—Content/Methodology**

Two general theories inform this research. The research on standards-driven reform will be informing the approach to content. Standards-based reform has been the primary driver in the area of school improvement for the last several decades. This is evidenced through federal initiatives such as Goals 200 and Title 1 of the Elementary and Secondary Education Act. These initiatives call for improved performance and outcomes for all students and is viewed as a mandate for inclusive thinking and action by those who advocate that special education services need to be an integral part of general education reform initiatives (Smith, 1997).

Theory on goal setting will be informing the approach to methodology needed for this investigation. Student goal setting has been a cornerstone of special education philosophy since its inception in 1975. Katzell and Guzzo (1983) report that goal setting is also considered important in improving employee productivity. It is important that evaluators and evaluatees consider issues related to goal setting theory and understand the process by which goals are set so that optimal learning experiences are created (Curtis, 2000).

**Content**

Historic parallels have been drawn between standards-driven reform in education and the sweeping proposals for reform in medical education presented by Abraham Flexner. While at the Carnegie Foundation in 1910, Flexner conducted a major study of medical
schools where he revealed the discrepancies between school catalogue descriptions of courses and clinical opportunities and the realities of medical training in schools throughout the nation (Dunigan, S. [Online] Available http://www.newfoundations.comGALLERY/Flexner.html; Rockefeller, N. [Online] Available http://www.library.ucsf.edu/ucsfhistory/themes/themes_flexner.html). This study resulted in a modernization of American medical colleges and, thereby, set an example and direction for educational reform.

The educational reform movement has included the development of standards in order to increase the accountability of the educational system. As a result, mandates are being passed down from the state to local school districts creating a higher level of accountability, including the development of new standards and goal setting. The process of goal setting, providing certain feedback pertaining to the progress in meeting those goals, and enforcing consequences pertaining to that progress creates a tripod of accountability (Manatt, 2002).

The logic of standards-based reform is appealing, and assessment plays a pivotal role in the process:

1. Standards provide a basis for instruction and student learning.
2. Assessment of the standards provides targets for districts, schools, teacher, and students—they make the standards real.
3. Assessment results indicate where the various levels of the system need to improve (i.e., district, schoolteacher, and students).
4. Professionals and students use the results to improve their performance.
5. Sanctions and rewards based on assessment results encourage schools, teachers, and students to improve. (Asp, 2000, p. 136)
A major component of standards-driven reform created by the act of setting new goals and an expectation of meeting those goals is “cognitive dissonance.” “Cognition” is the act of knowing including both awareness and judgment. “Dissonance” means lack of agreement. Festinger’s (1989) Theory of Cognitive Dissonance postulates when individuals are expected to behave or act in a manner inconsistent with how they feel, with what they believe, or with what they know. Given this theory, a gap or imbalance exits whenever teachers discover that their attitudes or perceptions of their teaching differ from that of their students or supervisors (Kayona, 1999).

Methodology

Goal setting is one of the few interventions in the behavioral sciences that has received almost unanimous support (Russell, 2000). Goal setting can be an effective tool to help a teacher focus on developmental needs caused by cognitive dissonance. The process of setting goals begins building the bridge to close the gap between the problem and the solution.

Locke et al. (1981) stated that goal setting affects performance by directing attention, mobilizing effort, enhancing persistence, and developing new learning strategies.

Locke’s theory on goal setting suggests that employees possess the potential to increase performance two ways. First, setting goals directs energy towards the specific goal and prevents a waste of physical and psychological energy on unrewarding outcomes. Second, the act of setting objectives and directing efforts is energizing. (Turner, 2002)

Russell (2000) suggested that persistence was enhanced when one knows what one is working to achieve and that goals helped supervisors and supervisees develop learning strategies. Because the purpose of teacher evaluation was to improve their performance, goal
setting led to identifying specific behaviors that provided a framework for evaluating teachers. In addition, mutually agreed upon goals between the supervisor and supervisee strengthened the working alliance of the two parties (Bordin, 1983; Root & Overly, 1990).

Poorly written goals can result in ambiguous or unintended outcomes. It is important that the meaning of the goal is clearly understood so that good decisions can be made about how to accomplish the goal and how to determine the level of achievement at the time of evaluation. Mager's (1997) goal analysis theory is that in order to achieve goals, those goals must be translated into specific, observable, desired performances.

**Objectives of the Study**

The objectives of this study were:

1. To acquire human subject approval from Iowa State University.
2. To investigate the research and literature on special education performance standards, appraisal, and professional growth plans.
3. To analyze the selected districts’ special education teacher standards and the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards.
4. To create a spreadsheet portraying the difference between what the selected districts are currently using and the common standards between the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards.
5. To identify common elements and/or gaps between the selected districts’ data and the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards identifying the recommended behaviors for special education teachers.
6. To interview principals and evaluators of special education teachers from the selected sites to determine which of the recommended behaviors teachers most typically struggle with as evidenced in their annual summative evaluation report.

7. To identify a group of experts in special education teacher standards to serve as a judgment panel that will be used to validate the recommended behaviors.

8. To receive input from the judgment panel.

9. To identify how a compendium of suggested improvement plans can be written to improve special education teacher performance in each of the recommended behaviors.

10. To write the professional growth plans.

11. To select two focus groups (one of special educators and another of evaluators of special educators) to assist in assessing and validating the proposed special education teacher recommended behaviors and professional growth plans.

12. To conduct the focus group meetings.

13. To analyze the data collected from focus groups.

14. To create a document outlining the suggested improvement plans for ideal special education recommended behaviors.

**Research Questions**

1. What are the recommended behaviors needed to be included within the performance appraisal process for special education teachers to ensure a quality evaluation system?
2. How do these recommended behaviors differ from the performance standards needed for general education teachers?

3. How do the selected districts' performance standards used for evaluation of special education teachers align with the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards?

4. Is there a preponderance of the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards that are not represented in the selected districts' current evaluation process?

5. How should performance improvement targets be identified and written?

6. What are the key elements of a performance improvement/professional growth plan?

7. How can the compendium of suggested improvement plans be written to serve the supervisors and special education teachers?

**Assumptions for the Study**

The following assumptions are made in this study:

1. Participants were honest in their responses and involvement.

2. Supervisors and teachers are knowledgeable about teacher performance and evaluation expectations.

3. Teacher performance standards and evaluation procedures reflect the belief and value system of the district.

4. The performance standards and evaluation procedures submitted by the districts for review are current and comprehensive.
5. The development of a compendium of professional growth plan (PGP) strategies for special education teachers will improve employee performance.

6. The CEC standards and NBPTS Exceptional Needs Standards are what special education teachers should know and be able to do.


9. Teacher evaluation is multidimensional.

**Definitions of Terms**

**Accountability**: To be answerable for; to act in a credible manner. In school organizations a shift is occurring, i.e., towards being accountable for outputs, not just inputs.

**Assessment**: Processes that focus on quantitative and/or testing approaches and less on judgment.

**Authority**: The right to use power to command. Derived (in public education) from federal and state law, district policy, and organizational culture.

**Content Standards**: What the person should know and be able to do.

**Evaluation**: The process of determining the merit, worth or value of something, appropriately based on measure and synthesis of other valid evidence.

**Excellence**: Ever increasing quality of programs and products.
**Formative Evaluation**: The ongoing collection of data used in the evaluation process, both for coaching and the summative evaluation.

**Growth Plan**: A plan with objectives and methods for achieving them, designed to stimulate ongoing professional growth for a staff member.

**Individual Goal**: The individual goal arises out of the employee's interests in personal growth. It may relate to any other established goals that are part of a building or district plan.

**Performance Standards**: These serve to identify the levels of achievement necessary to meet the content standards.

**Performance Criteria**: This is whatever behaviors must be evident to indicate achievement towards the performance standards. A general dimension against which performance is judged.

**Professional Growth Plan**: A plan with objectives and methods for achieving them designed to stimulate ongoing professional growth.

**Recommended Behaviors**: The desired behaviors for special education teachers including performance standards and performance criteria.

**Summative Evaluation**: The final evaluation which is completed at the end of the evaluation cycle. The summative evaluation is based on data collected during the formative part of the evaluation cycle.
Delimitations of the Study

The following factors limit the scope of this study:

1. The subjects included are special education teachers and their supervisors from the Camp Verde Unified School District No. 28, Camp Verde, Arizona, and the West Des Moines Community School District, West Des Moines, Iowa.

2. The results of this study represent the 2000–2001 school year, during which the data were collected.

3. The results of this study will be used for performance improvement of special education teachers.

4. The findings of previous research conducted by Hidlebaugh (1973), Judkins (1987), Weber (1992), Omotani (1992), Wilcox (1995), Wilkerson (1997), and Kayona (1999), which refined the feedback instruments as to the validity, reliability, and item discrimination, are accepted for the purposes of this investigation.

5. The findings of previous research conducted by Rauhauser (1983), Nance (1986), Mueller (1987), Noel (1991), Frerking (1993), and Turner (2002), which focused on the quality of professional growth plans, are accepted for the purposes of this investigation.

Human Subjects Approval

In order to assure that the rights and welfare of the subjects participating in research are adequately protected, the Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that confidentiality was assured and the potential benefits through increased knowledge were appropriate. This study was conducted
to ensure that no emotional, psychological, mental, or self-esteem risks were present to participants. Modified informed consent to participants was assumed by those voluntarily participating in utilizing the results of the summative evaluation report in developing a compendium of professional growth plans for special education teachers, and subsequently, for the focus group participants.
CHAPTER II. REVIEW OF LITERATURE

*Every child needs—and deserves—dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.*

*Former President Clinton*

The review of literature process for this study initially began by conducting searches using the Iowa State University library resources including Scholar and the Educational Resources Information Center (ERIC). Further, relevant articles were identified through bibliographies of prior research studies, accessing the dissertation abstracts, and utilizing the World Wide Web and other Internet links to access information sites. United States citations were used.

**Business and Industry**

Business and industry have historically had a profound effect on the education system. In the early 20th century, the United States was changing from a rural society to a more complex urban society. The need to retrain discharged veterans after World War II and the response to the launch of Sputnik are examples of significant historical events that have impacted America’s schools.

More recently, organizational learning has been studied as a means of motivating and creating a skilled workforce and for creating a productive and responsive organization. There has been an ever-increasing need for organizations and their people to strengthen their abilities to recognize external signals; analyze increasing volumes of information on their trade, industry, or profession; approach problems more systemically or conceptually; and
challenge widely held assumptions or “mental models” (Senge, 1990). The systems approach Senge spoke of attempted to institutionalize a focus on continuous quality improvement by developing key measures and indicators of performance linked to key processes and missions results. This approach has had a profound influence on major private sector firms such as Westinghouse, Motorola, Xerox, General Motors, IBM, and Federal Express.

**School Reform**

The needs of business and industry have created pressure on the educational system to produce students, who as future employees, will remain competitive and keep the nation’s companies in the global forefront. Education’s answer to these demands has resulted in three waves in school reform movements. The first, occurring in the late 1980s, focused on students and included higher standards for graduation and attendance. The results were dismal in that the dropout rates continued to increase.

The second movement focused on teacher preparation and teacher pay. The intent was to improve teacher compensation and opportunities for professional growth, thereby improving student learning. This movement encouraged a renewed interest in teacher evaluation but was focused more on evaluators, instruments, and models, and less on the evaluatee (Kayona, 1999).

The third wave, proposed by Chester Finn, involved standards-based reform. The cornerstone of this reform movement was accountability through curriculum renewal and alignment. Early efforts in the standards-based reform movement dealt primarily with the areas of curriculum and testing. Little attention was paid to the critical role of teaching.
Three reports have been developed within the last twenty years reflecting the changing tide of school reform. *A Nation at Risk* report suggested our nation was at risk because of “a rising tide of mediocrity” in education. To increase student achievement in standardized measures, this report encouraged policymakers to add to the curriculum in the areas of science, math, and technology; lengthen the time students spend in school; increase requirements for high school graduation; and develop and implement more rigorous assessment of student learning (National Commission on Excellence in Education, 1983; Lieberman & Miller, 2000).

In 1986, a second report was issued by the Carnegie Corporation of New York entitled *A Nation Prepared: Teachers for the 21st Century*. This report reinforced higher standards for students but also recognized the need for higher teacher standards. It made the claim that if teachers became engaged as leaders in curriculum, instruction, and assessment, they would successfully implement what was necessary for student success (Carnegie Corporation of New York, 1986; Lieberman & Miller, 2000).

The National Commission on Teaching and America’s Future (1996) released a document entitled *What Matters Most: Teaching America’s Future*. This document examined the idea that quality teaching produces student achievement, thereby establishing the connection between student standards and teaching standards.

Included in the blueprint are higher requirements for teacher licensure and renewal; rigorous testing of teacher knowledge; an overhaul of preservice teacher preparation programs and the closing of programs that don’t meet national standards; incentives and rewards for accomplished teaching; provisions for peer assistance to help teachers needing improvement, and for dismissal of teachers who do not respond to assistance;
enhanced professional development throughout a teaching career; and improved working and learning environments for teachers and students. (Lieberman & Miller, 2000, p. 51)

At the same time, following the 1989 Education Summit, President Bush and the National Governors’ Association adopted the National Education Goals providing momentum for state-led education reform. A commitment was made by state and local officials, educators, parents, and community members to raise the academic achievement of all students. As a result, the Goals 2000: Educate America Act was signed into law on March 31, 1994, and was amended in 1996.

Goals 2000 supports the development and implementation of State standards for student learning and achievement that drive systemic improvement at the various levels. Goals 2000, therefore, supports the development of comprehensive reform plans for adopting high student standards and for aligning assessment and accountability, professional development efforts, and broad community involvement and coordination. (United States Department of Education [Online] Available http://www.ed.gov/pubs/G2Kreforming/g2ch1.html)

Compounding the pressure for standards-based reform, the United States educational system has faced a decline in overall student achievement and broadening gaps between achievement levels, disaggregated by socioeconomic status, race, and gender, year after year, in comparison to other countries. This decline has created the need for student and teacher performance standards driven by federal and state legislatures and scholarly organizations.

One example of federally driven standards-based reform was the changes to the Elementary and Secondary Act (ESEA), which was first passed in 1965. The act has been the
most sweeping federal measure to improve education overall and advance education equity in the United States including providing educational assistance to disadvantaged children (United States Department of Education [Online] Available http://www.ed.gov.legislation/ESEA/compliance/recent.html). Title I, Part A of ESEA provided supplemental financial assistance to local educational agencies to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentration of children from low-income families.

The reauthorized ESEA, in conjunction with the Goals 2000: Educate America Act and the School to Work Opportunities Act, emphasized greater flexibility in the use of federal funds and the number of federal process requirements in order to improve teaching and learning (United States Department of Education [Online] Available http://www.ed.gov.legislation/ESEA/compliance/recent.html). This flexibility was coupled with greater state and local accountability for educational results including requiring schools to test all students, grades three through eight, in reading and math by 2005–2006. Another major change called for using multiple measures to evaluate the performance of Title 1 programs.

Special education has also been impacted by the accountability initiative. Because using assessment to promote educational reform has intensified, the Individuals with Disabilities Education Act (1997) was reauthorized to require that all students, including those with severe disabilities, participate in state and district assessment processes. While many states and districts are exploring accommodations that enable these students to show what they know and can do on local and state assessments, including alternate assessments, this requirement has added pressure to make teachers accountable.
Most recently, on January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 setting new student achievement standards for every public school. The act redefined the federal role in K–12 education and was intended to help close the achievement gap between disadvantaged and minority students and their peers. It was based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work (United States Department of Education, 2000, [Online] Available http://www.ed.gov.offices/OESE/esea/). Education Secretary Rod Paige reports, “We’re shifting from just compliance with federal regulations to performance and achievement” (McQuillan, 2002).

At the same time there has been increased attention on school reform and accountability; the numbers of children needing special education services have drastically increased in the last two decades. The Iowa Department of Education Annual Conditions of the Education Report (2001) states that:

Since the 1985–1986 school year special education enrollments have increased by just over 51 percent to 63,392 in 2000–2001. Over the same period the total certified enrollment in Iowa schools increased by 1.8 percent. Since 1995–1996 enrollments in special education increased more than 14 percent compared to a decrease in total certified enrollment of just over two percent. In 2000–2001 special education enrollment represented 12.82 percent of total certified enrollment compared to 8.63 percent in 1985–1986. (p. 43)

Iowa is not the exception. The 2002 President’s Commission on Excellence in Special Education (PCESE) reports that the facts create an urgency for reform few can deny:
1. Young people with disabilities drop out of high school at twice the rate of their peers.

2. Enrollment rates of students with disabilities in higher education are still 50 percent lower than enrollment among the general population.

3. Most public school educators do not feel well prepared to work with children with disabilities. In 1998, only 21 percent of public school teachers said they felt very well prepared to address the needs of students with disabilities, and another 41 percent said they felt moderately well prepared.

4. Of the six million children in special education, half of those who are in special education are identified as having a “specific learning disability.” In fact, this group has grown more than 300 percent since 1976.

5. Of those with “specific learning disabilities,” 80 percent are there simply because they haven’t learned how to read. Thus, many children identified for special education—up to 40 percent—are there because they weren’t taught to read. The reading difficulties may not be their only area of difficulty, but it’s the area that resulted in special education placement. Sadly, few children placed in special education close the achievement gap to a point where they can read and learn like their peers.

6. Children of minority status are over-represented in some categories of special education. African-American children are twice as likely as white children to be labeled mentally retarded and placed in special education. They are also more likely to be labeled and placed as emotionally disturbed. (United States Department of
In addition to the increased numbers of children requiring special education services, the needs of the children have become more complex. With increasing numbers of children living in poverty, children who are non-English speaking and children with disabilities entering the school door, tying accountability to teacher and learning standards creates a tremendous challenge for the educational system. Parker (1994) asked whether public schools should serve elites, the masses, or both? He went on to ask if teachers can serve both individual and national needs while combating drug use, crime, violence, and other social ills.

Within the last decade, teacher standards have been proposed by leading educational organizations and were viewed as a method of setting guideposts for curriculum, performance assessments, teacher quality, and professional development to ultimately serve as accountability measures. Stronge and Tucker (2000) suggested that evaluating teachers based on student achievement was threatening and one of the disadvantages of a standards-based teacher evaluation system.

Legal Authority

Teachers have felt particularly challenged in addressing the needs of children with disabilities. While early efforts in the area of special education included those of Braille, Itard, Montessori, Bell, and Gallaudet, legislation requiring an education for all children with disabilities did not occur until the latter half of the 1970s with the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975. The mandates of P.L. 94-142 affected
more than the demand for special educators. They also greatly affected what special educators had to know and be able to do.

P.L. 94-142 was reauthorized in 1990 (renamed the Individuals with Disabilities Education Act) and increased the focus on including children needing special education in the least restrictive environment. In 1997, IDEA was reauthorized and refocused the attention to the educational outcomes for students with disabilities who receive special education instruction.

IDEA continues to be the leading authority in defining special education in the United States. The purpose of IDEA as outlined in Section 300.1 is:

1) to ensure that all children with disabilities have available to them a free and appropriate public education that includes special education and related services to meet their unique needs; 2) to ensure that the rights of children with disabilities and their parents are protected; 3) to assist States and localities to provide for the education of all children with disabilities; and 4) to assess and ensure the effectiveness of efforts to educate those children. (Individuals with Disabilities Education Act, 1997, Section 300.1)

In order to achieve these purposes, IDEA requires that each state (and therefore subsequent local education agencies) implement procedures and activities that ensure that all special education personnel are appropriately and adequately prepared. IDEA also demands including a system for the continuing education of regular and special education and related services personnel; this is intended to enable these personnel to meet the needs of children with disabilities.
This requirement is supported in the guiding principles regarding qualified personnel established by the National Association of State Directors of Special Education. They include:

1. All personnel who work with children and youth with disabilities should be prepared appropriately and supported adequately. All teachers need training and expertise in effective instructional practices to provide instruction to more diverse populations.

2. The curricula of higher education programs that prepare teachers should reflect the growing trend towards inclusion of special education students in general education classrooms and access to the general education curriculum.

3. Incentives should be used to attract individuals to work with special education students, especially individuals who are trained to work with low-incident disability and in remote or urban areas.

4. Efforts should be made at the state and local levels to provide a diverse workforce that is reflective of local communities.

5. The mobility of teachers from one state to another should be facilitated through reciprocal credentialing.

6. States should disseminate performance outcomes for teacher training and inservice programs.

7. The concept of a comprehensive system of personnel development (CSPD) should be promoted in every state to focus on all stakeholders, including teachers, administrators, related and support personnel, parents, and attorneys.
8. States and institutions of higher education should work collaboratively to ensure a quality workforce. (National Association for Directors of Special Education, 2001)

In today’s classrooms, in which the role of the special education teacher has become so complex, our teachers must be of the highest quality if we are to meet the needs of our students and ensure that our teachers feel capable, competent, and satisfied in their jobs.

**Standards**

Early efforts in the standards-based reform movement dealt primarily with the areas of curriculum and testing. Little attention was paid to the critical role of teaching. Darling-Hammond (2000) reported that, until recently, teaching in the United States did not have a coherent set of standards created by the profession to guide education, entry into the field, and ongoing practice. In the past ten years, such standards have been created by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). The standards created by these three entities were aligned with one another and with new standards for student learning in the disciplines. They were based on the most current research on teaching and learning, and were tied to performance-based assessments of teacher knowledge and skill. The standards saw teaching as diagnostic, responsible to, and contingent on student learning rather than the mere implementation of routines. The assessments looked at evidence of teacher ability in the context of real teaching and in relation to evidence of student learning (Darling-Hammond, 2000).
National Board of Professional Teaching Standards

While all three (NCATE, INTASC, and NBPTS) address standards related to diverse learners and special learning needs, the National Board of Professional Teaching Standards identifies standards specifically related to exceptional needs. The NBPTS has led the effort to develop professional standards for elementary and secondary schoolteachers and has its own view of what teachers should know and be able to do. The NBPTS identifies five core propositions: 1) Teachers are committed to students and their learning. 2) Teachers know the subjects they teach and how to teach those subjects to students. 3) Teachers are responsible for managing and monitoring student learning. 4) Teachers think systematically about their practice and learn from experience. 5) Teachers are members of learning communities.

One of the 30 areas in which the national board has created standards is in the area of exceptional needs. The exceptional needs standards have been organized into the following 14 standards with each describing an important facet of accomplished teaching.

Preparing for Student Learning:

1. Knowledge of Students — consistently use their knowledge of human development and learning and their skills as careful observers of students to understand students' knowledge, aptitudes, skills, interests, aspirations, and values.

2. Knowledge of Special Education — draw on their knowledge of the philosophical, historical, and legal foundations of special education and their knowledge of effective special education practice to organize and design instruction as well as to set meaningful goals for their students.

3. Communications — know the importance of communications in learning.
4. *Diversity* — create an environment in which equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.

5. *Knowledge of Subject Matter* — command a core body of knowledge in the disciplines and draw on that knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.

**Advanced Student Learning:**

6. *Meaningful Learning* — work with students to explore in purposeful ways important and challenging concepts, topics, and issues to build competence and confidence.

7. *Multiple Paths to Knowledge* — use a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.

8. *Social Development* — cultivate a sense of efficacy and independence in their students as they develop students’ character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.

**Supporting Student Learning:**

9. *Assessment* — design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.

10. *Learning Environment* — establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility
for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work not only independently but also collaboratively.

11. *Instructional Resources* — select, adapt, create, and use rich and varied resources, both human and material.

12. *Family Partnerships* — work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.

**Professional Development and Outreach:**


14. *Contributing to the Profession and to Education* — work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice in their field. (National Board of Professional Teaching Standards, 2001, pp. 5–6)

**Council for Exceptional Children**

While NBPTS does address the issue of exceptional needs standards, the Council for Exceptional Children (CEC) is the largest international professional development organization dedicated to improving educational outcomes for individuals with special needs, including those with disabilities. The worldwide mission of CEC, adopted by the Delegate of Assembly in April of 1995, is to improve educational outcomes for individuals with exceptionalities. In April of 1982, the CEC Delegate of Assembly adopted the following beliefs:
WE BELIEVE...

1. in advocating for the advancement of the education of individuals with exceptionalities.

2. all individuals have the right to an education.

3. all individuals have the ability to learn and attain self-fulfillment.

WE BELIEVE...

4. in equitable access to and meaningful participation in quality educational opportunities for individuals with exceptionalities.

5. in the development of preventative programs and services for children deemed to be at risk.

6. in the opportunity for lifelong education for all individuals with exceptionalities.

WE BELIEVE...

7. full participation of individuals with exceptionalities enriches all communities.

8. education is a collaborative effort among learners, educators, families, communities, governments, businesses, and industries.

9. CEC is THE professional organization of and for all special education professionals.

WE BELIEVE...

10. qualified professionals are essential to meeting the diverse educational needs of individuals with exceptionalities.

11. all special education professionals have a continuing responsibility to improve their practice.
12. CEC has responsibility to assist special education professionals in improving their practice.

WE BELIEVE…

13. special education professionals have knowledge and skills to share with education and other professionals to meet the diverse learning needs of individuals with exceptionalities.

14. special education professionals should practice in a manner consistent with CEC’s Code of Ethics and Standards of Professional Practice.

15. special education professionals have a responsibility to collaborate with other professionals who work with individuals with exceptionalities to improve the delivery of instruction.

WE BELIEVE…

16. governments have a responsibility to assure the provision of a free and appropriate education for all individuals with exceptionalities.

17. CEC is committed to an international orientation to all of its professional activities.

WE BELIEVE…


CEC has honored its beliefs by embracing the responsibility to provide leadership in the development, revision, and implementation of standards for the special education profession. One of the original aims of CEC was to establish professional standards for teachers in the field of special education. CEC has developed and maintained professional knowledge and
skill standards for 1) professional practice, 2) entry into the profession and continuing professional growth, and 3) preparation programs. The knowledge and skill standards are organized into ten content area standards that correlate closely to the INTASC principles. This was done to address NCATE’s requirement that program standards are aligned with INTASC and to provide a model for states collaborating with INTASC.

The CEC knowledge and skill standards are organized into eight common core areas:

1. Philosophical, historical, and legal foundations of special education.
2. Characteristics of learners.
3. Assessment, diagnosis, and evaluation.
4. Instructional content and practice.
5. Planning and managing the teaching and learning environment.
6. Managing student behavior and social interaction skills.
7. Communication and collaborative partnerships.
8. Professionalism and ethical practices.

A full description of the knowledge and skills required for each common core area is included in Appendix B.

The CEC standards for all beginning special education teachers, the NBPTS standards for exceptional needs, and the common standards between the two will be used in this investigation to determine similarities, differences, and gaps when compared to selected school districts, specific special education teacher standards used for teacher evaluation. Currently one of the districts selected for this investigation has specific evaluation criteria for special education teachers and the other does not.
Teacher Evaluation System

Before instituting any minimum standards of competency on assessing teaching staff, administrators must carefully define competency or performance standards. The National Commission on Teaching and America’s Future (1996) has done extensive study and work in the area of improving the quality of teaching which is based on three assumptions: 1) what teachers know and can do is the most important influence on what a student learns, 2) recruiting, preparing, and retaining good teachers is the central strategy for improving our schools, and 3) school reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

The CEC standards were created to describe the principles special educators use in carrying out day-to-day responsibilities. The Professional Practice Standards are how special educators are measured, and in turn, measure each other’s professional excellence. CEC believes it is incumbent on all special educators to use these standards in all aspects of their professional practice (Council for Exceptional Children, 2000). It would be reasonable to assume that the standards created for teacher competency would be the basis and foundation for the performance standards needed for teacher evaluation.

The NBPTS believes that a valid assessment of accomplished practice:

must sample the range of content knowledge that teachers possess and must provide appropriate contexts for assessments of teaching knowledge and skill. Teaching is not just about knowing things; it is about the use of knowledge—knowledge of learners and of learning, of schools and school subjects—in the service of helping students grow and develop. (National Board Professional Teaching Standards, 1999, p. ix)
The systematic, summative evaluation of teachers is a legally essential practice in American public education that began before the turn of the century (Banks, 2000). Although supervision may be regarded as one of the most important responsibilities in the school setting, the word may still conjure thoughts of control, hierarchy, and authority. A contributing problem to these negative viewpoints is that very often communication is not established between the evaluator and the educator concerning the school district’s philosophy, supervision, evaluation, and eventual instructional improvement plan (Gullatt & Ballard, 2000).

The overall purpose of performance evaluation is to improve performance year after year (Manatt, 1997; Danielson, 2001; Egelson, 2001; Ellis, 1994; Stronge, 1997). For many years, educators have agreed that the fundamental purposes of teacher evaluation are both quality assurance and professional development. Previous evaluation systems, however, have largely failed to achieve either goal. Evaluation was either neglected altogether or conducted in a highly negative environment with low levels of trust (Danielson, 2001; Root & Overly, 1990).

Stiggins (1986) claimed that teacher evaluation systems typically serve two purposes:

1. to provide accountability systems that gather data on performance via classroom observation, and the results flow to the district for review, evaluation, and decision making.

2. to provide growth systems that gather performance information from the teacher, colleagues, students and others and give that information back to the teacher who then evaluates it and decides if and how to act on it. (p. 52)
He identified potential limitations of accountability systems as they typically:
1) focus on a very narrow definition of good teaching (based on a few standard performance criteria), 2) rely on a very narrow and shallow sample of teacher performance (typically one or two brief in-class observations), 3) are subject to the potential biases and opinions of just one observer (the supervisor), and 4) affect relatively few teachers and pupils. (p. 56)

Traditional teacher evaluation has been based upon minimal expectations and process. Barkely and Cohn (1999) stated that many school districts evaluate by observing their teachers once or several times a year to determine if those teachers meet minimum standards. They went on to say that this practice, unfortunately, is the equivalent of putting up a sign that says, “All our teachers are minimally competent!” The practice of defining teacher evaluation by a one-step process or data collection method, such as the principal observing the teacher at a predetermined time, is commonly referred to as a “single source assessment.” Single source assessments are top-down and principal or supervisor driven. Few educators, including teachers, principals, and central office personnel, would express satisfaction with this traditional, single source approach and agree that a multiple data set are needed (Manatt & Benway, 1998; Manatt & Price, 1994: Stronge & Tucker, 2000).

As a national leader in teacher evaluation, the School Improvement Model (SIM) Center research team at Iowa State University has identified five persistent problems with single source assessments: 1) self-serving “like-me-ness” expectations, 2) favoritism, 3) scant data, 4) evaluators who refuse to confront marginal performance, and 5) varying degrees of rigor in making evaluation ratings (Manatt & Benway, 1998).
On the contrary, the Iowa State University School Improvement Model Center team found evaluations to be most successful when the following five elements were present:

1. The person being evaluated believes the results will be directly linked to the feedback data;
2. Adequate time must be scheduled to ensure that all evaluation components are completed;
3. Specific measurements of success must be established and used;
4. Reasonable deadlines for completion of the process should be set and enforced;
5. The goals of the evaluation process are announced publicly. (National Education Policy Network Updating School Board Policies, 1997, p. 1)

Contemporary teacher evaluation systems must be multidimensional (Katims & Henderson 1990; Gullatt & Ballard, 1998; Van Note Chism, 1999). They must not only include summative features, designed to provide a basis for judging performance, but also be formative, in order to help teachers improve instructional competence. Duke and Stiggins (1986) have identified at least five data sets they believe are needed to conduct teacher evaluation: self-evaluation, student’s ratings, peer ratings, student achievement, and a supervisor’s rating.

The NBPTS believes that a valid assessment of accomplished practice must allow for the variety of forms sound practice takes. Consequently NBPTS believes that the most valid teacher assessment processes engage candidates in the activities of teaching—activities that require the display and use of teaching knowledge and skill and that allow teachers the opportunity to explain and justify their actions (National Board of Professional Teaching Standards, 1999).
Teacher evaluation, in addition to its customary function of establishing a basis for promotion, retention, or dismissal of teachers, can also be a valuable tool for improving instructional effectiveness (Ellis, 2000; Van Note Chism, 1999; Stronge, 1997). Formative teacher evaluation promotes teacher growth by illuminating some areas of difficulty and creating a viable course for change. Natriello (1990) stated that:

Teachers appear less likely to react negatively to evaluations when they have a prior understanding of what is expected of them, when adequate information is collected of their performance, when feedback is frequent and informative, and when resources are provided to help them improve. (p. 40)

Manatt (1997), Director of Iowa State University School Improvement Model (SIM) Center, recommends team evaluation or 360-degree feedback. The essential part of the teacher evaluation system, according to the SIM Center, is feedback and it is drawn from seven different sources: 1) student, 2) peer, 3) teacher self-evaluation, 4) principal, 5) parent, 6) student achievement, and 7) professional growth goals.

One of the most compelling studies regarding feedback from several sources was conducted at the SIM Center at Iowa State University. Wilkerson (1997) found a significant positive correlation to exist between students' rating of their teacher and student achievement in three subjects. Other findings in his study included no correlation between how the principals rated the teachers with how well students performed. The Wilkerson study adds validation to the long-stated denunciation that principals' ratings of teachers have little or no bearing on how well students are learning (Kayona, 1999).

So what about special education teachers? Does the type of evaluation and professional growth plans need to be different for teachers of children with disabilities? The problems
traditionally associated with fair and valid teacher evaluation are exacerbated within the context of teachers who work with students who are learning and/or behaviorally disordered (Katims & Henderson, 1990). That is because the wide range of instructional practices special education teachers must utilize in order to meet the very diverse needs of the students they serve are not reflected in standardized teacher appraisal instruments.

Given the current trend of tying student achievement to teacher performance, an evaluator should consider the extraneous variables that can affect a special education teacher’s performance. According to Warger and Aldinger (1987), these factors include the severity and mix of handicapping conditions in a classroom, the compensatory demands from regular education and the effects of medication, absences, and home circumstances.

The solution it seems would be to find evaluation methods to meet the needs of any type of instructional situation, yet at the same time, avoid creating different and perhaps inequitable evaluation systems. Special education teachers must be allowed to operate in an environment in which teacher appraisal systems accommodate special practices, allow for contextual differences, and provide the necessary feedback and support for improvement.

**Marginal Teachers**

Expert opinion and empirical research indicate that 5 to 15 percent of the 2.7 million teachers in public school classrooms perform at incompetent levels (Bridges, 1992; McGrath, 1995; Tucker, 2001). Rogus and Nuzzi (1983) identify these common behaviors of marginal teachers that have “negative or questionable impact on student learning”: 
1. Failure to create an appropriate classroom atmosphere;

2. Lack of personal insight and motivation; and

3. Unwillingness to accept responsibility for problems.

Other causes of marginal teachers include lack of training, personal problems, and poor attitude (Fuhr, 1990).

With the increased focus on the relationship between teacher behavior and competence and student achievement, administrators will no longer be able to ignore poor teacher performance. Manatt (1987) identifies the costs of ignoring incompetent teachers as 1) it undermines political support of parents and taxpayers; 2) it lowers morale of competent teachers, and (3) it diminishes the educational opportunity of some students. It is estimated that over 2.7 million students are receiving substandard instruction every day (Ehrogott et al., 1993).

One of the most widely used strategies to improve teacher performance is mentoring and intern programs. Participants in a mentoring program result in learning for both mentors and apprentices including a deeper understanding of teacher effectiveness and their dyadic roles (Deyer et al., 2000; Felier et al., 2000). But as with any strategy, it is not without flaw. Veteran teachers who are having problems often resist the idea of being assisted by mentors, who are usually teachers in the same building (Jackson, 1997). Collaboration between the teacher and the evaluator throughout the entire evaluation process, driven by a well-designed professional growth plan, appears to be the key to improving teacher performance.
Professional Growth Plans

A formative teacher evaluation promotes teacher growth by highlighting areas which need improvement and by creating an opportunity for the teacher to improve. Evaluation should provide feedback to teachers and include effective teaching processes and directions for improved instruction (Root & Overly, 1990). Evaluation should not be used as a treat or to hurt the teacher, but rather as a way to improve the quality of the employee’s performance and to facilitate professional growth (Isenberg, 1990; Egelson, 1994). Pope (1990) encourages principals to design their evaluation reports for growth and improvement and refers to the “Plan for Growth” as the basis for a more detailed set of activities to be developed cooperatively after the evaluation report (goal setting). “Horizontal Evaluation” is a term used by Gitlin and Smyth (1990) and is defined as a process in which teachers are searching for the gap between what they desire to do in their teaching and what they actually end up doing.

Regardless of the term used, one component of formative teacher evaluation that has been noted as an effective tool in improving teacher effectiveness is the professional growth plan. Stiggins (1986) promotes growth-oriented evaluation systems as the only system capable of promoting excellence among teachers and schools. When used in place of traditional observations/evaluation systems, the professional growth plan allows teachers to take control of their own learning. Barkley and Cohn (1999) believe the plan allows teachers to select the area in which they wish to enhance their skills believing that every teacher should have a growth plan that says at the end of each year, “I should have something new to add to my resume” rather than “I survived one more year.”
The Iowa State University School Improvement Model Center promotes using templates called management plans for administrators or project action plans for instructional staff. The coaching evaluator and the evaluatee will set one to three goals. The action plan will ask the following questions:

1. What is to be accomplished? (the goal)
2. How is it to be accomplished? (a series of short-range objectives)
3. What resources are needed? (funds, material, staff)
4. When must the goal be completed? (a specific date usually within a year)
5. How will accomplishment of the goal be measured? (via achievement results, client satisfaction, improved feedback, lower costs, etc.). (Manatt, 1997, p.11)

**Related Research**

**Standards-based reform and special education**

Given the increased level of expectations of school reform for all children at the federal level, the Educational Testing Services set out to determine how Americans feel about educational accountability through standardized testing and about education reform in general through a public opinion poll. This far-reaching national public opinion poll indicates a majority of Americans are demanding both increased federal funding and greater accountability—accountability that can be measured through the appropriate use of fair assessments (Educational Testing Service, 2001).

This survey, completed in 2001, polled 1,054 adults and parents of school-aged children, and included interviews among educators and education policymakers. Overall, Americans indicate that schools receive a grade of “C,” but do not feel that major changes or
a complete overhaul of the education system is needed. The highest rated issue in education was to hire more teachers, followed by raising teacher salaries. On the other hand, Americans believe that in order to ensure accountability schools must be given the ability to easily fire teachers who are incompetent. This would suggest that even the average American ultimately holds teachers accountable for student achievement.

While studies have been conducted over the last 25 years regarding reform specific to special education, little has been done concerning special education issues within overall general school reform. However, Quenemoen et al. (2001) reported that increasingly challenging and multi-layered district and state-level standards and assessments may result in greater numbers of students with disabilities being retained in grade, truant, or dropping out.

The report, *When It's Your Own Child: A Report on Special Education from the Families Who Use It*, is based on a national random sample telephone survey of 510 parents of K–12 public school children who have special needs (margin of error: plus or minus four percentage points). The survey was preceded by three focus groups and four in-depth individual interviews with parents of special needs students, and 13 in-depth interviews with experts in the field (Public Agenda Online [Online] Available http://www.publicagenda.org/specials/specialed/specialed_method.htm).

The fielding of the survey took place between April 12 and May 11, 2002. Results indicate that most parents of children with disabilities (72 percent) give their school a good or excellent rating when it comes to the “skill and quality” of special education teachers. More than eight of ten parents surveyed (84 percent) said their child’s teachers really cared about him or her as a person. Almost seven in ten said the teachers “know a lot” about their child’s disability. On the other hand, 33 percent said their school does a poor job of giving
their child the services he or she needs, and nearly a quarter thought their child’s teacher lacked skill and quality.

When asked about academics and standards, a large majority of special education parents (79 percent) said that schools should pay a lot more attention to the academic progress of students in special education. The survey included questions concerning high stakes testing. Feedback indicated that:

Many special education parents have conflicting feelings about requiring children with disabilities to take the same tests as general education students. Most believe tests can motivate students and teachers, with 58 percent of the parents surveyed believing that if students with special needs are required to take the same standardized tests that general education students take, both the students and their teachers would take academics more seriously. But, most also say that flexibility is needed. Approximately 66 percent said they worry about “pushing students to take tests if they cannot possibility pass them.” If a state required student with disabilities to take standardized tests, half would want their child to have accommodations, more than a third, 34 percent, said they would want their child to take the same test, 11 percent to take an easier test, and 4 percent to be excused from the test. (Council for Exceptional Children, 2002)

On October 2, 2001, the president created the Commission on Excellence in Special Education. This commission was created to recommend reforms to improve America’s special education system and move it from a culture of compliance to a culture of accountability for results. The commission held 13 public hearings where an open dialogue was held with parents, teachers, families, and communities in an effort to gather input as to
how to improve education’s opportunities to meet children’s learning needs. The commission also received hundreds of written comments.

After thousands of comments and letters on the real complexities in the system, (the commission) found common threads among those whose needs weren’t being met.

Finding 1: IDEA is generally providing basic legal safeguards and access for children with disabilities. However, the current system often places process above results, and bureaucratic compliance above student achievement, excellence, and outcomes.

Finding 2: The current system uses an antiquated model that waits for a child to fail, instead of a model based on prevention and intervention. Too little emphasis is put on prevention, early and accurate identification of learning and behavior problems, and aggressive intervention using research-based approaches.

Finding 3: Children placed in special education are general education children first. Despite this basic fact, educators and policymakers think about the two systems as separate and tally the cost of special education as a separate program, not as additional services with resultant add-on expense. In such a system, children with disabilities are often treated, not as children who are members of general education and whose special instructional needs can be met with scientifically based approaches, they are considered separately with unique costs—creating incentive for misidentification and academic isolation—preventing the pooling of all available resources to aid learning.

Finding 4: When a child fails to make progress in special education, parents don’t have adequate options and little recourse. Parents have their child’s best interest in mind, but they often do not feel they are empowered when the system fails them.
Finding 5: The culture of compliance has often developed from the pressures of litigation, diverting much energy of the public schools' first mission: educating every child.

Finding 6: Many of the current methods of identifying children with disabilities lack validity. As a result, thousands of children are misidentified every year, while many others are not identified early enough or at all.

Finding 7: Children with disabilities require highly qualified teachers. Teachers, parents, and education officials desire better preparation, support, and professional development.

Finding 8: Research on special education needs enhanced rigor and long-term coordination necessary to support the needs of children, educators, and parents. In addition, the current system does not always embrace or implement evidence-based practices once established.

Finding 9: The focus on compliance and bureaucratic imperatives in the current system, instead of academic achievement and social outcomes, fails too many children with disabilities. Too few successfully graduate from high school or transition to full employment and postsecondary opportunities, despite provisions in IDEA providing for transition services. (United States Department of Education [Online] Available http://www.ed.gov/inits/commissionsboards/whspecialeducation/reports/pcesefinalreport.pdf).

The report, *A New Era: Revitalizing Special Education for Children and Their Families*, was created as a result of these findings. This report contains the following three broad recommendations: 1) focus on results, not on process, 2) embrace a model of
prevention, not a model of failure, and 3) consider children with disabilities as general education children first. More specific recommendations were offered in the categories: federal regulations and monitoring, paperwork reduction and increased flexibility; assessment and identification; special education finance; accountability, flexibility and parental empowerment; postsecondary results for students with disabilities and effective transition services; teacher and administrator preparation, training and retention; and special education research and dissemination of information.

Specific to this investigation is the category of teacher and administrator preparation, training, and retention. Three recommendations within this category are most applicable for consideration in this study:

Recommendation: Recruit and train highly qualified general and special education teachers. States and districts must devise new strategies to recruit more personnel who are highly qualified to educate students with disabilities; state licensure and endorsements for all teachers should require specific training related to meeting the needs of students with disabilities, and integrating parents into special education services. States must develop collaborative career-long professional development systems that conform to professional standards.

Recommendation: Create research and data-driven systems for training teachers of special education. Formal teacher training should also be based upon solid research about how students learn and what teacher characteristics are most likely to produce students' achievement. State education agencies and institutions that train teachers and administrators should implement data-driven feedback systems to improve how well educators educate children with disabilities.
Recommendation: Require rigorous training in reading. States and school districts must implement more rigorous requirements for training educators in scientifically based assessment and intervention in reading. General and special education teachers must implement research-based practices that include explicit and systematic instruction in phonemic awareness, decoding, fluency, vocabulary, and comprehension. (President’s Commission on Excellence in Special Education, 2002, p. 54)

The recommendations of the commission as well as the principles contained within the No Child Left Behind Act of 2001 will be the basis upon which IDEA is reauthorized in the next few years. All indications would be that the level of special education teacher accountability is going to continue to increase. Appropriate teacher evaluation and professional growth plans would be a tool for enabling teachers to meet the increased demand for student achievement and thereby teacher accountability. The essence of the commission’s recommendations is that federal, state, and local education reform efforts must extend to special education classrooms and special education teachers.

Gagnon et al. (2002) investigated how local districts’ education reforms are applied to children with disabilities. A written survey and follow-up phone survey of a sample of the 49 largest U.S. school districts were conducted to determine the degree to which children with disabilities are incorporated in large districts’ standards driven reform initiatives across the nation.

The survey sought information regarding district demographics and the inclusion and participation of students with disabilities in specific reform policies by asking questions related to three areas: 1) content area standards, 2) assessment, and 3) graduation. The overall results of this study reinforce that from the perspective of students with disabilities and their
teachers, the multiple requirements of standards-based reform increase the knowledge and performance demands placed on the special education teacher. Therefore, special education teachers must continuously struggle to negotiate the challenge of clarifying expectations and balancing the competing priorities between state and district standards and individual student needs.

District administrators have the primary responsibility of ensuring that special education teachers have the knowledge and skills necessary for student achievement. They are ultimately in the position of shaping the quality of the workforce. The 2001 Study of Personnel Needs in Special Education (SPeNSE) was funded by the United States Department of Education, Office of Special Education Programs. SPeNSE was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed.

SPeNSE included personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Over 8,000 local administrators, preschool teachers, general and special education teachers, speech language pathologists, and paraprofessionals participated in telephone interviews. Results identified the factors associated with teacher quality as the following:

1. the scope and quality of professional development experiences,
2. positive school climate, and
3. teacher experience.

The study reported that nationwide, special education teachers consider themselves skillful in planning effective lessons, using appropriate instructional techniques, managing behavior,
working with parents, and monitoring students' progress and adjusting instruction accordingly. However, continued attention needs to be devoted to three areas in which special education teacher report relative weakness: 1) teaching culturally and linguistically diverse learners, 2) collaborating with colleagues, and 3) using technology in instruction (United States Department of Education [Online] Available http://www.spense.org/).

The resulting recommendations from this study include:

1. Determine the teacher turnover rate in your agency. If it is over 15 percent per year, consider possible reasons for turnover, such as school climate and working conditions. Develop strategies for addressing specific causes of teacher turnover. Adequate levels of administrative and peer support, teacher influence in school decisions, control over curriculum and instruction, and salary adjustments may help improve turnover rates.

2. Consider adopting school- or district-wide approaches to critical instructional practices. Teachers working in isolation reported using best practices less frequently in promoting inclusion and teaching English language learners than those working as part of a coordinated program.

3. Objectively evaluate the scope and quality of your professional development program. Determine whether you are addressing knowledge and skills needed by your special education teachers and whether the content is delivered in a way that is useful and relevant. Be sure to devote time for teacher to plan ways to implement new skills.

4. Consider continuing professional development in the areas of cultural/linguistic diversity, technology, and collaboration. National data indicate that special
Special education teacher evaluation

The challenge in the evaluation of special education teachers becomes the level of sensitivity necessary to recognize the struggles special education teachers face in balancing federal special education requirements, state and district reform standards, and individual student needs. The research concerning special education teacher evaluations is extremely limited. An Iowa State University study was conducted by Sweeney and Twedt (1993) involving 619 regular education teachers and 246 special education teachers, designed to answer three questions: 1) How effective is the evaluation of special education teachers and how does it compare to the quality of regular education teacher evaluation? 2) How do attributes of the evaluators, procedures, feedback, and the context compare to those of regular education? 3) What appears to make a difference in special education teachers’ perceptions of evaluation quality?

Sweeney and Twedt reported that the results of their study debunk the popular myth that the evaluation of special educators was less effective because of their unique teaching situation. There was no significant difference in quality and no pattern indicating differences in the evaluator attributes. These findings suggested that although the evaluation of special education teachers appeared to be of relatively good quality, they needed greater support and assistance including more specific and in-depth information and high quality feedback to help special education teachers improve their skills.
Professional growth plans

Support, assistance, and feedback may be provided through the development and implementation of a professional growth plan. Over the last couple of decades, the School Improvement Model Center at Iowa State University has been one of the major contributors to research on performance improvement plans. Rauhauser (1983) found, through a survey of over 3,000 teacher participants in the School Improvement Model, that by sampling, he could analyze how well the growth plans were written and determine why the quality of the written growth plans varied.

Nance (1986) first introduced a rubric outlining the components of a professional growth plan. His study found the following as necessary components:

1. areas of performance,
2. criterion or specific behavior,
3. statement of intent expressed in specific measurable terms,
4. procedures (the plan of action or steps taken to accomplish behavior statement),
5. timeline (starting and completion dates),
6. monitoring (checks used to determine growth),
7. evidence (documentation), and
8. standard (the model that the completed plan should look like).

The effectiveness of principal evaluation systems has also been researched at the SIM Center involving supervisor and principal perceptions about evaluation practices used in districts and assessing the effectiveness of those evaluation systems (Frerking, 1993; Noel, 1991; Mueller, 1987). Specific to secondary principal performance, Mueller (1987)
suggested strategies for improvement through the use of the written professional improvement commitment to be implemented during the next principal evaluation cycle.

A three-part compendium series has been developed by the SIM Center with support from the Iowa State University Research Foundation. Manatt and Stow (1984) spent five years reading the original research reports, studying general reviews, and conducting their own large-scale, process-product experiments and created the Clinical Manual for Teacher Performance Evaluation.

The purpose of this manual is to give teacher evaluators and those stakeholders’ committees charged with the creation of a teacher performance evaluation system the research base undergirding the most commonly used teacher performance criteria in the areas of productive teaching techniques, organized structured class management, positive interpersonal relationships and professional responsibilities. (Manatt & Stow, 1984, p. 1)

The second document, A Compendium of Validated Professional Improvement Commitments (Stow, Manatt, Mitchell, & Hawana, 1985), was developed to provide models of Professional Improvement Commitments (PICs) that are recommended as the basis for writing professional growth plans. The third series, A Compendium of Validated Professional Improvement Commitment; Volume Two (Stow, Manatt, Peterson, Semones, & Stevenson, 1987), was designed to provide a resource of ideas that can be tailored to meet individual teacher needs and to exceed district standards.

Fenwick (2001) conducted a qualitative study in which educators were interviewed about their experiences implementing teacher professional growth plans. She found that teachers and principals actually claimed that when implemented with patient flexibility and
process-focused support, teacher professional growth plans, even when provincially mandated, could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning.

This study found the following eight strategies were used most frequently by principals to offset potential conflicts:

(a) setting the stage carefully with clear expectations and informal suggestion; (b) following up with strong support—financial, informational, cultural, and relational—modeling their own serious commitment to and belief in the value of teacher professional growth plans; (c) deemphasizing the procedures of the policy but emphasizing learning process, using the policy’s existence to justify increased talk and activity dedicated to learning; (d) remaining flexible and experimental, accommodating differences among teachers; (e) refraining from critical judgment, “accepting just about anything”; (f) exercising patience in the growth process and building teacher trust over time; (g) encouraging as much teacher collaboration as staff members would accept in working through teacher professional growth plans; and (h) using teacher professional growth plans as an opening to praise, celebrating teachers’ learning achievements.

(Fenwick, 2001, p. 419)

A major issue regarding teacher performance and growth facing school administrators is that of the marginal teacher. A California study was conducted to determine administrators’ perceptions of the scale, causes, and difficulties of marginal teachers and to identify appropriate response strategies (Ehrgott et al., 1993). The results suggest the major perceived causes of marginal teaching include the inability to control classrooms, lack of motivation, burnout, and personal crisis. Ehrgott et al. (1993) concluded that many
administrators were unable to differentiate marginal from incompetent teachers and endorsed simple remedies such as dismissal or reassignment. The study went on to suggest that the performance of marginal teachers can be improved with adequate diagnosis and appropriate rehabilitative strategies, since marginal teachers, unlike those who are incompetent, are capable of reasonable performance.

Herman's (1993) dissertation research found that the teacher motivation and active representation by the local education association representative were key factors in teachers' improvement. One focus of this study included the remediation procedures used for marginal teachers within a plan of assistance and the plan's final outcome. Herman (1993) recommends that teacher-assistance plans focus more on teacher improvement and development and less on fear and recrimination. This study again reinforces the need for quality professional growth plans that are developed collaboratively between the evaluator and the teacher.

**Literature Summary**

The two primary focuses of this review of literature began in the areas of special education teacher evaluation and professional growth plans. It quickly became apparent that the concept of teacher performance and improvement, whether it be for general education or special education, could not be explored without considering the theories for standards-based reform and goal setting. With the increased focus on school improvement, the performance of students requiring special education must be included within the district accountability data, therefore, teachers of students requiring special education must too be included with the overall school improvement focus.
Table 1 outlines the literature and research conducted in the areas of standards-based reform and special education. Three waves of school reform have occurred over the last twenty years. Beginning with a focus on higher standards for graduation and attendance, moving to teacher preparation and teacher pay, and finally to standards-based reform which promoted accountability at all levels of education, including teacher performance. Past efforts at the federal and national level have driven standards-based reform through key pieces of legislation developed over the last several decades. The federal legislature and the United States Department of Education continue to challenge education at the state and local level as a result of increased numbers of dropouts and declining student achievement in the United States.

Recently, several large studies have been conducted to determine the level of interest and commitment parents and the general public have concerning standards-based reform. Parents appear to be supportive of raising the achievement of their children and, therefore, the performance levels of their children's teachers. Likewise, studies have been conducted to determine the strengths, weaknesses, and needs of teachers all in the context of improving America's schools. This research would suggest that the areas of focus that are needed to make such improvements include quality teacher professional development opportunities, collaboration among teachers, and increasing instructional strategies used by teachers to meet the needs of all children, including English language learners.

National education associations, research institutions, and other scholarly organizations have risen to this challenge by creating standards for student achievement and teacher performance. Anticipating that the data concerning achievement of students with disabilities may be dismal, federal initiatives have begun putting the bright light on accountability for
Table 1. A summary of research literature regarding standards-based reform and goal setting

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Contributions to this investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>National Commission on Excellence in Education</td>
<td>A report entitled <em>A Nation at Risk</em> suggested policymakers must add to the curriculum in the areas of science, math, and technology; lengthen the time students spend in school; increase requirements for high school graduation; and develop and implement more rigorous assessment of student learning.</td>
</tr>
<tr>
<td>1986</td>
<td>Carnegie Corporation of New York</td>
<td>A report entitled <em>A Nation Prepared: Teachers for the 21st Century</em> reinforced higher standards for students but also recognized the need for higher teacher standards.</td>
</tr>
<tr>
<td>1996</td>
<td>National Commission on Teaching and America’s Future</td>
<td>A document entitled <em>What Matters Most: Teaching America’s Future</em> examined the idea that quality teaching produces student achievement, thereby establishing the connection between student standards and teaching standards.</td>
</tr>
<tr>
<td>1997</td>
<td>Individuals with Disabilities Education Act</td>
<td>Individuals with Disabilities Education Act was reauthorized in 1997 requiring that all students must participate in state and district assessment processes.</td>
</tr>
<tr>
<td>1999</td>
<td>National Board of Professional Teaching Standards</td>
<td>The NBPTS created standards for teachers of exceptional needs students aged birth to 21.</td>
</tr>
<tr>
<td></td>
<td>(NBPTS)</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Asp</td>
<td>The logic of standards-based reform is appealing and assessment plays a pivotal role in the process.</td>
</tr>
<tr>
<td>2000</td>
<td>Council for Exceptional Children (CEC)</td>
<td>Standards were created for all beginning special education teachers.</td>
</tr>
<tr>
<td>2000</td>
<td>Goals 2000</td>
<td>Comprehensive reform plans are necessary for adopting high student standards and for aligning assessment and accountability, professional development, efforts and broad community involvement and coordination.</td>
</tr>
<tr>
<td>2001</td>
<td>Educational Testing Services</td>
<td>Americans believe that in order to ensure accountability, schools must be given the ability to easily fire teachers who are incompetent.</td>
</tr>
</tbody>
</table>
Table 1. Continued

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Contributions to this investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Quenemoen</td>
<td>Increasingly challenging and multi-layered district and state-level standards and assessment may result in greater numbers of students with disabilities being retained in grade, truant, or dropping out.</td>
</tr>
<tr>
<td>2001</td>
<td>SPeNCE</td>
<td>Study provided input to understanding teachers’ perceived strengths and weaknesses, factors associated with special education teacher quality, and recommendations for improving teacher skill and job performance.</td>
</tr>
<tr>
<td>2002</td>
<td>Gagnon et al.</td>
<td>Special education teachers must continuously struggle to negotiate the challenge of clarifying expectations and balancing the competing priorities between state and district standards and individual student needs.</td>
</tr>
<tr>
<td>2002</td>
<td>No Child Left Behind</td>
<td>New student achievement standards were established for every public school.</td>
</tr>
<tr>
<td>2002</td>
<td>Public Agenda</td>
<td>Parents provide input into the quality of their child’s special education teacher, high stakes testing, academics, and standards.</td>
</tr>
<tr>
<td>2002</td>
<td>President's Commission on Excellence in Special Education</td>
<td>Education must recruit and train highly qualified general and special education teachers; create research and data-driven systems for training teachers; and require rigorous training in reading.</td>
</tr>
</tbody>
</table>
ensuring that students with disabilities experience the same level of support and success as their nondisabled peers.

Table 2 outlines the research literature reflective of teacher evaluation. It became clear through the review of literature that it is not possible to increase student achievement and to raise the accountability of the educational system without addressing teacher performance and evaluation. This includes the skills and support needed by special education teachers. Research suggests that the elements necessary to ensure a quality teacher evaluation system include:

1. buy-in by both the evaluator and evaluatee,
2. adequate time for the process is allowed with reasonable deadlines,
3. a process that is driven by specific goals and outcomes for success,
4. making the goals and philosophy for the evaluation system public and agreed upon,
5. multidimensional input, drawing from several sources, and
6. teacher growth by illuminating areas of difficulty and creating a viable course for change are promoted.

The evaluation of special education teachers is compounded by the complexity of student needs, wide variety of instructional practices necessary to meet those needs, and by the need for special education teachers to become involved in many different curriculums reflecting students' grade levels and achievement levels. The evaluation of special education teachers requires greater support and assistance, including more specific and in-depth information and high quality feedback to help special education teachers improve their skills (Sweeney & Twedt, 1993). National standards for special education teachers as well as
Table 2. A summary of research literature regarding teacher evaluation

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Contributions to this investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>Locke et al.</td>
<td>Goal setting affects performance by directing attention, mobilizing effort, enhancing persistence, and developing new learning strategies.</td>
</tr>
<tr>
<td>1983</td>
<td>Katzell &amp; Guzzo</td>
<td>Goal setting is considered important in improving employee productivity.</td>
</tr>
<tr>
<td>1986</td>
<td>Stiggins</td>
<td>Teacher evaluation provides both an accountability and a growth system but with several limitations including a narrow focus, biases, and single source assessment.</td>
</tr>
<tr>
<td>1987</td>
<td>Warger &amp; Aldinger</td>
<td>Special education teacher evaluation is influenced by the severity and mix of handicapping conditions in the classroom, the compensatory demands from regular education, and the effects of medication, absences, and home circumstances.</td>
</tr>
<tr>
<td>1989</td>
<td>Festinger</td>
<td>The Theory of Cognitive Dissonance postulates when individuals are expected to behave or act in a manner inconsistent with how they feel.</td>
</tr>
<tr>
<td>1990</td>
<td>Katims &amp; Henderson</td>
<td>Special education teacher evaluation is exacerbated by the wide range of instructional practices special education teachers must utilize in order to meet the very diverse needs of students they serve.</td>
</tr>
<tr>
<td>1993</td>
<td>Sweeney &amp; Twedt</td>
<td>The evaluation of special education teachers requires greater support and assistance, including more specific and in-depth information and high quality feedback to help special education teachers improve their skills.</td>
</tr>
<tr>
<td>1997</td>
<td>Mager</td>
<td>In order to achieve goals, those goals must be translated into specific, observable, desired performances.</td>
</tr>
<tr>
<td>1997</td>
<td>Manatt</td>
<td>Teacher evaluation must include team evaluation or 360-degree feedback.</td>
</tr>
<tr>
<td>1997</td>
<td>Wilkerson</td>
<td>There is a significant positive correlation between students’ ratings of their teachers and student achievement in three subjects. There is no correlation between how the principals rated teachers with how well students perform.</td>
</tr>
<tr>
<td>1998</td>
<td>Manatt &amp; Benway</td>
<td>The School Improvement Model identified persistent problems with single source assessments.</td>
</tr>
</tbody>
</table>
Table 2. Continued

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Contributions to this investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Manatt</td>
<td>The School Improvement Model found evaluation to be most successful when embracing feedback data, adequate time, specific measurements of success, reasonable deadlines, and goals of the evaluation process are announced publicly.</td>
</tr>
<tr>
<td>2000</td>
<td>Curtis</td>
<td>Evaluators and evaluatees must consider issues related to goal setting theory and understand the process by which goals are set so that optimal learning experiences are created.</td>
</tr>
<tr>
<td>2000</td>
<td>Russell</td>
<td>Goals help supervisors and supervisees develop learning strategies, and persistence is enhanced with one knows what one is working to achieve.</td>
</tr>
<tr>
<td>2002</td>
<td>Manatt</td>
<td>The process of goal setting, providing certain feedback pertaining to the progress in meeting those goals, and enforcing consequences pertaining to that progress creates a tripod of accountability.</td>
</tr>
</tbody>
</table>
efforts to improve the quality of performance appraisal systems and subsequent performance improvement plans are the tools necessary to make this happen.

Mager's (1997) goal setting theory would suggest that in order for teachers to perform at a predetermined level, that performance must be articulated in goals that are specific and observable. Such goals will assist teachers in knowing how to bridge the gap between the problem area and the intended outcome or solution. Evaluators need to work collaboratively with teachers in that the performance goals should be mutually agreed upon by the supervisor and the teacher. This will ensure accountability as well as ownership on the part of the teacher.

Table 3 outlines research literature related to practices and research regarding performance improvement and enhancement strategies. The results of the evaluation aid administrators/supervisors in decisions regarding placements, transfer, promotion, and/or compensation of each employee, but also help to identify the developmental needs of the organization (Turner, 2002). Follow-up and feedback, designed as a result of the teacher evaluation, are critical to a teacher's path to improvement. The resulting professional improvement strategies are an important component of the teacher evaluation process.

The components of a professional growth plan necessary to ensure a quality plan include:

1. areas of performance,
2. criterion or specific behavior,
3. statement of intent expressed in specific measurable terms,
4. procedures (the plan of action or steps taken to accomplish behavior statement),
5. timeline (starting and completion dates),
6. monitoring (checks used to determine growth),

7. evidence (documentation), and

8. standard (the model that the completed plan should look like). (Nance, 1986)

Research conducted at the Iowa State University School Improvement Model Center provide much of the guidance and direction for teacher evaluators. The guidance comes in the areas of teacher performance criteria, professional growth plans, and resources of ideas that may be tailored to meet individual teacher needs and to exceed district standards.

While professional growth plans are important tools to assist good teachers in being exemplar, they are critical in helping marginal teachers improve. With education being driven by standards and high levels of accountability, administrators can no longer afford to ignore or look the other way when addressing marginal teachers. Research suggests that administrators should not equate an incompetent teacher with a marginal teacher in that the performance of a marginal teacher can be improved. This improvement can best be realized through increasing teacher motivation, an adequate diagnosis of the problem areas, and appropriate rehabilitative support.
Table 3. A summary of research literature regarding professional growth plans

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Contributions to this investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>Rauhauser</td>
<td>It is possible to analyze how well growth plans are written and to determine why the quality of the written growth plans varied.</td>
</tr>
<tr>
<td>1984</td>
<td>Manatt &amp; Stow</td>
<td>A total systems approach that includes multi-appraisals is necessary for true school improvement.</td>
</tr>
<tr>
<td>1985</td>
<td>Stow, Manatt, Mitchell, &amp; Hawana</td>
<td>Models of professional improvement commitments are recommended as the basis for writing professional plans.</td>
</tr>
<tr>
<td>1986</td>
<td>Stiggins</td>
<td>Growth-oriented evaluation systems are the only systems capable of promoting excellence among teachers and schools.</td>
</tr>
<tr>
<td>1986</td>
<td>Nance</td>
<td>A rubric is provided outlining the components of a professional growth plan.</td>
</tr>
<tr>
<td>1987</td>
<td>Mueller</td>
<td>Written professional improvement commitments, to be implemented during the next principal evaluation cycle, are strategies for improvement.</td>
</tr>
<tr>
<td>1987</td>
<td>Stow, Manatt, Peterson, Semones, &amp; Stevenson</td>
<td>Professional improvement ideas that can be tailored to meet individual teacher needs and to exceed district standards are provided.</td>
</tr>
<tr>
<td>1990</td>
<td>Pope</td>
<td>Principals must design their evaluation reports for growth and improvement.</td>
</tr>
<tr>
<td>1991</td>
<td>Noel</td>
<td>Recommendations to ensure effective principal evaluation systems are provided.</td>
</tr>
<tr>
<td>1993</td>
<td>Ehrngott et al.</td>
<td>The performance of marginal teachers can be improved with adequate diagnosis and appropriate rehabilitative strategies.</td>
</tr>
<tr>
<td>1993</td>
<td>Frerking</td>
<td>Strategies concerning the effectiveness of principal evaluation systems are provided.</td>
</tr>
<tr>
<td>1993</td>
<td>Herman</td>
<td>Teacher motivation and active representation by the local education association representative were identified as the main factors in the teacher’s improvement.</td>
</tr>
<tr>
<td>1997</td>
<td>Manatt</td>
<td>The School Improvement Model center promotes using templates called project action plans for instructional staff.</td>
</tr>
<tr>
<td>1999</td>
<td>Barkley &amp; Cohn</td>
<td>Professional growth plans allows teachers to select the area in which they wish to enhance their skills.</td>
</tr>
</tbody>
</table>
Table 3. Continued

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Contributions to this investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Fenwick</td>
<td>Professional growth plans, when implemented with patient flexibility, can produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning.</td>
</tr>
<tr>
<td>2002</td>
<td>Turner</td>
<td>Professional growth plans are provided outlining performance requirements for classified staff.</td>
</tr>
</tbody>
</table>
CHAPTER III. METHODOLOGY

The goal is to take action to improve one's own practice based on the deeper understanding that relevant data can provide.

Emily Calhoun

The intent of this study was to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement. The professional growth plans are intended to set expectations of quality special education teacher performance and thereby help principals and other supervisors to write better growth plans.

Because of this intent, the study required a combination of action and descriptive research. The field of education has accepted action and descriptive research as a valid research method. Clark (1972) emphasizes that action research is concerned with enlarging the stock of knowledge of the social science community. Descriptive research is concerned with the current or past status of something. A descriptive study asks what is or what was: it reports things the way they are or were (McMillan & Schumacher, 1997).

Because both action and descriptive research methods were utilized in this study, the methodology used is reflective of qualitative research. Purposes of qualitative research applicable to this study are to:

1. develop a concept or model,
2. describe a situation,
3. criticize cultural beliefs and practices,
4. evaluate a program,
5. identify policy issues,
6. contribute to large-scale research projects,
7. serve as a precursor to statistical research.

This study was guided by the following research questions:

1. What are the recommended behaviors needed to be included within the performance appraisal process for special education teachers to ensure a quality evaluation system?
2. How do these recommended behaviors differ from the performance standards needed for general education teachers?
3. How do the selected districts' job descriptions and performance standards used for evaluation of special education teachers align with the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards?
4. Is there a preponderance of the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards that are not represented in the selected districts' current evaluation process?
5. How should performance improvement targets be written?
6. What are the key elements of a performance improvement/professional growth plan?
7. How can the compendium of suggested improvement plans be written to serve the supervisors and special education teachers?

The specific qualitative research methodologies implemented to answer these questions were: 1) holistic inquiry, 2) using humans as data-gathering instruments, 3) purposive sampling, 4) inductive data analysis, 5) development of grounded theory, 6) judgment panel, 7) focus group theory, 8) interpretation of outcomes, and 9) utilization of intuitive insights.
This chapter will discuss the research design, procedures used, and the critiquing and reviewing of the compendium. This section will specify the site selection, respondents, data collection methods, and data analysis technique.

Site Selection

(Methodology: Confirmation interview, holistic inquiry)

This study examined the criteria used for special education teacher evaluations and the resulting summative evaluation reports from the two selected districts. In 2000–2001, Dr. Marilyn Semones, then superintendent of Camp Verde Unified School District No. 28, Camp Verde, Arizona, and Dr. Debra Van Gorp, associate superintendent of West Des Moines Community School District, agreed to the development of a performance evaluation system for special education teachers. Permission to study the teacher evaluation systems of the selected districts was officially obtained from the superintendents from each district through the School Improvement Model (SIM) team from Iowa State University.

This section describes characteristics of the two school districts selected for participation in this study. Similarities between the two districts include a commitment to student learning and to quality teaching. This is reflected in both districts adopting the Total Quality Management (TQM) approach in the teacher performance improvement process.

Camp Verde Unified School District No. 28

Established in 1895, the Camp Verde Unified School District is located in north central Arizona. Statistics on the district include:

1. Covers geographical area of 439 square miles.
2. Serves approximately 5,000 households.

3. Serves 1,430 students.

4. Maintains school buildings including a high school, middle school, and an elementary building.

5. Serves 218 students requiring special education, reflecting 15% of the total population.

6. Employs nine special education teachers responsible for the education of students needing special education programs and services.

Camp Verde does have performance evaluation criteria specifically designed for special education teachers. The intent of the Camp Verde teacher evaluation system is to develop and maintain a comprehensive system. The district believes that all participants in the process exhibit positive, progressive attitudes and demonstrate a responsibility and willingness to grow.

The annual evaluation process includes the identification of both areas of strength and necessary growth. Summative and formative evaluation are reflected in the evaluation cycle. A teacher’s performance is monitored and data are collected during the formative part of the cycle and the summative evaluation report is utilized to assess performance.

West Des Moines Community School District

The West Des Moines Community School District is located in central Iowa. Statistics on the district include:

1. Covers geographical area of 36.6 square miles.

2. Serves approximately 30,000 households.
West Des Moines Community School District

The West Des Moines Community School District is located in central Iowa. Statistics on the district include:

1. Covers geographical area of 36.6 square miles.
2. Serves approximately 30,000 households.
3. Serves 8,698 students.
4. Maintains school buildings including two high schools, alternative school, ninth grade building, two junior high schools, nine elementary buildings, and one early childhood center.
5. Serves 789 students requiring special education, reflecting 9% of the total population.
6. Employs 69 full-time and four part-time special education teachers responsible for the education of students needing special education programs and services.

West Des Moines does not have performance evaluation criteria specifically designed for special education teachers. Rather, special education teachers are held to the same standards as general education teachers.

West Des Moines uses the evaluation process to promote excellence. The annual evaluation procedures provide the district with the opportunity to assess and evaluate teacher performance as compared to district-adopted teacher evaluation criteria. Similar to that of Camp Verde, the district’s evaluation process is intended to identify both areas of strength and necessary growth. West Des Moines also utilizes both summative and formative evaluation. During the formative part of the cycle, performance is monitored and data are
collected. In the summative phase of the process, the summative evaluation report is utilized to assess performance (West Des Moines Community School District, 2000–2001).

The West Des Moines Community School District and Camp Verde Unified School District No. 28 evaluation procedures include a continuous improvement cycle with the process resulting in a written professional growth plan for the evaluatee. Each agency recognizes the impact of teacher performance on student performance and, therefore, has placed a strong commitment on developing and maintaining a quality teacher performance system for all teachers.

The two districts were chosen for this study because both districts: 1) have an interest in establishing a quality evaluation system specifically for special education teachers, 2) have been served by the Iowa State University School Improvement Model center, and 3) offered a varied representation for this study in the areas of small vs. medium size, rural vs. suburban, and nonunionized vs. union organized.

**Respondents**

*(Methodology: Purposive sampling)*

The School Improvement Model (SIM) consortium collected the evaluation criteria for special education teachers from the selected districts for the 2000–2001 school year. The number of district administrators who participated in this study varied between the two districts because of district size and type of special education programs and services. As a result, the seven administrators interviewed in this study were the combined results of the two school districts. Other respondents included a judgment panel comprised of members of the Iowa Area Education Agency Directors of Special Education, board members from the
Iowa Council of Administrators for Special Education, and a focus group representing principals and other evaluators of special education teachers.

**Collection of Data**

*(Methodology: Data collection, participant-observer, confirmation interview, purposive sampling, judgment panel theory, focus group theory, interpretation outcomes)*

This study required multiple sources of data collection due to the limited amount of previous research conducted in the area of teacher evaluation and performance growth plans specific to special education teachers. Credibility of data collection was ensured through the triangulation of all data collection techniques. These techniques included the experience and significant understanding of the topic by the researcher, critical examinations of finding by colleagues and mentors, review of literature and research, and the knowledge and experiences of study participants.

**Researcher experience**

The experiential data the researcher brought to the study cannot be ignored. The researcher has served for 21 years in the field of special education. Opportunities to visit and review special education programs and services in hundreds of school buildings across the state of Iowa, as well as opportunities to become familiar with different special education delivery systems across the nation, contributed to the data brought to this study. Experience in researching and conducting teacher training in state-of-the-art teaching strategies designed to meet the needs of students with disabilities also was an element of experiential data considered for this study. Input from administrators from each selection site, a judgment panel, and focus groups added to the researcher knowledge.
Review of literature

A rigorous review of literature was conducted to identify strategies for teacher evaluation systems and professional improvement for special education teachers as well as the theory base for writing professional growth plans. Specifically, Mager’s (1997) goal setting theory asserts that writing down the behavior to be improved and checking back to ensure that progress is made is likely to changing behavior.

The review of literature process for this study initially began by conducting searches using the Iowa State University library resources including Scholar and the Educational Resources Information Center (ERIC). Further, relevant articles were identified through bibliographies or prior research studies, accessing the Dissertation Abstracts, and utilizing the World Wide Web and other Internet links to access information sites.

Selection site administrator input

Information from the literature review was coupled with data received from the selection sites teacher evaluation instruments. District administrators responsible for evaluating special education teachers provided more in-depth information through telephone interviews conducted by the researcher. District evaluators were asked to identify the areas within the evaluation criteria that typically are the lowest rated for special education teachers. This real-life input was used to further validate the selection of recommended behaviors for special education teachers.
Judgment panel participation

While knowledge can be obtained through individual experiences, observations, and reasonable inquiry, in order to reach a higher level of understanding it is important to utilize reflective thinking processes. Dewey (1933) identified “reflective judgment” as the end goal of good thinking: the judgment or solution that brings closure to the problem. King (1992) states that the “reflective judgment model” specifically focuses on controversial problems where real doubt exists about correct solutions (or best resolutions).

The reflective judgment model describes an evolution of how one justifies a belief through their assumptions about knowledge.

The epistemic assumptions are implicit in individuals’ decisions to look for or ignore the facts of a situation in the strategies they use to gain information about a problem, in their attempts to understand divergent interpretations, and in the degree of certainty they feel about whether a problem has been solved. This model attempts to make these assumptions explicit and to show how they evolve over time. (King, 1992, p. 30)

In order to better evaluate the knowledge claims and to explain and defend the points of view identified through this study, a judgment panel comprised of Iowa Area Education Agency Directors of Special Education and board members from the Iowa Council of Administrators for Special Education was used in the initial phase of determining possible difficulties in achieving performance criteria on August 21, 2002. The judgment panel members were asked to: 1) validate and affirm the special education teacher recommended behaviors (performance criteria), and 2) identify those behaviors teachers struggle with most often.
The data received from this judgment panel were critical in assisting subsequent focus groups designed to identify necessary criteria and components of professional growth plans for special education teachers. The results from the judgment panel and focus groups were necessary to draw conclusions and develop the compendium of professional growth plans.

**Focus group participants**

Focus groups are in-depth interviews with a small number of carefully selected people brought together to discuss a host of topics. According to McMillan and Schumacher (1997), a focus group interview is a strategy for obtaining a better understanding of a problem or an assessment of a problem, concerns, a new product, or a program by interviewing a purposefully sampled group of people rather than each person individually. By creating a social environment in which group members are stimulated by the perceptions and ideas of each other, one can increase the quality and richness of data through a more efficient strategy than one-on-one interviewing (Lofland, 1984).

A focus group enables the researcher to approach attitudes and priorities tangentially. According to Simon (2002), focus groups have multiple applications:

1. collecting opinions, beliefs, and attitudes about issues of interest to your organization.
2. checking out your assumptions.
3. encouraging discussion about a particular topic.
4. building excitement about a topic from the spontaneous combination of participants’ comments.
5. providing an opportunity for facilitator and participants to learn more about a topic or issue.

The practice of using focus groups began about 50 years ago dating back to World War II. A group of sociologists was asked to investigate how the military’s propaganda films were being received by their audiences (Luntz, 1994). The past 10 to 15 years have witnessed growing popularity of the method for educational purposes (Tipping, 1998). Current research involves several types of focus groups including most recently focus groups conducted online. Specific to education, Vaughn has studied the use of focus groups in the educational setting. Vaughn et al. (1996) reports that the educational setting offers the opportunity to gather qualitative data (in small, interactive groups) regarding the perceptions and opinions or purposively selected individuals.

The American Statistical Association (1997) has identified the following advantages and disadvantages of using a focus group methodology in research. Among the advantages of focus groups are:

1. A wide range of information can be gathered in a relatively short time span.
2. The moderator can explore related but unanticipated topics as they arise in the discussion.
3. Focus groups do not require complex sampling techniques.

There is also a set of accompanying disadvantages:

1. The sample is neither randomly selected nor representative of a target population so the results cannot be generalized or treated statistically.
2. The quality of the data is influenced by the skills and motivation of the moderator.
3. Focus groups lend themselves to a different kind of analysis than would be carried out with survey results. (American Statistical Association, 1997, p. 11)

Dale Paulson, president of the American Society of Association Executives (2001), states the advantages of focus groups include: 1) obtaining detailed, in-depth information, 2) reveals different perspectives and related ideas, 3) using a moderator can probe and pick up nonverbal cues, 4) can use visual aids, 5) relatively fast and easy to execute, and 6) more flexible than mail-out surveys. Paulson states that disadvantages include: 1) a highly skilled moderator is required, 2) respondents lack anonymity, 3) reaches a limited number of people, and 4) requires a considerable amount of time, effort, and expense per respondent.

The suggested focus group size is generally between six and twelve people (McNamara, 2002; Simon, 2002; American Statistical Association, 1997; Luntz, 1994). The composition of a focus group is usually based on the homogeneity or similarity of the group members. Greenbaum (1998), president of Group Plus, defines three types of focus groups:

1. Full group is a dialogue between eight to ten persons selected based upon common demographics, attitudes, or buying patterns relevant to the topic. The session’s length is 100–120 minutes and led by a trained moderator.

2. Mini group is essentially the same as a full group, with the exception being the size of the group which is four to six persons.

3. Telephone group allows individuals to participate via the telephone. A trained moderator leads the discussion for three minutes to two hours. Participants are elected according to the same parameters of a full and a mini group.

Focus group were used to critique the quality of the compendium of developmental strategies for special education teachers through feedback. The role of the group was
twofold: 1) to select the recommended behaviors that indicate the level of attainment difficulty, and 2) to critique the practicality and feasibility of developed compendium items.

Composition of the focus group consisted of seven members (eight members were originally invited and agreed to participate, but one was unable to attend due to last minute scheduling conflicts). It was assumed that the combined expertise, knowledge, and experiential level of participants would be adequate to provide feedback in recommended areas and professional growth plans.

**Procedures**

This investigation required five phases. The following are detailed descriptors of each phase and the activities that comprised this investigation.

**Phase 1. Permission**

Permission to conduct this study was obtained from the Ph.D. program of studies committee at Iowa State University. Permission to study the teacher evaluation systems of the selected districts was officially obtained from each district. Dr. Marilyn Semones, former superintendent of Camp Verde Unified School District No. 28, Camp Verde, Arizona, and Dr. Debra Van Gorp, associate superintendent of West Des Moines Community School District, agreed to the development of a performance evaluation system for special education teachers through the work of the SIM team from Iowa State University. See Appendix A.

Human subjects in research approval was requested from the Iowa State University Committee on the Use of Human Subjects. This study was determined by the Iowa State University Committee on the Use of Human Subjects to be exempt from federal regulations.
as described in 45 CFR 46.101(b)(2). Because this study was exempt, it did not require further review and was exempt from the Department of Health and Human Services regulations for the protection of human subjects. See Appendix A.

**Phase 2. Literature review**

A rigorous review of literature was conducted to identify strategies for recommended special education behaviors, special education teacher evaluation systems, professional improvement for special education teachers, as well as the theory base for writing professional growth plans. It quickly became apparent that the concept of teacher performance and improvement, whether it be for general education or special education, could not be explored without considering the theories for standards-based reform and goal setting.

Within the standards-based reform theory, the CEC standards for all beginning special education teachers and the NBPTS standards for exceptional needs were selected as the foundation and basis for comparison for this study. Specific to improving behavior by the use of professional growth plans, Mager’s (1997) goal setting theory would suggest that in order for teachers to perform at a predetermined level, that performance must be articulated in goals that are specific and observable. Such goals will assist teachers in knowing how to bridge the gap between the problem area and the intended outcome or solution. Evaluators need to work collaboratively with teachers in that the performance goals should be mutually agreed upon by the supervisor and the teacher. This will ensure accountability as well as ownership on the part of the teacher.
As a part of the literature review, district-specific special education teacher evaluation information was collected from the two selection sites. The School Improvement Model (SIM) consortium collected the evaluation criteria for special education teachers from the selected districts for the 2000–2001 school year.

Phase 3. Selecting performance criteria items (recommended behaviors)

Comprehensive matrix: The first set of recommended behaviors for special education teachers resulted from four data sources including the two sets of national standards identified through the literature review (CEC standards for all beginning special education teachers and the NBPTS standards for exceptional needs) and the evaluation criteria from the two selected school districts. A comprehensive matrix was created to identify what the selected districts currently use as evaluation criteria for special education teachers as compared to the two sets of national standards. This comparison indicated differences between what a school district’s expectations are for the actual practice of a special education teacher as opposed to what the CEC and NBPTS Standards recommend. See Appendix B. Through this analysis, 12 recommended behaviors for effective special education teachers were identified as critical by three or more of the data sources.

Selected site administrators: Seven district administrators, responsible for the evaluation of special education teachers from the selected districts, were interviewed during the week of August 19, 2002 to determine which recommended behaviors have consistently called for improvement plans among the teachers evaluated. In other words, district administrators were asked which of the 12 recommended behaviors were most often the lowest rated performance areas. They were also asked to identify any behaviors that typically
are rated low that were not contained within the 12 recommended behaviors. This was done in order to inform the researcher as to which recommended behaviors needed to be included in the compendium of professional growth plans.

Nine of the 12 recommended behaviors were identified as being typically lowest rated performance areas. Four additional behaviors were also added to the original 12. As a result, 16 recommended behaviors were identified through the creation of the matrix and district administrators’ input as needing professional growth plans in order for teachers to obtain mastery.

*Judgment panel:* The 16 resulting recommended behaviors were forwarded to a judgment panel comprised of Iowa Area Education Agency Directors of Special Education and board members from the Iowa Council of Administrators for Special Education. The panel was asked to validate and affirm the recommended behaviors as those necessary for special education teacher accountability and those that would most likely increase student achievement by 1) checking which of the 16 behaviors they felt were most critical to special education teacher performance, and 2) to check the behaviors they felt teachers struggle with most often. They were also asked to list any other special education teacher competencies or behaviors beyond the 16 that they felt needed to be included in the final compendium. See Appendix C. Responses from 15 of the 17 judgment panel members indicated that all 16 recommended behaviors were identified as being critical to special education teacher performance and/or as a behavior that teachers struggle with most often.
Phase 4. Development of a compendium of professional growth plans

Following the judgment panel analysis of the lowest rated performance areas compared to recommended behaviors identified through the matrix, professional growth plans were developed by the researcher for 16 recommended behaviors. For each recommended behavior, three performance areas are included in the professional growth plans.

While developing and writing the professional growth plans, the following elements were considered (Manatt & Stow, 1987; Mueller, 1987; Nance, 1986; Rauhauser, 1983; Turner, 2002):

1. The areas of performance.
2. Criterion or specific behaviors.
4. Actions, resources, or steps taken to accomplish behavior statement.
5. Timelines.
7. Evidence/documentation.

The quality of a professional growth plan is largely determined by the instructional objectives contained within them. Because teacher evaluation and improvement is an instructional process, it is important to adhere to the concepts of effective instructional practice. Mager’s goal setting theory (1997) suggested that useful goals must be translated into specific, observable, desired performances. His theory requires that an objective must identify the expected behavior in detail, the conditions in which it is to be displayed, and the criterion that makes it possible to measure the student’s performance in relation to the criterion.
A focus group was utilized to critique the components of the compendium of professional growth plans. Judgment panel members were asked to recommend an exemplary principal or evaluator of special education teachers. Focus group members were selected from these recommendations. The group size was eight participants.

The compendium of professional growth plans and the questions designed to advise their review were mailed to members one month in advance of the meeting to assist in their preparation. See Appendix D. A follow-up phone call was made to each member three days prior to the focus group face-to-face meeting on January 16, 2003 to remind them of the meeting and to confirm their attendance. It was at this time that one participant indicated s/he would not be able to attend due to a scheduling conflict.

On January 16, 2003, members of the focus group were asked to address the categories of 1) appropriateness according to the recommended behavior desired, 2) simplicity and clarity, 3) supporting procedures, 4) specific, measurable behavior, and 5) omitted activities or behaviors. These categories were addressed through responses to the following questions:

1. What teaching positions have you evaluated?
2. Which recommended behaviors do you believe special education teachers struggle with most frequently?
3. Are these categories of problems reflected in the compendium of professional growth plans?
4. What recommended behaviors do you feel will be most challenging for special education teachers?
5. Were the PGPs appropriate for the duties of a special education teacher?
6. Was the compendium written with simplicity/ease of handling?
7. Were appropriate procedures or protocol for use included?

8. Were the PGPs stated in terms of specific, measurable behavior?

9. Were any performance activities or behaviors omitted?

10. Was the table of contents useful?

11. Were strategies for monitoring and reporting performance useful?

Individually rated professional growth plans were analyzed to determine suggestions and recommendations from the focus group. Revisions were made to improve the professional growth plans and to complete the compendium. Additional areas needing professional growth plans were added for two recommended behaviors, the table of contents was expanded to include page numbers for each professional growth plan as opposed to only the recommended behavior, and another recommended behavior was added in the area of transition.

**Phase 5. Developing professional growth plan compendium**

The elements and determiners of the endorsed professional growth plan for each area of performance included: 1) criterion or specific behaviors, 2) a measurable statement of intent, 3) actions, resources, or steps taken to accomplish the behavior statement, 4) timelines, 5) monitoring for growth, and 6) evidence or documentation of improvement.

Turner (2002) states that protocol procedures for the use of a compendium should include the following:

1) Note the performance area and criterion/criteria that need to be improved; 2) study the model professional PGP which was written to be used with the criterion; 3) review the procedures (plan-of-action) which are a step-by-step description of how the PGP
will be accomplished (a timeline, which keeps the process moving ahead, will need to be established that is appropriate for the person who will be implementing the procedures); 4) establish how the progress that is being made on the PGP will be determined (this step is initiated by the employee); 5) define what evidence can be used to support the indicator of accomplishment; 6) check which standard will be used to determine if the evidence measures up to the expectations that were established as the PGP was written; 7) judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment. (Turner, 2002, pp. 96–97)

Copies of the final product were sent to each superintendent for use and implementation. The compendium of professional growth plans is intended for use by the researcher, the SIM project office, and the two participating districts. Final revisions of the compendium will be published for general use by the author and the School Improvement Model (SIM) Center.
CHAPTER IV. ANALYSIS AND RESEARCH FINDINGS

There is tremendous power in the idea that higher levels of understanding are achieved by holistic iterative thinking.

Jamshid Gharajedaghi

A project including the involvement of the Camp Verde Unified School District No. 28, the West Des Moines Community School District, Iowa State University, a judgment panel, and a focus group resulted in the development of a compendium of model strategies for performance improvement of special education teachers. The problem of this investigation was to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement.

Findings will be reported in the order of the dissertation problem questions.

Research Question 1. What are the recommended behaviors needed to be included within the performance appraisal process for special education teachers to ensure a quality evaluation system?

Comprehensive matrix:

A rigorous review of literature identified two sources of national standards for special education teachers: the CEC standards for all beginning special education teachers and the NBPTS for exceptional needs. The performance evaluation criteria included within the special education teacher evaluation for both districts (Camp Verde Unified School District No. 28 and West Des Moines Community School District) were collected. A comprehensive matrix was created to identify what the selected districts currently use as evaluation criteria.
for special education teachers as compared to the two sets of national standards for special education teachers. See Appendix B.

This comparison indicated differences and similarities between what a school district’s expectations are for the actual practice of a special education teacher as opposed to what the CEC standards and NBPTS recommend. Because there was no positive comparison between the national standards and either school district evaluation criteria, it was necessary to compare the national standards to the district’s evaluation indicators. Due to the complexity of the different terms (standards, criteria, and indicators) for the purpose of this study, the term “recommended behaviors” was adopted to refer to special education teacher evaluation criteria.

Table 4 reveals the results of this comparison. The following 12 recommended behaviors were identified as critical by three or more of the four data sources (CEC, NBPTS, Camp Verde Unified School District No. 28, West Des Moines Community School District):

1. Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.
2. Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.
3. The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.
4. The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.
Table 4. Twelve common recommended behaviors

<table>
<thead>
<tr>
<th>Common recommended behaviors</th>
<th>CEC</th>
<th>NBPTS</th>
<th>West Des Moines</th>
<th>Camp Verde</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have a solid grounding in special education as well as vocational and general</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education laws that affect students with disabilities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development and learning and draw</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>on this knowledge to create realistic, age appropriate activities and materials for</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>individual learners and to develop appropriate goals.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>exceptional learning needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>according to the characteristics of the learner.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity, fairness, and diversity</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>are modeled, taught, and practiced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials to implement daily</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>lesson plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that encourage active participation</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>in individual and group activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Table 4. Continued

<table>
<thead>
<tr>
<th>Common recommended behaviors</th>
<th>CEC</th>
<th>NBPTS</th>
<th>West Des Moines</th>
<th>Camp Verde</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The teachers will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
5. The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.

6. The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.

7. The teacher will be able to design learning environments that encourage active participation in individual and group activities.

8. The teacher will be able to manage time and human resources productively.

9. The teacher will be able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.

10. The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.

11. The teachers will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

12. The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

Selected site administrators:

The next step of this investigation was to determine which of the 12 recommended behaviors, resulting from the comparison of national standards to district evaluation criteria, were most likely to be lowest rated on teacher evaluations. District administrators responsible for the evaluation of special education teachers from the selected districts were asked to
identify which of the 12 recommended behaviors have consistently called for performance improvement plans.

District administrators reported that all but two of the recommended behaviors have consistently called for performance improvement plans or have been those lowest rated in teacher evaluations. The two behaviors that were not identified as being lowest rated included: “Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals,” and “teachers will be able to prepare and organize appropriate materials to implement daily lesson plans.”

The district administrators suggested that four additional behaviors needed to be added to the original 12 because these behaviors are also commonly lowest rated on teacher performance evaluations. The additional behaviors included:

1. The teacher will be able to effectively advocate for students with exceptional needs.
2. The teacher will be able to address student progress toward achievement of IEP goals and objectives.
3. The teacher will be able to use a variety of effective behavior management strategies.
4. The teacher will be able to use subject matter knowledge to make sound curricular decisions.

The total number of recommended behaviors for special education teachers was now 16. Table 5 displays the percentage of district administrators that identified each of the 16 behaviors as often needing professional growth plans in order for teachers to obtain mastery.
Table 6 illustrates the ranking of behaviors according to those percentages with one having the highest percentage and nine having the least.

Eighty-three percent of the district administrators suggested that managing time and human resources was the behavior in which special education teachers are consistently lowest rated. Selecting, adapting, and using instructional strategies and materials according to the characteristics of the learner; using procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem; and effectively advocating for students with exceptional needs were identified by 50% of the administrators as behaviors typically rated lowest. Thirty-three percent felt that having a solid grounding in special education as well as vocational and general education laws that affect students with disabilities; the ability to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs; and the ability to use subject matter knowledge to make sound curricular decisions were behaviors that have consistently called for improvement plans.

All other behaviors (except “to be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals” and “to prepare and organize appropriate materials to implement daily lesson plans which were not identified as being consistently lowest rated”) were identified by 16% of the administrators as consistently calling for performance improvement plans.
Table 5. Percentage of administrators reporting the behavior to be lowest rated

<table>
<thead>
<tr>
<th>Recommended behaviors common to evaluation criteria required by West Des Moines CSD, Camp Verde School District, CEC, and NBPTS</th>
<th>Percentage of administrators reporting the behavior to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.</td>
<td>33%</td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.</td>
<td>0%</td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
<td>16%</td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.</td>
<td>50%</td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.</td>
<td>16%</td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.</td>
<td>0%</td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that encourage active participation in individual and group activities.</td>
<td>16%</td>
</tr>
<tr>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>83%</td>
</tr>
<tr>
<td>The teacher will be able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>50%</td>
</tr>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>16%</td>
</tr>
</tbody>
</table>
Table 5. Continued

<table>
<thead>
<tr>
<th>Recommended behaviors common to evaluation criteria required by West Des Moines CSD, Camp Verde School District, CEC, and NBPTS</th>
<th>Percentage of administrators reporting the behavior to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>16%</td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>33%</td>
</tr>
<tr>
<td>The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td>50%</td>
</tr>
<tr>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td>16%</td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>16%</td>
</tr>
<tr>
<td>The teacher will be able to use subject matter knowledge to make sound curricular decisions.</td>
<td>33%</td>
</tr>
</tbody>
</table>
### Table 6. Ranking of the administrators' percentages of behaviors most likely to be lowest rated

<table>
<thead>
<tr>
<th>Sixteen recommended behaviors</th>
<th>Ranking of administrators' percentages of behavior most likely to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>1</td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.</td>
<td>2</td>
</tr>
<tr>
<td>The teacher will be able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>2</td>
</tr>
<tr>
<td>The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td>2</td>
</tr>
<tr>
<td>Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.</td>
<td>5</td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>5</td>
</tr>
<tr>
<td>The teacher will be able to use subject matter knowledge to make sound curricular decisions.</td>
<td>5</td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
<td>8</td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.</td>
<td>8</td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that encourage active participation in individual and group activities.</td>
<td>8</td>
</tr>
</tbody>
</table>
Table 6. Continued

<table>
<thead>
<tr>
<th>Sixteen recommended behaviors</th>
<th>Ranking of administrators’ percentages of behavior most likely to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>8</td>
</tr>
<tr>
<td>The teachers will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>8</td>
</tr>
<tr>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td>8</td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>8</td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.</td>
<td>9</td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.</td>
<td>9</td>
</tr>
</tbody>
</table>
Judgment panel:

The total number of recommended behaviors that were identified as critical to special education teacher performance and as those behaviors typically requiring improvement plans now stood at 16 (resulting from the original 12 identified through a comparison of national standards to district criteria and four additional due to district administrators’ input). In an effort to ensure that the 16 recommended behaviors were those most critical to performance and those typically needing professional growth plans and therefore needed to be included within the compendium, a judgment panel was asked to validate and affirm the 16 recommended behaviors. The researcher determined that all recommended behaviors would be included in the compendium as long as at least one of the panel members felt it was necessary.

Panel members, comprised of Iowa Area Education Agency Directors of Special Education and board members from the Iowa Council of Administrators for Special Education, were asked to identify those behaviors they believed 1) to be most critical and 2) that are typically lowest rated. Table 7 outlines the percentage of panel members responding to each question per behavior. Upon further examination, Table 8 reflects the ranking of those behaviors identified as likely to be lowest rated according to the percentage of panel members’ responses with one having the highest percentage and 14 having the least.

All 16 behaviors were affirmed by four or more of the 15 judgment panel members as being critical to the performance of special education teachers. The ability to select, adapt, and use instructional strategies and materials according to the characteristics of the learner was identified by 100% of the panel members as being critical to special education teacher performance. Ninety-three percent suggested that the ability to evaluate instruction and
<table>
<thead>
<tr>
<th>Recommended behaviors</th>
<th>Percentage of judgment panel reporting the behaviors to be most critical</th>
<th>Percentage of judgment panel reporting the behaviors to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.</td>
<td>67%</td>
<td>13%</td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
<td>93%</td>
<td>53%</td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.</td>
<td>100%</td>
<td>53%</td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that encourage active participation in individual and group activities.</td>
<td>47%</td>
<td>13%</td>
</tr>
<tr>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>47%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Table 7. Continued

<table>
<thead>
<tr>
<th>Recommended behaviors</th>
<th>Percentage of judgment panel reporting the behaviors to be most critical</th>
<th>Percentage of judgment panel reporting the behaviors to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>47%</td>
<td>20%</td>
</tr>
<tr>
<td>The teachers will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>67%</td>
<td>40%</td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>67%</td>
<td>47%</td>
</tr>
<tr>
<td>The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td>47%</td>
<td>13%</td>
</tr>
<tr>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>60%</td>
<td>47%</td>
</tr>
<tr>
<td>The teacher will be able to use subject matter knowledge to make sound curricular decisions.</td>
<td>47%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Table 8. Ranking of judgment panel percentages of behavior identified as typically lowest rated

<table>
<thead>
<tr>
<th>Recommended behaviors</th>
<th>Ranking of judgment panel percentages of behavior most likely to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>1</td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
<td>2</td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.</td>
<td>2</td>
</tr>
<tr>
<td>The teacher will be able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>2</td>
</tr>
<tr>
<td>Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.</td>
<td>5</td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>5</td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>5</td>
</tr>
<tr>
<td>The teacher will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>8</td>
</tr>
<tr>
<td>The teacher will be able to use subject matter knowledge to make sound curricular decisions.</td>
<td>8</td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 8. Continued

<table>
<thead>
<tr>
<th>Recommended behaviors</th>
<th>Ranking of judgment panel percentages of behavior most likely to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td>10</td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.</td>
<td>12</td>
</tr>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>12</td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.</td>
<td>14</td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that encourage active participation in individual and group activities.</td>
<td>14</td>
</tr>
<tr>
<td>The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td>14</td>
</tr>
</tbody>
</table>
monitor progress of individuals with exceptional learning needs was critical and 80% felt that
the ability to create a safe environment with equity, fairness, and diversity are modeled,
taught, and practiced was vital to teacher performance.

Sixty-seven percent identified knowledge about the stages of human development and
learning and drawing on this knowledge to create realistic, age appropriate activities and
materials for individual learners and to develop appropriate goals; the ability to use
procedures to increase the individual’s self-awareness, self-management, self-control, self-
reliance, and self-esteem; the ability to collaborate with school personnel and community
members in integrating individuals with exceptional learning needs into various settings; the
ability to communicate with school personnel about the characteristics and needs of
individuals with exceptional learning needs; and the ability to address student progress
toward achievement of IEP goals and objectives as being most critical.

The ability to use a variety of effective behavior management strategies was suggested
by 60% of the panel members as being important to teacher performance. While the ability to
use subject matter knowledge to make sound curricular decisions; the ability to effectively
advocate for students with exceptional needs; the ability to plan and conduct collaborative
conferences; manage time and human resources productively; and the ability to design
learning environments that encourage active participation in individual and group activities
were identified by 47% as necessary for special education teacher performance.

Teachers will have a solid grounding in special education as well as vocational and
general education laws that affect students with disabilities was identified by 33% of the
panel members as being critical, while 27% indicated that the ability to prepare and organize
appropriate materials to implement daily lessons plans was a critical behavior.
All 16 behaviors were identified by at least two or more of the 15 judgment panel members as most likely to be lowest rated with the ability to manage time and human resources being identified most often by 67% of the members. Fifty-three percent felt that the ability to evaluate instruction and monitor progress of individuals with exceptional learning needs; the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the learner; and the ability to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem were behaviors consistently calling for improvement plans.

A solid grounding in special education as well as vocational and general education laws that affect students with disabilities; the ability to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs; and ability to use a variety of effective behavior management strategies were all identified by 47% of the panel members as behaviors often lowest rated. Forty percent suggested that the ability to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings and the ability to use subject matter knowledge to make sound curricular decisions were typically lowest rated behaviors.

Thirty-three percent of the panel members felt that the ability to prepare and organize appropriate material to implement daily lesson plans and the ability to address student progress toward achievement of IEP goals and objectives were often low rated behaviors. The teacher being able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced as well as the ability to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families were identified by 20% of the panel members as those consistently calling for improvement plans.
Teachers having knowledge about the stages of human development and learning and
drawing on this knowledge to create realistic, age appropriate activities and materials for
individual learners and to develop appropriate goals; the ability to design learning
environments that encourage active participation in individual and group activities; and the
ability to effectively advocate for students with exceptional needs were identified by 13% as
behaviors that are typically lowest rated.

A comparison of the responses by the selected school administrators and judgment
panel as to which behaviors are most often lowest rated is portrayed in Table 9. The district
administrators and judgment panel members were consistent in many of their responses.

The highest percentage of both groups felt that the ability to manage time and human
resources productively was most likely to be lowest rated. The ability to select, adapt, and
use instructional strategies and materials according to the characteristics of the learner and
being able to use procedures to increase the individual’s self-awareness, self management,
self-control, self-reliance, and self-esteem were also identified by a high majority of both
groups as being typically lowest rated. There was also agreement in that a lower percentage
of both groups (administrators, 16%; panel members, 13%) reported the ability to design
learning environments that encourage active participation in individual and group activities
as often lowest rated.

There were several behaviors where there was a striking difference in the percentage of
administrators that reported the behavior to be lowest rated compared to the percentage of
judgment panel members. The following behaviors are those where there was more than a
20% spread between the two groups:
Table 9. Percentage of administrators reporting the behaviors to be lowest rated as compared to percentage of judgment panel reporting the behaviors to be lowest rated

<table>
<thead>
<tr>
<th>Recommended behaviors</th>
<th>Percentage of administrators reporting the behaviors to be lowest rated</th>
<th>Percentage of judgment panel reporting the behaviors to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
<td>16%</td>
<td>53%</td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that encourage active participation in individual and group activities.</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>83%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Table 9. Continued

<table>
<thead>
<tr>
<th>Recommended behaviors</th>
<th>Percentage of administrators reporting the behaviors to be lowest rated</th>
<th>Percentage of judgment panel reporting the behaviors to be lowest rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>The teacher will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>16%</td>
<td>40%</td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td>50%</td>
<td>13%</td>
</tr>
<tr>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>16%</td>
<td>47%</td>
</tr>
<tr>
<td>The teacher will be able to use subject matter knowledge to make sound curricular decisions.</td>
<td>33%</td>
<td>40%</td>
</tr>
</tbody>
</table>
1. The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs (administrators, 16%; panel members, 53%).

2. The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans (administrators 0%; panel members, 33%).

3. The teacher will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings (administrators, 16%; panel members, 40%).

4. The teacher will be able to effectively advocate for students with exceptional needs (administrators, 50%; panel members, 13%).

5. The teacher will be able to use a variety of effective behaviors management strategies (administrators, 16%; panel members, 47%).

Although there were some differences in opinion between district administrators and panel members as to which behaviors were most often lowest rated, 14 of the 16 recommended behaviors were identified by the administrators and 16 of 16 by the panel members as those behaviors typically needing performance improvement plans. Because of this, the researcher determined that no behaviors would be eliminated and therefore performance improvement plans needed to be developed for all 16 behaviors to be included in the compendium.

*Research Question 2. How do these recommended behaviors differ from the performance standards needed for general education teachers?*

The data used to determine the difference between performance standards for general education teachers as compared to those necessary for special education teachers came from
the two selected sites. West Des Moines Community School District does not have performance evaluation criteria specifically designed for special education teachers. Rather, special education teachers are held to the same standards as general education teachers. Camp Verde Unified School District No. 28 does have performance evaluation criteria specifically designed for special education teachers.

Appendix F contains a district matrix outlining a comparison of the West Des Moines performance evaluation criteria (general education teacher) and the Camp Verde performance evaluation criteria (special education teacher). Of the 25 performance evaluation criteria used by the West Des Moines Community School District for general education teachers, 16 criteria and/or indicators (64%) were also required by the Camp Verde school district for special education teachers. Of the 141 West Des Moines evaluation indicators, 71 (47%) were also identified within the Camp Verde special education teacher evaluation process.

The district matrix also indicates that there were six Camp Verde special education teacher evaluation criteria that were not included in the West Des Moines general education teacher evaluation criteria. There were 50 Camp Verde evaluation indicators that were not included within the West Des Moines indicators. Upon review, it is clear these criteria and indicators are typically more related to specific special education federal and state requirements, procedures, and programs.
Research Question 3. How do the selected districts' performance standards used for evaluation of special education teachers align with the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards?

In order to determine how the selected districts’ special education performance standards align with the national standards, the researcher referred to the comprehensive matrix. Table 10 identifies the percentage of matches between the CEC standards and each school district and the NBPTS and each school district. Further investigation of the table illustrates that there were no evaluation criteria from either district that matched the CEC standards or the NBPTS. Therefore, it was necessary to look at the indicators.

Of the 62 CEC standards, nine West Des Moines indicators matched (15%) and 11 Camp Verde indicators matched (18%). When comparing the 39 NBPTS standards, nine West Des Moines indicators matched (23%) and nine Camp Verde indicators matched (23%). Table 10 reflects these results.

Table 11 displays the comparison of the percentage of district criteria and indicators that matched national standards. As stated above, the district evaluation criteria did not match any of the national standards from CEC or NBPTS. Nine of the 140 West Des Moines evaluation indicators were found in the CEC standards resulting in a 6% match. This was also true when comparing the West Des Moines evaluation indicators with NBPTS. Nine of the 140 were found resulting in a 6% match.

Camp Verde’s evaluation contains 112 indicators. Of those 112, 11 matched CEC standards creating a 10% match. Nine of the Camp Verde indicators matched the NBPTS resulting in an 8% match.
Table 10. Percentage of national standards that match district criteria and indicators

<table>
<thead>
<tr>
<th></th>
<th>CEC (62 standards)</th>
<th>NBPTS (39 standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No./percentage</td>
<td>No./percentage</td>
</tr>
<tr>
<td></td>
<td>of CEC standards</td>
<td>of NBPTS standards</td>
</tr>
<tr>
<td></td>
<td>that match district criteria</td>
<td>that match district indicators</td>
</tr>
<tr>
<td>West Des Moines</td>
<td>0 of 62 0%</td>
<td>0 of 39 0%</td>
</tr>
<tr>
<td>Camp Verde</td>
<td>0 of 62 0%</td>
<td>0 of 39 0%</td>
</tr>
</tbody>
</table>

Table 11. Percentage of district criteria and indicators that match national standards

<table>
<thead>
<tr>
<th></th>
<th>West Des Moines (25 criteria, 140 indicators)</th>
<th>Camp Verde (20 criteria, 112 indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No./percentage of district criteria</td>
<td>No./percentage of district indicators</td>
</tr>
<tr>
<td></td>
<td>that match CEC standards</td>
<td>that match standards</td>
</tr>
<tr>
<td>CEC</td>
<td>0 of 25 0%</td>
<td>0 of 20 0%</td>
</tr>
<tr>
<td>NBPTS</td>
<td>0 of 25 0%</td>
<td>0 of 20 0%</td>
</tr>
</tbody>
</table>
As a result of no district criteria aligning with national standards and an extremely low percentage of alignment with district evaluation indicators, the districts' systems for evaluating special education teachers appear to be inadequate according to national standards. This would negatively impact the evaluation procedures as well as some efforts to improve teacher performance.

Research Question 4. Is there a preponderance of the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards that are not represented in the selected districts' current evaluation process?

The comprehensive matrix was reviewed to determine the percentage of CEC and NBPTS standards that were not reflected within either district's evaluation criteria or indicators. There were no standards from CEC or the NBPTS reflected within either district's evaluation criteria. In other words, 100% of the CEC and NBPTS are not represented in the selected districts' current evaluation criteria. Table 12 identifies the results of the national standards that are not reflected in the districts' evaluation criteria or indicators.

When comparing the number of CEC standards reflected in the West Des Moines general education teacher evaluation indicators, 53 of the 62 (85%) CEC standards were not reflected in the West Des Moines indicators. Fifty-one (82%) of the 62 CEC standards were not found in the Camp Verde evaluation indicators. The comparison of NBPTS to the district evaluation indicators found that in both districts 30 of the 39 (77%) NBPTS were not reflected in the district indicators.

Table 13 represents the results of determining the percentage of district criteria and indicators that were not reflected in the national standards. When reviewing West Des
Table 12. Percentage of national standards that did not match district criteria and indicators

<table>
<thead>
<tr>
<th></th>
<th>CEC (62 standards)</th>
<th>NBPTS (39 standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No./percentage</td>
<td>No./percentage</td>
<td>No./percentage</td>
</tr>
<tr>
<td>of CEC standards</td>
<td>of CEC standards</td>
<td>of NBPTS standards</td>
</tr>
<tr>
<td>that did not match</td>
<td>that did not match</td>
<td>that did not match</td>
</tr>
<tr>
<td>district criteria</td>
<td>district indicators</td>
<td>district indicators</td>
</tr>
<tr>
<td>西德明尼苏达</td>
<td>62 of 62</td>
<td>39 of 39</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>53 of 62</td>
<td>30 of 39</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>亚马逊湖</td>
<td>62 of 62</td>
<td>39 of 39</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>51 of 62</td>
<td>30 of 39</td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Table 13. Percentage of district criteria and indicators that did not match national standards

<table>
<thead>
<tr>
<th></th>
<th>West Des Moines (25 criteria, 140 indicators)</th>
<th>Camp Verde (20 criteria, 112 indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No./percentage</td>
<td>No./percentage</td>
<td>No./percentage</td>
</tr>
<tr>
<td>of district criteria</td>
<td>of district indicators</td>
<td>of district indicators</td>
</tr>
<tr>
<td>that did not match</td>
<td>that did not match standards</td>
<td>that did not match standards</td>
</tr>
<tr>
<td>CEC</td>
<td>25 of 25</td>
<td>20 of 20</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>131 of 140</td>
<td>101 of 112</td>
</tr>
<tr>
<td></td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>NBPTS</td>
<td>25 of 25</td>
<td>20 of 20</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>131 of 140</td>
<td>103 of 112</td>
</tr>
<tr>
<td></td>
<td>94%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Miones evaluation indicators, 131 of the 140 (94%) were not identified within the CEC standards. This was also true when comparing the West Des Moines evaluation indicators with the NBPTS in that 131 of the 140 (94%) were not identified within the NBPTS.

Of the 112 Camp Verde special education teacher evaluation indicators, 101 (90%) were not identified within the CEC standards. When compared to the NBPTS, 103 of the 112 (92%) of the special education teacher evaluation indicators were not found.

**Research Question 5. How should performance improvement targets be identified and written?**

The CEC and NBPTS provided the theoretical framework upon which performance improvement targets need to be identified. These two sets of national standards have provided the guidance as to which behaviors must be demonstrated by special education teachers in order for students to learn. A formative teacher evaluation that includes these behaviors as evaluation criteria will promote teacher growth by highlighting areas that need improvement and by creating an opportunity for the teacher to improve.

One component of formative teacher evaluation that has been noted as an effective tool in improving teacher effectiveness is the professional growth plan. The professional growth plan is a structure in which the performance improvement targets are identified with action steps leading to improvement. When used in place of traditional observations/evaluation systems, the professional growth plan allows teachers to take control of their own learning in that it allows teachers and evaluators to collaboratively select the areas in which they wish to enhance the teachers’ skills.
Specific to improving behavior by the use of professional growth plans, Mager’s (1997) goal setting theory would suggest that in order for teachers to perform at a predetermined level, that performance must be articulated in goals that are specific and observable. The performance improvement targets must be articulated in goals that are specific and observable. Such goals will assist teachers in knowing how to bridge the gap between the problem area and the intended outcome or solution. Mager’s theory served as the basis for developing performance improvement plans for the compendium.

Evaluators need to work collaboratively with teachers in that the supervisor and the teacher should mutually agree upon the performance goals. This will ensure accountability as well as ownership on the part of the teacher. After the performance improvement targets have been identified, the evaluator and teacher should address the following questions to guide them in developing the professional growth plan:

1. What is to be accomplished? (the goal)
2. How is it to be accomplished? (a series of short-range objectives)
3. What resources are needed? (funds, material, staff)
4. When must the goal be completed? (a specific date usually within a year)
5. How will accomplishment of the goal be measured? (via achievement results, client satisfaction, improved feedback, lower costs, etc.). (Manatt, 1997, p.11)

*Research Question 6. What are the key elements of a performance improvement/professional growth plan?*

There are certain elements and determiners that must be considered when establishing the writing of the professional growth plans. Manatt and Stow (1987), Mueller (1987), Nance
(1986), Rauhauser (1983), and Turner (2002) agree that components of a professional growth plan necessary to ensure a quality plan include:

1. area of performance,
2. criterion or specific behavior,
3. statement of intent expressed in specific measurable terms,
4. procedures (the plan of action or steps taken to accomplish behavior statement),
5. timeline (starting and completion dates),
6. monitoring (checks used to determine growth),
7. evidence (documentation), and
8. standard (the model that the completed plan should look like).

Table 14 illustrates the key elements required for developing professional growth plans. Collaboration between the evaluator and the teacher is crucial to the success of performance improvement process. Teachers and principals actually claimed that when implemented with patient flexibility and process focused support, teacher professional growth plans, even when provincially mandated, could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning (Fenwick, 2001).

Research Question 7. How can the compendium of suggested improvement plans be written to serve the supervisors and special education teachers?

Building upon all the theory identified in this dissertation through the review of literature, A Compendium of Model Strategies for Performance Improvement of Special Education Personnel of K–12 Schools was created. Because each of the 16 recommended
Table 14. Key elements required of a quality professional growth plan

<table>
<thead>
<tr>
<th>Area:</th>
<th>Recommended behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
<td>Criterion or specific recommended behavior</td>
</tr>
<tr>
<td>Goal:</td>
<td>Statement of intent expressed in specific measurable terms</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Procedures (the plan of action or steps taken to accomplish recommended behavior statement); a sequence of activities</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Accomplishment of each procedure sequenced in time segments</td>
</tr>
<tr>
<td>Monitoring:</td>
<td>Checks used by the teacher to determine growth</td>
</tr>
<tr>
<td>Evidence:</td>
<td>Documentation of progress and success</td>
</tr>
<tr>
<td>Appraisal method:</td>
<td>Comparison of the evidence with the standard</td>
</tr>
<tr>
<td>Indicators of</td>
<td>Terms “fully,” “partially,” or “not accomplished” are used to indicate how well the professional growth plan was accomplished</td>
</tr>
</tbody>
</table>

behaviors was identified as being rated low by either the selected district administrators and/or the judgment panel members, three professional growth plans were written for each of the 16 recommended behaviors.

The intent of the compendium of professional growth plans is to link low rated areas of performance with appropriate strategies for improvement. The goal of the compendium of model professional growth plans is to provide administrators and evaluators of special education teachers direction for cooperative improvement of individual teachers.

To assist evaluators in using the compendium, a section titled “Instructions for Use” was developed. This section reinforces the concept that the evaluator and special education teacher collaboratively address the following instructions:
1. Recommended behavior: Note the behavior needing to be improved.

2. Goal area: Select the desired, measurable teacher behavior that will demonstrate competence with the recommended behavior.

3. Procedures: Review a plan of action which includes a step-by-step description of how the goal will be accomplished.

4. Timeline: Establish specific timelines for the procedures to keep the process moving and to serve as a guide for the teacher implementing the procedures.

5. Monitoring: Establish a self-assessment progress check used that will be used by the teacher to determine how things are going and progress towards the goal.

6. Evidence: Determine what documentation will be necessary to indicate how the evaluator/supervisor will know that the goal was accomplished.

7. Standard: Check which standard will be used to support the indicator of accomplishment.

8. Appraisal method: Determine the final judgment on the accomplishment of the goal determined by the evaluator/supervisor.

9. Indicators of accomplishment: Judge the accomplishments for the professional growth plan by comparing the evidence with the standards and mark the appropriate indicator of accomplishment.

The problem of this investigation was to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement. Therefore, the compendium was assessed by a focus group comprised of administrators and evaluators.
representing both the local school district and area education agency perspectives. Expertise by individual members included:

Member 1. AEA Director of Special Education and direct supervisor of early childhood special education teachers.

Member 2. Supervisor of special education teachers (K–12) in large urban district.

Member 3. Assistant high school principal, coordinator of special education programs and services for mid-size school as well as former special education teacher.

Member 4. Elementary school principal and former special education teacher for mid-size district.

Member 5. Principal of elementary building and Pre-K building for mid-size district.

Member 6. Principal of elementary building for small district.

Member 7. Principal of elementary building for small district.

Member 8. Coordinator of special education services for a medium size district (unable to participate due to last minute scheduling conflicts).

The purpose of the focus group was to assess the compendium by identifying vague or inappropriately written professional growth plans in which recommendations for deletion, revision, or acceptance were given. Because of the possibility of oversight on the part of district administrators and the judgment panel, the focus group was also asked to consider whether additional goal areas were needed within the compendium in order to address other low-rated areas. Focus group responses to the questions were as follows:

1. *What teaching positions have you evaluated?*

   Participant 1: I am responsible for Level I, II, and III (self-contained) programs.
Participant 2: Levels I and II.

Participant 3: I supervise K–12 self-contained Level III programs.

Participant 4: I supervise 6–12 special education teachers that provide services ranging from co-teaching to self-contained programs.

Participant 5: Level I programs, as well as Level II and Level III programs and early childhood.

Participant 6: I have evaluated Special Education teachers in elementary, middle, high school, comprehensive school; also in K–8 special school. The levels of service would now be Levels I, II, and III which formally were resource, special class and self-contained. I have evaluated those teachers in a pull-out and collaborative setting.

Participant 7: All teachers who teach all levels: Levels I, II, and III. I have not observed the teacher with a functional life-skills type of program yet.

2. Which behaviors do you believe special education teachers struggle with most frequently?

Participant 2: Providing differentiated instruction. Oftentimes I find that teachers feel that the only intervention is to create smaller groups. They feel that the child will learn in a smaller group and they provide each child in the group the same instruction and same strategy.

Participant 4: Progress monitoring is inadequate and not continual. They also struggle with developing appropriate behavior management goals. Instead of relying on office referrals they need to have better
strategies to improve behavior. There appears to be a lack of preservice training for teachers in this area.

Participant 6: There are two areas that in my experience I have noted that special education teachers struggle with. The first one would be recommended behavior #15 “Behavior Management.” That goes across resource and self-contained students. It is just a continuous struggle, particularly for the newer teacher. The other one would be, agreeing with participant #4, “Progress students make.” Teachers may use the information and keep track of it, but not necessarily do anything with it in terms of instruction.

Participant 5: One of the most difficult things is to find the time for special education teachers to visit with the classroom teachers to see what is working and what is not working in the classroom and therefore being able to build upon what is actually working in the classroom. But I think the time constraints of both the special education teacher and the classroom teacher make it hard to find the time to collaborate.

Participant 3: I would agree collaboration is one area of difficulty. Behavior management is a struggle for special education teachers.

Participant 1: I agree with what participants 5 and 3 said: finding the time to meet with regular education classroom teachers and explain the needs of the students and also having the communication skills and the knowledge of what the students need. The other one thing I see
special education teachers struggle with is finding the time to work with the teacher aids they might have working with them, because their time demands are so tight.

Participant 6: I would like to respond once more to some things that participant 4 mentioned in terms of skills for the new teachers in terms of behavior modification techniques. I have had interesting experiences where they have had the skills; they do know how to actually work with the kids and not escalate them, but there is a more punitive system, perhaps more discipline, rather than coaching. I am encouraged when I see young people talking and trying to make some of those efforts. If we can look at these and support them in doing that, it might help them with the struggles.

Participant 5: I have a comment about the numbers of students that are special education. It appears to me each year we end up with more and more in a special education teacher’s classroom.

Participant 4: Transition planning at the secondary level.

Participant 2: And transition from pre-school to kindergarten.

Participant 7: It takes me back to participant 2 that spoke about the selecting, adapting, and using instructional strategy materials according to the characteristics. It seems that the special education teachers are juggling so many balls in the air and have to have so much content knowledge and knowledge developmentally of what children should be asked to do and be able to do, that that behavior is one that is very
difficult. Behavior comes with experience, I believe. So while that is
difficult for a first year teacher, I think that they usually come along.

3. *Are these categories of problems reflected in the compendium of professional growth plans?*

Participant 4: I am not sure that transition planning is addressed.

Participant 2: Could number #14 do it?

Participant 6: I think the question was how much information in terms of transition
is needed and I interpreted one of these as transition. On page 38,
inviting community personnel to present information on services and ways to access resources. It may not be spelled out as clearly as what I think was suggested by participant 4.

Participant 5: I had a situation that the teacher did not necessarily agree with the district policy and curriculum and it has been kind of difficult for the special education department as well as the general education teachers to come to an agreement as to the needs of the student. I'm not sure how to address that.

Participant 6: I agree, as I am going back in my brain thinking where special education teachers have gotten in a bind and I have been contacted for that and usually have to work things out. It may be that that special education teacher has not enhanced his/her skills in terms of methodology in content curriculum. That's a reality out there, it does
happen and that will get people more in trouble than maybe not knowing as much as they should know in other areas.

Participant 3: It may be that there is a need for additional behavior addressing how the teacher could help the students and not get caught up in a power struggle with the student. Perhaps a code of ethics sort of thing, a way of dealing with students with dignity and respect.

4. *Which of the 16 recommended behaviors do you feel will be most challenging for special education teachers?*

Participant 2: In my experience, recommended behavior #11 is very difficult.

Participant 6: I have really struggled with this because what I wrote on my notes was all of them. There are so many of them. If I had to maybe do a hierarchy, I'm leaning toward the fourth one—select, adapt, and use instructional strategies in the characteristics of the learner.

Participant 1: Piggy back on participant 6. I would agree that selecting and using instructional materials for the characteristics of the learner is really difficult in my experience and the special education teachers that we work with. But in addition to that under the recommended behavior #16 where you are using subject matter knowledge to make some curricular decisions. It takes it one step further in that we need to find that material to work with students but then when we start getting those students back in the general setting. We need to assist in transferring that knowledge to the general education environment.
Participant 4: Managing behaviors is one of the most difficult areas. Even if teachers have been taught and modeled different strategies, sometimes it is still difficult to implement.

Participant 7: Sandy, is there a recommended behavior of transferring the skills/behaviors that you are trying to teach the student into the classroom or regular classroom? (Sandy) No. I don’t believe so.

Participant 7: Frequently things go well in the special education classroom, but when the demands of the regular classroom are placed on that child, that’s when things seem to fall apart and behaviors escalate and the skill of being able to take those behaviors and transfer them to another environment. (Sandy) So there would be two issues there—one would be to teach the student how to self-monitor once they get into the general education classroom and the other point would be to make sure the teachers are collaborating as far as what behavior strategies will need to be in place once the student gets to the general education setting.

Participant 7: Yes.

5. *Were the PGP*s appropriate for the duties of a special education teacher?*

Participant 5: Yes. I wish I would have had this support a few years ago when I had a teacher who was really struggling.

Participant 2: Yes, I thought they were very appropriate.
Participant 6: I would agree with participant 2. I thought the suggestions on procedures were very practical. In fact I would like to use it.

Participant 7: I was just thrilled at how well it is all laid out and the plans are developed. And even if we need to have a particular teacher tweak a plan, it is a marvelous start.

Participant 1: I would agree that it is a fantastic outline to work with. One of things that jumped out at me, for example on page 38 under recommended behavior 11 with collaborating with school personnel, is in a smaller district this is often done by the school counselor. If I needed to I could extend this to other certified positions. So I was excited to see that. There are a number of overlapping roles and I can see the extended possibilities.

6. Was the compendium written with simplicity/ease of handling?

Participant 4: I thought it was very easy to get around. It is user friendly.

Participant 7: I am in agreement with participant 4.

Participant 3: So am I

Participant 6: I would fully agree. It was very well organized and it was so nice once you got going to see the pattern of how the professional growth plans were written. I thought, "Okay very predictable." That's why several people would like to get out and use it right away. So many times we have to wade through the information and then develop our
own professional growth plan. This would not be necessary. The one thing you could do is just keep adding to it.

Participant 5: I think it is absolutely wonderful. Especially for that first year teacher.

Participant 1: I found it very well organized and easy to follow. The only minor suggestion again would be in the table of contents to number each recommended behavior.

Participant 6: I concur.

7. *Were appropriate instructions for use included?*

Participant 6: The answer is yes. I think my note on here was just suggesting to number the behaviors at the beginning in the table of contents.

Participant 3: The instructions were very clear.

Participant 2: I agree.

8. *Were the PGPs stated in terms of specific, measurable behavior?*

Participant 7: They were very clear and measurable as if the compendium was written by someone in special education.

Participant 4: Concurs that it is clear.

Participant 2: Particularly the timeline, keeping it open-ended on what you need to work on.
Participant 6: Yes, it was very clear. One thing I really appreciate is the evidence, especially for that first-year teacher who is struggling. I just think that is very rich and will be extremely helpful.

Participant 3: Yes.

Participant 5: It is a good timeline, it has good information, good directions for the teachers.

9. *Were any recommended behaviors omitted?*

Participant 4: I can't think of any other than what we have not already mentioned.

Participant 7: Is professional management of an IEP staffing addressed anywhere, that they have the skills to talk through that process? To actually facilitate the meeting?

Participant 4: I think under #10, that would fit right there, looking at those specific goals, I think it would fit right in there.

Participant 6: There is a reference, but it is more like monitoring progress in the timeline of the meeting and that is on page 46. I don't know if that is what you are getting to.

Participant 7: I just see such a difference as well as in any skill a teacher exhibits, but such a difference of skill level that would be managed at staffings and some are so smoothly and that has to be able to be taught. Some are more awkward. So that it is respectful of the parents' needs and at the same time keep things moving.
10. *Was the table of contents useful?*

Participant 2: The numbering is a great suggestion.

Participant 3: I was wondering about expanding it to include all the professional growth plans for each recommended behavior.

Participant 5: It might be easier to read if you number each recommended behavior and include all professional growth plans.


Participant 7: I found the strategies to be very useful.

Participant 6: I do think the strategies for monitoring and recording are real helpful. I think that based on my experience in working as an outside person in the school and coming in and evaluating with the building principal, that the reason they ask me is because they don’t feel comfortable in evaluating that special education teacher. I was just asked again yesterday by an experienced principal, but she is wondering about a teacher who has moved from middle school special education to elementary. It is not a negative thing, in fact, it is rather a positive thing because I think I will be able to go in and be able to see from the evidence and observation that that special education teacher is making the transition. I think, therefore, the evidence that you are describing is going to be very helpful to administrators as well as new teachers.
The input from the focus group members resulted in revisions to the original compendium. The group believed that additional professional growth plans were needed in the following areas:

1. Transition planning at the secondary and early childhood levels.
2. Ethics.
3. Professionalism when dealing with difficult situations.
4. Behavior strategies to assist the student in transferring skills to the general education environment and teacher collaboration.
5. Facilitation skills in leading an IEP meeting.

Suggested revisions to the document were specific to the table of contents. They included numbering the recommended behaviors and to add all specific professional growth plans for each recommended behavior in the table of contents. Beyond that, the focus group found that the compendium was an effective, helpful tool and very useable.
Local districts have a responsibility to support the teachers. We must incorporate accountability, and then be quick enough to change when we find failure.

President George W. Bush

A summary reviewing the steps in the research, conclusions drawn as a result of the research, limitations in research design, implications of the study, and recommendations related to practice and future research efforts will be the focus of this chapter.

Summary

The problem of this investigation was to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting current standards for accountability and student achievement. Beginning with a review of literature, there were two primary focuses in the areas of special education teacher evaluation and professional growth plans. It quickly became apparent that the concept of teacher performance and improvement, whether it be for general education or special education, could not be explored without considering the theories for standards-based reform and goal-setting.

Early efforts in the standards-based reform movement dealt primarily with the areas of curriculum and testing. Today, particularly with the passing of the No Child Left Behind Act, the standards-based movement views student achievement as the data upon which school improvement efforts will be judged. As a result, teaching is viewed as diagnostic, responsible to, and contingent on student learning, creating an even higher demand on the need for a
teacher evaluation system and improvement that has the power to discriminate high performance from high, medium, or low. Elliott (2003) states that if we truly are serious about leaving no child behind, then all students and teachers need to be well trained, supported, and held accountable for standards-based learning and instruction.

Teacher evaluation, in addition to its customary function of establishing a basis for promotion, retention, or dismissal of teachers, can also be a valuable tool for improving instructional effectiveness (Ellis, 2000; Van Note Chism, 1999; Stronge, 1997). Given the current trend of tying student achievement to teacher performance and the fact that the achievement of students requiring special education must be included within the district accountability system, special education teacher evaluation is in the spotlight.

Improving the performance of the marginal teacher is a constant struggle for many evaluators. This improvement can be realized, however, through increasing teacher motivation, an adequate diagnosis of the problem areas, and appropriate rehabilitative support. Support is best provided through the use of appropriate professional growth plans.

The development of a compendium of suggested professional growth plans was designed to provide administrators and evaluators of special education teachers’ direction for cooperative improvement of individual teachers. This investigation examined not only the factors and procedures associated with establishing professional growth plans, but it also critiqued the quality of model professional growth plans written by the researcher.

The primary tasks completed in this study were the creation of a comprehensive matrix comparing national standards for special education teacher performance to those included within the selected sites’ special education teacher evaluation process, interviews of district administrators, and the implementation of both a judgment panel and a focus group for
identifying the typically lowest rated criteria during the evaluation of special education teachers. The final task was to develop, assess, and rewrite a compendium of model professional growth plans for special education teachers.

During the 2002–2003 school year, recommended behaviors for special education teachers were identified by using national standards from the CEC and NBPTS as well as evaluation criteria and indicators from the selected sites of West Des Moines Community School District, West Des Moines, Iowa, and the Camp Verde Unified School District No. 28, Camp Verde, Arizona. Selected site administrators, a judgment panel, and a focus group identified 18 recommended behaviors that are most critical to special education teacher performance as well as those behaviors that are typically lowest rated during special education teacher evaluation. Three professional growth plans were developed for each recommended behavior identified as “lowest rated” creating a compendium of model strategies for improving special education teacher performance.

The initial draft of the compendium contained 48 professional growth plans. As a result of an assessment by a focus group, two recommended behaviors were added as well as nine associated professional growth plans. The compendium was designed to assist in meeting the mission of a district by improving the job performance of special education teachers.

Conclusions

This investigation resulted in the identification of recommended behaviors critical to the successful performance of special education teachers. A compendium of improvement strategies was designed to improve performance in each of the recommended behaviors. The research questions posed at the onset of this study and their conclusions are as follows:
1. What are the recommended behaviors needed to be included within the performance appraisal process for special education teachers to ensure a quality evaluation system?

A rigorous literature review identified two sets of national standards (CEC and the NBPTS) specifically for special education teachers. When compared to the evaluation criteria and indicators currently used by the selected sites, 12 recommended behaviors were identified. Through a review and affirmation by district administrators and a judgment panel, four additional recommended behaviors were added as behaviors teacher struggle with most often. Finally, a focus group recommended that two more behaviors be added resulting in 18 recommended behaviors being recognized as critical to special education teacher performance. All 18 were considered by evaluators of special education teachers to be typically those lowest rated during an evaluation process.

2. How do these recommended behaviors differ from the performance standards needed for general education teachers?

A comparison was made between the evaluation criteria and indicators of a school district that has a performance evaluation system specially designed for special education teachers (Camp Verde) and a district that uses the same evaluation system for both general education teachers and special education teachers (West Des Moines). The comparison indicated that 64% of the criteria required by the district using only a general education teacher evaluation system were also found in the special education teacher evaluation system. There were six additional criteria and 50 additional indicators required in the special education teacher evaluation system that were typically more related to special education requirements, procedures, and programs.
3. How do the selected districts' performance standards used for evaluation of special education teachers align with the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards?

The national standards did not align with what the selected sites are currently using as teacher evaluation criteria or indicators. There were no district evaluation criteria from either selected site that matched any of either of the two national standards. When determining how well the CEC standards aligned with the district evaluation indicators, only 15% of the West Des Moines indicators matched and 18% of Camp Verde. The NBPTS only matched 23% of both the West Des Moines and Camp Verde indicators. Therefore, it appears there is a high preponderance of national standards that are not represented in the selected districts' current evaluation system.

4. Is there a preponderance of the CEC Standards for All Beginning Teachers and the NBPTS Exceptional Needs Standards that are not represented in the selected districts' current evaluation process?

There is a high preponderance of the CEC standards and NBPTS that are not represented in the selected districts' current evaluations process. There were no standards from CEC or the NBPTS reflected within either district’s evaluation criteria. When comparing the number of CEC standards reflected in the West Des Moines general education teacher evaluation indicators, 53 of the 62 (85%) CEC standards were not reflected in the West Des Moines indicators. Fifty-one (82%) of the 62 CEC standards were not found in the Camp Verde evaluation indicators. The comparison of NBPTS to the district evaluation
indicators found that, in both districts, 30 of the 39 (77%) NBPTS were not reflected in the district indicators.

Because West Des Moines uses general education teacher criteria and indicators to evaluate special education teachers, it is clear that the performance criteria are too general and not tailored to the specific roles and duties of a special educator. Camp Verde's evaluation process for special education teachers does have performance criteria and indicators designed to be consistent with special education teacher roles and duties. While the results of Camp Verde's comparison to national standards were more positive than those of West Des Moines, Camp Verde's system still did not reflect a high preponderance of national standards.

5. How should performance improvement targets be identified and written?

The first step to identifying appropriate performance improvement targets for special education teachers is to ensure that the evaluator is comparing the teacher's behavior to the appropriate standards. This investigation, through the use of selective district evaluation criteria and indicators, national standards, and input from evaluators of special education teachers (selected site administrators, judgment panel, focus group), identified 18 critical recommended behaviors. By comparing a special education teacher's performance to these recommended behaviors, the evaluator would begin the process of identifying performance improvement areas.

Performance improvement targets need to be identified through a formative teacher evaluation process that highlights areas that need improvement. The evaluator and the teacher must work collaboratively to identify the performance improvement targets and
thereby determine what is to be accomplished and by when, how it will be accomplished, how will that accomplishment be measured, and what resources are needed to ensure success.

6. What are the key elements of a performance improvement/professional growth plan?

   The evaluation system then must include the development and implementation of a professional growth plan linking the low rated areas of performance with the appropriate strategies for improvement. The creation of a professional growth plan is a goal setting process. A quality professional growth plan must specifically address:

   1. the area of performance,

   2. the criterion or specific behavior,

   3. a statement of intent expressed in specific measurable terms,

   4. procedures (the plan of action or steps taken to accomplish behavior statement),

   5. monitoring (checks used to determine growth),

   6. evidence (documentation), and

   7. standard (the model that the completed plan should look like).

7. How can the compendium of suggested improvement plans be written to serve the supervisors and special education teachers?

   The intent of a compendium of model professional growth plans is to provide administrators and evaluators of special education teachers’ direction for cooperative improvement of individual teachers. A draft compendium was developed for special education teachers as a tool for evaluators to assist special education teachers who have performance shortcomings.
The intent of the compendium is to link low rated performance criteria with appropriate strategies for improvement. The draft compendium included a table of contents, preface, instructions for use, and three professional growth plans for each of the 16 recommended behaviors identified through the matrix as well as selected site administrators and judgment panel input.

The draft compendium was critiqued by a focus group comprised of seven evaluators of special education teachers representing a cross-representation of early childhood; elementary and secondary levels; small, medium, and large districts; and AEAs. Members of the focus group assessed the quality and feasibility of the compendium by addressing the categories of 1) appropriateness, 2) simplicity/ease of handling, 3) procedures included, 4) were professional growth plans states in terms of specific, measurable behavior, and 5) omitted behaviors.

The focus group members recommended revisions and improvements to the compendium. The table of contents was expanded to include the numbering of all recommended behaviors as well as the listing of professional growth plans for each recommended behavior. It was recommended that the following goal areas be included within the existing recommended behaviors:

1. Throughout the school year, the special education teacher will be able to teach the student how to transfer behavior modification strategies by self-monitoring his or her behavior in all settings.

2. For each student IEP team meeting, the special education teacher will be able to demonstrate effective meeting facilitation skills.
3. When integrating a student with behavioral concerns into the general education classroom, the special education teacher will be able to facilitate proactive strategies to ensure the opportunity for student success.

Two additional recommended behaviors with subsequent professional growth plans were also added to the compendium based upon focus group input. They include:

1. Address transition needs of the student during critical transition period.
   
   **Goal Area:** At least 90 days prior to the child’s third birthday, the special education teacher will be able to convene, with approval from the family, a transition planning conference among the family, the IFSP service coordinator, and other appropriate providers.

   **Goal Area:** For each special needs student transitioning to the middle school level, the elementary special education teacher will be able to work collaboratively with the middle school special education teacher to ensure a successful student transition.

   **Goal Area:** For each student receiving special education services, the special education teacher will be able to address appropriate transition needs at the required ages of 14 and above.

2. Demonstrates employee responsibility.

   **Goal Area:** Throughout the school year, the special education teacher will be able to uphold the CEC Code of Ethics.

   **Goal Area:** Throughout the school year, the special education teacher will be able to manage conflict.
Goal Area: Throughout the school year, the special education teacher will be able to demonstrate effective leadership skills.

Limitations

The limitations relative to this study included:

1. The selected sites for this study included one small school district in Arizona and one middle-sized school district in Iowa. Thus the results cannot be generalized to any other district.

2. The superintendent of the Camp Verde School District in Arizona, who originally granted permission and the participation of that district, resigned her position prior to the conclusion of this study. Her valuable advice was lost.

3. Because of confidentiality concerns, the researcher was not able to obtain individual teacher performance appraisals from the selected sites to determine areas that are typically lowest rated. Thus, the researcher had to rely on the input of evaluators of special education teachers to determine which behaviors are typically lowest rated as a result of special education teacher evaluations.

4. There was no procedure in place for determining the long-term effect or success of the developed compendium of model improvement strategies.

Discussion

The CEC recognized the need for professional standards for the field of special education as early as 1966 when the first edition of *Professional Standards for Personnel in the Education of Exceptional Children* was published. More recently, in the year 2000 and in
coordination with the National Council for Teacher Accreditation, the fourth edition was released. In 1999, the NBPTS built upon the work of the CEC standards for all beginning special education teachers by establishing the NBPTS Exceptional Needs Standards. By comparing these two prominent sets of national standards to district standards for special education teachers and by obtaining input from evaluators of special education teachers, 18 recommended behaviors were identified as not only critical to special education teacher performance but as behaviors that are typically lowest rated at the time of teacher evaluation.

The major themes depicted in the recommended behaviors include managing time and resources, instructional strategies (with a high emphasis on behavior), transition services, assessment and progress monitoring, and knowledge of content areas. The recommended behaviors are reflective of the challenges facing special education in the year 2003. This fact was reinforced several times throughout this study through input from selected site administrators, a judgment panel, and a focus group. Many of these challenges will become even more important with the implementation of No Child Left Behind resulting in increased accountability and public reporting.

When comparing the selected district evaluation criteria to the national standards, the district evaluation criteria were woefully inadequate. It is clear that neither district evaluation instrument containing the criteria had the power to discriminate high performance from medium or low. This is due to the fact that the original committees that designed the evaluation instruments for the selected sites was not aware of the national standards specific to special education teachers. It was also due to the “one-size-fits-all” mentality of those charged with developing new evaluation systems within districts with master contracts.
When comparing the difference between those behaviors necessary for general education teachers to be successful versus the success of a special education teacher, there are many similarities. This is reflective of the need for a blended system where special education and general education are working towards a common cause: student achievement. The difference remains in the areas of context and individualization in that special education teachers are required to demonstrate skills in many different settings, curriculum areas, student performance levels, and age levels.

As No Child Left Behind becomes more of a reality for districts, it would behoove general education teachers to adopt and become proficient in those behaviors more traditionally considered necessary for only special education teachers in that all teachers will be responsible for all children to achieve. One example would be the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the learner. Another would be the ability to use strategies to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. How wonderful it would be if every child's academic, social, emotional, and behavioral needs were addressed as though they were an individual rather than one of a group of children in a grade.

It is not possible to discuss increased demands on teacher performance without addressing teacher evaluation. Teachers are less likely to react negatively to evaluations when they have a prior understanding of what is expected of them, when adequate information is collected of their performance, when feedback is frequent and informative, and when resources are provided to help them improve (Natriello, 1990). All of these elements could be codified through the use of a professional growth plan. The collaborative creation of a professional growth plan by the teacher and the evaluator has been cited

The collaboration between teacher and evaluator is particularly critical in the evaluation of a special education teacher due to the fact that the wide range of instructional practices special education teachers must utilize in order to meet the very diverse needs of the students are often not known by the principal or evaluator. In addition, the evaluator should provide feedback to teachers and include effective teaching processes and directions for improved instruction (Root & Overly, 1990). In order to bridge this gap, a draft compendium of model professional growth plans was developed to provide administrators and evaluators of special education teachers direction for cooperative improvement of individual teachers.

The compendium was designed to meet the expectations of Mager’s (1997) theory that goals will assist teachers in knowing how to bridge the gap between the problem area and the intended outcome or solution. His theory would suggest that in order for teachers to perform at a predetermined level, that performance must be articulated in goals that are specific and observable. The performance improvement targets must be articulated in goals that are specific and observable.

During the month of January 2003, a focus group comprised of evaluators of special education teachers at both the local district and area education agency level assessed the compendium for its quality and feasibility. Although the focus group recommended a more detailed table of contents, two additional recommended behaviors, and nine additional professional growth plans, the feedback was overwhelmingly positive. The members reported that the compendium was extremely helpful and easy to use.
Recommendations for Practice

The following recommendations are offered for practice for any school organization intending to improve the performance of special education teachers:

1. Create a new special education teacher evaluation instrument using the 18 recommended behaviors as the performance criteria.

2. Provide special education teachers skill training on the 18 recommended behaviors that are necessary for successful teaching and increased student achievement.

3. Provide evaluators of special education teachers awareness training of the 18 recommended behaviors that are necessary for successful teaching and increased student achievement.

4. Provide professional development opportunities for special education teachers in the areas of a continuous improvement cycle for performance appraisal, using a multidimensional (summative and formative) approach, and utilizing professional growth plans to improve behavior.

5. Provide training to evaluators of special education teachers in the areas of a continuous improvement cycle for performance appraisal, using a multidimensional (summative and formative) approach, and utilizing professional growth plans to improve behavior.

6. Use the professional growth plans for special education teachers needing to improve their performance involving the teacher in the early steps of the evaluation process but also ensuring that there is sufficient follow-through and follow-up by the evaluator to ensure the plans are implemented with integrity.
7. Provide release time and support for special education teachers to pursue further training and professional development in their improvement areas.

8. Continue to develop professional growth plans to improve special education teacher performance.

9. Use the professional growth plans for general education teachers to assist in the individualization of instruction for all students.

Recommendations for Further Research

Recommendations for further research in the area of special education teacher evaluation and performance improvement are:

1. Special education is, in part, improved by the results of case law. A study should be conducted to determine the relationship between case law decisions concerning special education teacher performance and the 18 recommended behaviors for special education teachers resulting from this study.

2. A study should be conducted determining the effectiveness of these professional growth plans based upon improved teacher performances.

3. A study should be conducted to determine the impact of the professional growth plans based upon student achievement.

4. A study should be conducted on how well pre-service institutions prepare special education teachers in the 18 recommended behaviors.

5. This study did not differentiate between types of disabilities, levels of severity of disabilities, or student age. A study should be made examining the types of model
strategies needed for teaching students with specific disabilities, at specific severity levels, and ages.

6. This study did not include itinerant types of special education instruction, e.g., hearing or vision itinerant teachers. A study should be made examining the types of model strategies needed for itinerant special education instruction.

7. This study included one small district in Arizona and one middle-sized district in Iowa. A survey should be conducted involving evaluators of special education teachers on a much broader scale to ensure the 18 behaviors are appropriate.

8. Because of confidentiality concerns, the researcher was not able to obtain individual teacher performance appraisals from the selected sites to determine areas that are typically lowest rated. Thus, the researcher had to rely on the input of evaluators of special education teachers to determine which behaviors are typically lowest rated as a result of special education teacher evaluations. A study should be conducted based on individual special education teacher performance appraisal results to ensure that the 18 recommended behaviors are those typically lowest rated.

Mediocrity in education will no longer be tolerated due to the recent demand for accountability. Therefore, the needs of children with disabilities may no longer be ignored or neglected. The achievement of children with disabilities will be expected, placing a heavy demand on special education teachers and their evaluator. The challenge becomes in helping evaluators to view the inclusion of students with disabilities and their teachers into the accountability system as an opportunity rather than as a burden.

When at a proficiency and mastery level of the 18 recommended behaviors resulting from this study, special education teachers will not only be able to assist students with
disabilities to achieve but will also be able to positively impact the teaching and learning strategies for all children. The inclusion of the 18 behaviors into a district’s performance evaluation process for special education teachers is a win-win for all students and teachers. The use of the compendium provides administrators and evaluators of special education teachers’ direction for cooperative improvement or enhancement of individual teachers in all 18 behaviors.
APPENDIX A. PERMISSION LETTERS
DATE: August 14, 2002

TO: Sandra Schmitz

FROM: Janell Meldrem, IRB Administrator

RE: “The Development and Testing of a Compendium of Model Strategies for Performance Improvement of Special Education Personnel of K-12 Schools” IRB ID 03-051

The project, “The Development and Testing of a Compendium of Model Strategies for Performance Improvement of Special Education Personnel of K-12 Schools” has been declared exempt from Federal regulations as described in 45 CFR 46.101(b)(2).

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Because this project is exempt it does not require further IRB review and is exempt from the Department of Health and Human Service (DHHS) regulations for the protection of human subjects.

We do, however, urge you to protect the rights of your participants in the same ways that you would if IRB approval were required. This includes providing relevant information about the research to the participants. An additional recommendation from the IRB would be to add a statement to your consent form that this study involves research.

Any modification of this research should be communicated to the IRB to determine if the project still meets the Federal criteria for exemption. If it is determined that exemption is no longer warranted, then an IRB proposal will need to be submitted and approved before proceeding with data collection.
July 26, 2002

Sandy Schmitz
105 NW Cedarwood Drive
Ankeny, Iowa 50021

Dear Sandy,

You have permission to include the following procedures in your dissertation:

1. Conduct a review of the West Des Moines Community School District’s (WDMCSD) performance appraisal system for special education teachers.

2. Interview school administrators to obtain input as to typical areas of concern or areas commonly needing improvement when addressing special education teacher performance.

3. Make recommendations to the WDMCSD’s evaluation instrument for special education teachers and subsequent professional growth plans.

I understand the WDMCSD will receive a written copy of the compendium of professional growth plan strategies for special education teachers resulting from this investigation.

Sincerely,

Debra Van Gorp, Ph.D.
Associate Superintendent of Human Resources
(Sample Letter of Permission)

Sandy Schmitz  
Graduate Student  
105 NW Cedarwood Dr.  
Ankeny, IA 50021  

Dear Sandy:  

You have permission to include the following procedures in your dissertation:  


2. Interview school administrators to obtain input as to typical areas of concern or areas commonly needing improvement when addressing special education teacher performance.  

3. Make recommendations to the Camp Verde Unified School District #28 evaluation instrument for special education teachers and subsequent professional growth plans.  

I understand the Camp Verde Unified School District #28 will receive a written copy of the compendium of professional growth plan strategies for special education teachers resulting from this investigation.  

Sincerely,  

[Signature]
APENDIX B. COMPREHENSIVE MATRIX
### Recommended behavior

<table>
<thead>
<tr>
<th>I. Philosophical, Historical, and Legal Foundations of Special Education</th>
<th>CEC</th>
<th>NBPTS</th>
<th>West Des Moines</th>
<th>Camp Verde</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The teacher will be able to articulate personal philosophy of special education.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teachers will have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>20d</td>
</tr>
</tbody>
</table>

| II. Characteristics of Learners | | | | |
|---|---|---|---|
| A. The teacher will be able to access information on exceptional conditions. | X | | | |
| B. The teacher will be knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals. | X | X | X | 11a |
| C. The teacher will be a keen observer of students. | | X | | |
| D. The teacher will be able to appreciate, recognize, and capitalize on their students' diversity, commonalities, and talents. | | | X | |
| E. The teacher will be able to use school and community resources to gain knowledge and understanding of students. | | X | | 11f |
| F. The teacher will be able to demonstrate awareness of the needs of all students. | | | X | 16 |
| G. The teacher will be able to demonstrate ability to work with exceptional students. | | | X | 16a |
### III. Assessment, Diagnostic, and Evaluation

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>The teacher will be able to collaborate with families and others in assessment of individuals with exceptional learning needs.</td>
<td>X X</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>The teacher will be able to create and maintain records.</td>
<td>X X 20e</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>The teacher will be able to gather relevant background information.</td>
<td>X</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>The teacher will be able to develop and administer nonbiased, informal assessment procedures.</td>
<td>X</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>The teacher will be able to use a variety of formal and informal assessments.</td>
<td>X X</td>
</tr>
<tr>
<td><strong>F.</strong></td>
<td>The teacher will be able to utilize both formative and summative evaluation procedures.</td>
<td>X X</td>
</tr>
<tr>
<td><strong>G.</strong></td>
<td>The teacher will be able to interpret information from formal and informal assessments.</td>
<td>X</td>
</tr>
<tr>
<td><strong>H.</strong></td>
<td>The teacher will be able to report assessment results to all stakeholders using effective communication skills.</td>
<td>X X</td>
</tr>
<tr>
<td><strong>I.</strong></td>
<td>The teacher will be able to use performance data and information from all stakeholders to make or suggest modifications in learning environments.</td>
<td>X X</td>
</tr>
<tr>
<td><strong>J.</strong></td>
<td>The teacher will be able to develop or modify individualized assessments strategies.</td>
<td>X</td>
</tr>
<tr>
<td><strong>K.</strong></td>
<td>The teacher will be able to use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>those from culturally and/or linguistically diverse backgrounds.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>L.</td>
<td>The teacher will be able to evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
<td>X</td>
</tr>
<tr>
<td>M.</td>
<td>The teacher will be able to identify support needed for integration into various program placements.</td>
<td>X</td>
</tr>
<tr>
<td>N.</td>
<td>The teacher will be able to prepare appropriate evaluation activities.</td>
<td></td>
</tr>
<tr>
<td>O.</td>
<td>The teacher will be able to make methods of evaluation clear and purposeful.</td>
<td></td>
</tr>
<tr>
<td>P.</td>
<td>The teacher will be able to use pretests and posttests.</td>
<td>X</td>
</tr>
<tr>
<td>Q.</td>
<td>The teacher will be able to monitor student progress through a series of formative and summative evaluation techniques.</td>
<td></td>
</tr>
<tr>
<td>R.</td>
<td>The teacher will be able to prepare assessment congruent with the district's prescribed curriculum (standards and benchmarks).</td>
<td></td>
</tr>
<tr>
<td>S.</td>
<td>The teacher will be able to utilize a system for maintaining information of student progress that evidences learning.</td>
<td></td>
</tr>
<tr>
<td>T.</td>
<td>The teacher will be able to allow students the opportunity to contribute information and interpret records.</td>
<td></td>
</tr>
<tr>
<td>U.</td>
<td>The teacher will be able to test special education students to determine appropriate goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>W.</td>
<td>The teacher will be able to prepare tests, which reflect course content.</td>
<td></td>
</tr>
<tr>
<td>X.</td>
<td>The teacher will be able to provide students with specific evaluative</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>6</td>
<td>10e</td>
</tr>
<tr>
<td>----------</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>Y. The teacher will be able to check and return homework promptly.</td>
<td>X</td>
<td>10f</td>
</tr>
<tr>
<td>Z. The teacher will be able to observe students in mainstream classes.</td>
<td>X</td>
<td>18b</td>
</tr>
<tr>
<td>AA. The teacher will be able to collect student data on a regular basis.</td>
<td>X</td>
<td>18e</td>
</tr>
<tr>
<td>BB. The teacher will be able to provide written and oral comments as well as points or scores.</td>
<td>X</td>
<td>6a</td>
</tr>
<tr>
<td>CC. The teacher will be able to return assessment results as quickly as possible.</td>
<td>X</td>
<td>6b</td>
</tr>
<tr>
<td>DD. The teacher will be able to provide opportunities for one-to-one conferences.</td>
<td>X</td>
<td>6c</td>
</tr>
<tr>
<td>EE. The teacher will be able to interpret test results to students and parents.</td>
<td>X</td>
<td>6d</td>
</tr>
<tr>
<td>FF. The teacher will be able to develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</td>
<td>X</td>
<td>11h</td>
</tr>
</tbody>
</table>

### IV. Instructional Content and Practice

<p>| A. The teacher will be able to develop and implement comprehensive, longitudinal, individualized programs in collaboration with team members. | X |
| B. The teacher will be able to choose and use technologies in the instructional process. | X | X 10e |
| C. The teacher will be able to prepare lesson plans. | X |
| D. The teacher will be able to implement individualized, direct instruction to students in the least restrictive settings. | X | 16 |
| E. The teacher will be able to display extensive knowledge with evidence of continuing pursuit of such knowledge. | X | 7 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>The teacher will be able to select learning content congruent with the prescribed curriculum.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>G</td>
<td>The teacher will be able to develop lesson plans which reflect the school organization's prescribed curriculum.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>H</td>
<td>The teacher will be able to seek and use advice of education specialists in content areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I</td>
<td>The teacher will be able to prepare course outline(s) which reflect the prescribed curriculum.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>J</td>
<td>The teacher will be able to coordinate learning content with instructional objectives(s).</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>K</td>
<td>The teacher will be able to plan for Arizona standards.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>The teacher will be able to integrate curriculum content with other content areas.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>The teacher will be able to implement the lesson plan.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>N</td>
<td>The teacher will be able to review and preview the lesson plan.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>The teacher will be able to state instructional objectives involved with the lesson plan.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P</td>
<td>The teacher will be able to provide input related to the lesson objectives.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Q</td>
<td>The teacher will be able to model activities congruent with topic being taught and provide guided practice to reinforce concepts.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>R</td>
<td>The teacher will be able to utilize lesson summary techniques.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S</td>
<td>The teacher will be able to monitor the learning and adjust the teaching.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>The teacher will be able to design the lesson's structure to be highly coherent</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>U.</td>
<td>The teacher will be able to check for understanding.</td>
<td></td>
<td>2j</td>
</tr>
<tr>
<td>V.</td>
<td>The teacher will be able to relate content to the real world and other subjects.</td>
<td>X</td>
<td>8i</td>
</tr>
<tr>
<td>W.</td>
<td>The teacher will be able to use appropriate examples and illustrations.</td>
<td>X</td>
<td>7b</td>
</tr>
<tr>
<td>X.</td>
<td>The teacher will be able to involve the individual and family in setting instructional goals and monitoring progress.</td>
<td>X</td>
<td>7c</td>
</tr>
<tr>
<td>Y.</td>
<td>The teacher will be able to use task analysis.</td>
<td>X</td>
<td>7e</td>
</tr>
<tr>
<td>Z.</td>
<td>The teacher will be able to select, adapt, and use instructional strategies and materials according to the characteristics of the learner.</td>
<td>X</td>
<td>3e</td>
</tr>
<tr>
<td></td>
<td>The teacher will be able to provide multiple perspectives on key matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher will be able to sequence, implement, and evaluate individualized learning objectives.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CC.</td>
<td>The teacher will have a sound foundation in curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DD.</td>
<td>The teacher will be able to keep curriculum and instructional practice current.</td>
<td>X</td>
<td>19</td>
</tr>
<tr>
<td>EE.</td>
<td>The teacher will be able to use subject-matter knowledge to make sound curricular decisions.</td>
<td>X</td>
<td>7d</td>
</tr>
<tr>
<td>FF.</td>
<td>The teacher will be able to integrate effective, social, and life skills with academic curricula.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GG.</td>
<td>The teacher will be able to select worthwhile areas of study.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HH.</td>
<td>The teacher will be able to build students' capacity to apply knowledge</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
and act independently.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II.</strong> The teacher will be able to advance communication and coping skills.</td>
<td>X</td>
</tr>
<tr>
<td><strong>JJ.</strong> The teacher will be able to use strategies for facilitating maintenance and generalization of skills across learning environments.</td>
<td>X</td>
</tr>
<tr>
<td><strong>KK.</strong> The teacher will be able to use instructional time effectively.</td>
<td>X</td>
</tr>
<tr>
<td><strong>LL.</strong> The teacher will be able to teach individuals to use problem solving and other cognitive strategies to meet their needs.</td>
<td>X</td>
</tr>
<tr>
<td><strong>MM.</strong> The teacher will be able to use strategies that promote successful transitions for individuals with exceptional learning needs.</td>
<td>X</td>
</tr>
<tr>
<td><strong>NN.</strong> The teacher will be able to establish and maintain rapport with learners.</td>
<td>X</td>
</tr>
<tr>
<td><strong>OO.</strong> The teacher will be able to conduct self-evaluation of instruction.</td>
<td>X</td>
</tr>
<tr>
<td><strong>PP.</strong> The teacher will be able to make responsible adjustments to instruction based on continual observations.</td>
<td>X</td>
</tr>
<tr>
<td><strong>QQ.</strong> The teacher will be able to motivate students.</td>
<td>X</td>
</tr>
<tr>
<td><strong>RR.</strong> The teacher will be able to motivate students by determining and building upon their interests.</td>
<td>X</td>
</tr>
<tr>
<td><strong>SS.</strong> The teacher will be able to use methods to stimulate creative thinking and expression.</td>
<td>X</td>
</tr>
<tr>
<td><strong>TT.</strong> The teacher will be able to allow students to initiate their choice, adaptation, or creation of materials to enhance their own learning styles.</td>
<td>X</td>
</tr>
<tr>
<td><strong>UU.</strong> The teacher will be able to stimulate students by selecting the proper materials.</td>
<td>X</td>
</tr>
<tr>
<td>VV. The teacher will be able to provide small group and individualized instruction.</td>
<td></td>
</tr>
<tr>
<td>WW. The teacher will be able to select appropriate long-range goals.</td>
<td>X 1a</td>
</tr>
<tr>
<td>XX. The teacher will be able to write instructional objectives that are related to long-range goals.</td>
<td></td>
</tr>
<tr>
<td>YY. The teacher will be able to select objectives at the correct level of difficulty to ensure successful learning experiences for each student.</td>
<td>X 1b</td>
</tr>
<tr>
<td>ZZ. The teacher will be able to include a variety of teaching methods and procedures relevant to the objective.</td>
<td>X 1c</td>
</tr>
</tbody>
</table>

### V. Planning and Managing the Teaching and Learning Environment

<p>| A. The teacher will be able to create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced. | X | X | X 16d |
| B. The teacher will be able to ensure access to quality learning experiences. |  |  | X 16d |
| C. The teacher will be able to use strategies to facilitate effective integrations into various settings. |  |  | X 16d |
| D. The teacher will be able to facilitate proactive strategies to prevent failure of students who are included in regular education settings. |  |  | X 16d |
| E. The teacher will be able to demonstrate effective planning skills. |  |  | X 16d |
| F. The teacher will be able to select a variety of teaching methods and procedures along with a variety of student activities to use. |  |  | X 16d |
| G. The teacher will be able to plan for and make effective use of materials, technology, and resources with the needs and interests of the students in mind. |  |  | X 16d |</p>
<table>
<thead>
<tr>
<th></th>
<th>The teacher will be able to prepare and organize appropriate materials to implement daily lesson plans.</th>
<th>X</th>
<th>X</th>
<th>X 10a</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>The teacher will be able to identify available resources to use.</td>
<td>X 10b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.</td>
<td>The teacher will be able to use supplementary materials effectively.</td>
<td>X 10c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.</td>
<td>The teacher will be able to combine materials and resources effectively into a lesson.</td>
<td>X 10d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.</td>
<td>The teacher will be able to design learning environments that encourage active participation in individual and group activities.</td>
<td>X 1d 1e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.</td>
<td>The teacher will be able to design and manage effective daily routine.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.</td>
<td>The teacher will be able to manage time and human resources productively.</td>
<td>X 1f 1g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O.</td>
<td>The teacher will be able to direct activities of classroom volunteers and peer tutors.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.</td>
<td>The teacher will be able to direct, observe, evaluate, and provide feedback to paraeducators.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q.</td>
<td>The teachers will be able to create an environment that encourages self-advocacy, self-confidence, and increased independence.</td>
<td>X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.</td>
<td>The teacher will be able to help students develop efficient learning skills and work habits.</td>
<td>X 17a 6a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.</td>
<td>The teacher will be able to create a climate in which students display initiative and assume a personal responsibility for learning.</td>
<td>X 17b 6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.</td>
<td>The teacher will be able to use universal precautions.</td>
<td>X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.</td>
<td>The teacher will be able to establish a physically safe learning environment.</td>
<td>X 13f 13c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>The teacher will be able to prepare tests which reflect course content.</td>
<td></td>
<td>X 1i</td>
<td></td>
</tr>
<tr>
<td>W.</td>
<td>The teacher will be able to demonstrate evidence of personal organization.</td>
<td></td>
<td>X 3</td>
<td></td>
</tr>
<tr>
<td>X.</td>
<td>The teacher will be able to maintain classroom organization for efficient distribution of learning materials.</td>
<td></td>
<td>X 3a</td>
<td></td>
</tr>
<tr>
<td>Y.</td>
<td>The teacher will be able to incorporate into daily planning content from previous levels of reinforcement and anticipate content from future grade levels to ensure continuity and sequence.</td>
<td></td>
<td>X 3b</td>
<td></td>
</tr>
<tr>
<td>Z.</td>
<td>The teacher will be able to show evidence of adequate lesson preparation and organization of work with objectives clearly in mind.</td>
<td></td>
<td>X 3c</td>
<td></td>
</tr>
<tr>
<td>AA.</td>
<td>The teacher will be able to make materials readily available to the students.</td>
<td></td>
<td>X 3d</td>
<td></td>
</tr>
<tr>
<td>BB.</td>
<td>The teacher will be able to provide adequate plans and procedures for substitute teachers.</td>
<td></td>
<td>X 1h X 3e</td>
<td></td>
</tr>
<tr>
<td>CC.</td>
<td>The teacher will be able to provide opportunities for individual differences.</td>
<td></td>
<td>X 11 X 11</td>
<td></td>
</tr>
<tr>
<td>DD.</td>
<td>The teacher will be able to implement Individual Education Programs (IEP) as required and attend necessary meetings.</td>
<td></td>
<td>X 11g X 20 11b</td>
<td></td>
</tr>
<tr>
<td>EE.</td>
<td>The teacher will be able to pace learning according to students' mastery of content.</td>
<td></td>
<td>X 11b X 11c</td>
<td></td>
</tr>
<tr>
<td>FF.</td>
<td>The teacher will be able to vary size of groups according to students' mastery of content.</td>
<td></td>
<td>X 12a</td>
<td></td>
</tr>
<tr>
<td>GG.</td>
<td>The teacher will be able to create a set of guidelines for students to follow when doing small group work.</td>
<td></td>
<td>X 12b</td>
<td></td>
</tr>
<tr>
<td>HH.</td>
<td>The teacher will be able to group and regroup students according to instructional needs.</td>
<td></td>
<td>X 12c</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>X</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>The teacher will be able to maximize time-on-task for each student.</td>
<td>12</td>
<td>12d</td>
<td></td>
</tr>
<tr>
<td>JJ.</td>
<td>The teacher will be able to present subject matter appropriate for abilities and interests of the students.</td>
<td></td>
<td>11d</td>
<td></td>
</tr>
<tr>
<td>KK.</td>
<td>The teacher will be able to provide multimodal instruction to accommodate a variety of learning styles.</td>
<td></td>
<td>11e</td>
<td></td>
</tr>
<tr>
<td>LL.</td>
<td>The teacher will be able to provide extra help and enrichment activities.</td>
<td>11c</td>
<td>11d</td>
<td></td>
</tr>
<tr>
<td>MM.</td>
<td>The teacher will be able to set high standards for student achievement.</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>NN.</td>
<td>The teacher will be able to establish high expectations for all students based on a level of skills acquisition appropriate to individual ability levels.</td>
<td></td>
<td>9a</td>
<td>4d</td>
</tr>
<tr>
<td>OO.</td>
<td>The teacher will be able to use concrete, firsthand information about students.</td>
<td></td>
<td>9b</td>
<td></td>
</tr>
<tr>
<td>PP.</td>
<td>The teacher will be able to expect students to make continuous progress towards promotion.</td>
<td></td>
<td>9c</td>
<td></td>
</tr>
<tr>
<td>QQ.</td>
<td>The teacher will be able to provide the structure for learning.</td>
<td>2b</td>
<td>8b</td>
<td></td>
</tr>
<tr>
<td>RR.</td>
<td>The teacher will be able to promote personal goal setting.</td>
<td></td>
<td>9d</td>
<td></td>
</tr>
<tr>
<td>SS.</td>
<td>The teacher will be able to provide independent practice activities.</td>
<td></td>
<td>2g</td>
<td>8g</td>
</tr>
<tr>
<td>TT.</td>
<td>The teacher will be able to indicate positive directions for moving from one activity to the next.</td>
<td></td>
<td>2h</td>
<td>8h</td>
</tr>
<tr>
<td>UU.</td>
<td>The teacher will be able to engage students in active participation.</td>
<td></td>
<td>3h</td>
<td>4a</td>
</tr>
<tr>
<td>VV.</td>
<td>The teacher will be able to facilitate cooperative learning through the use of cooperative groups.</td>
<td></td>
<td>16c</td>
<td></td>
</tr>
<tr>
<td>WW.</td>
<td>The teacher will be able to schedule learning time according to district guidelines for the subject area(s).</td>
<td></td>
<td>12a</td>
<td></td>
</tr>
<tr>
<td>XX. The teacher will be able to begin class promptly.</td>
<td></td>
<td>X [12b]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YY. The teacher will be able to minimize management time.</td>
<td></td>
<td>X [12c]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZZ. The teacher will be able to minimize transition time.</td>
<td></td>
<td>X [12d]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAA. The teacher will be able to monitor student involvement and respond appropriately.</td>
<td></td>
<td>X [12e]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBB. The teacher will be able to make use of the physical environment and available technology to support current learning activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCC. The teacher will be able to organize students for effective and personalized instruction.</td>
<td></td>
<td>X [14] [12]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDD. The teacher will be able to use grouping to encourage peer interaction and seek multiple points of view.</td>
<td></td>
<td>X [14a]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EEE. The teacher will be able to promote continuous improvement by providing opportunities for student input and/or involvement in the learning process.</td>
<td></td>
<td>X [14b]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VI. Managing Student Behavior and Social Interaction Skills

A. The teacher will be able to use a variety of effective behavior management strategies. | \(X\) |  | \(X\) \[16d\] \[17e\] |
<p>| B. The teacher will be able to use the least intensive behavior management strategy consistent with the needs of the individual learner. | (X) |  |
| C. The teacher will be able to modify learning environment to manage behaviors. | (X) |  | (X) [17c] |
| D. The teacher will be able to identify realistic expectations for personal and social behavior in various settings. | (X) | (X) |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E. The teacher will be able to integrate social skills into the curriculum.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. The teacher will be able to promote self-discipline and responsibility in students.</td>
<td></td>
<td></td>
<td>X</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>G. The teacher will be able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>17c</td>
<td>17d</td>
</tr>
<tr>
<td>H. The teacher will be able to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. The teacher will be able to organize, develop, and sustain learning environments that support positive intercultural experiences.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. The teacher will be able to mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. The teacher will be able to encourage the development of sound social and ethical values.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. The teacher will be able to respond to students in a consistent and fair manner.</td>
<td></td>
<td>X</td>
<td>13b</td>
<td></td>
<td>5a</td>
</tr>
<tr>
<td>M. The teacher will be able to protect the rights of the individual learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>N. The teacher will be able to provide specific rules of classroom conduct.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>5c</td>
</tr>
<tr>
<td>O. The teacher will be able to promote safety.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>5d</td>
</tr>
<tr>
<td>P. The teacher will be able to manage disruptive behavior constructively.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>13c</td>
</tr>
<tr>
<td>Q. The teacher will be able to identify proactive interventions for students who may exhibit sporadic/intermittent behavioral episodes in regular education classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. The teacher will be able to contact outside agencies.</td>
<td></td>
<td>X 17a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. The teacher will be able to provide therapeutic timeouts.</td>
<td></td>
<td>X 17b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T. The teacher will be able to provide group and individual counseling.</td>
<td></td>
<td>X 17d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. The teacher will be able to set high standards for student behavior.</td>
<td>X 13</td>
<td>X 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. The teacher will be able to establish standards of behavior which are clear to all students and have been developed with student participation.</td>
<td></td>
<td>X 13a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. The teacher will be able to encourage students to monitor their own and their peers' behavior, correcting one another respectfully.</td>
<td></td>
<td>X 13c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X. The teacher will be able to respond to misbehavior in a personalized manner for student growth and use reflection for the development of preventive measures.</td>
<td></td>
<td>X 13d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y. The teacher will be able to provide orientation for new students (support the diversity each student brings to the learning community).</td>
<td></td>
<td>X 16e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z. The teacher will be able to provide opportunities for all students to achieve recognition (constructive behavior, leadership, citizenship, etc).</td>
<td></td>
<td>X 16f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA. The teacher will be able to provide opportunities for each student to meet success.</td>
<td></td>
<td>X 16g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BB. The teacher will be able to model skills and beliefs relevant to subject content.</td>
<td></td>
<td>X 4e</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VII. Communication and Collaborative Partnerships**

| A. The teacher will be able to maintain confidential communication with others about individuals with exceptional learning needs. | X |
| B. The teacher will be able to foster respectful and beneficial relationships | X | X |
between families and professionals and serve as links in family resource networks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>The teacher will be able to assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.</td>
<td>X</td>
</tr>
<tr>
<td>D.</td>
<td>The teacher will be able to plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.</td>
<td>X</td>
</tr>
<tr>
<td>E.</td>
<td>The teachers will be able to collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
<td>X</td>
</tr>
<tr>
<td>F.</td>
<td>The teacher will be able to communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
<td>X</td>
</tr>
<tr>
<td>G.</td>
<td>The teacher will be able to participate actively as a member of multidisciplinary teams.</td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>The teacher will be able to communicate effectively with families of students from diverse backgrounds.</td>
<td>X</td>
</tr>
<tr>
<td>I.</td>
<td>The teacher will be able to use verbal, nonverbal, and written language effectively.</td>
<td>X</td>
</tr>
<tr>
<td>J.</td>
<td>The teacher will be able to communicate effectively with students.</td>
<td>X</td>
</tr>
<tr>
<td>K.</td>
<td>The teacher will be able to speak clearly.</td>
<td></td>
</tr>
<tr>
<td>L.</td>
<td>The teacher will be able to put ideas across logically.</td>
<td>X</td>
</tr>
<tr>
<td>M.</td>
<td>The teacher will be able to use a variety of age-appropriate verbal and nonverbal techniques (e.g., volume, rate, inflection, eye contact)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>N.</td>
<td>The teacher will be able to praise, elicit, and respond to student questions before proceeding.</td>
<td>X 4c</td>
</tr>
<tr>
<td>O.</td>
<td>The teacher will be able to give clear explicit direction.</td>
<td>X 4d</td>
</tr>
<tr>
<td>P.</td>
<td>The teacher will be able to utilize probing techniques.</td>
<td>X 4e</td>
</tr>
<tr>
<td>Q.</td>
<td>The teacher will be able to provide structuring comments which clarify the task and help the lesson proceed smoothly.</td>
<td>X 4f</td>
</tr>
<tr>
<td>R.</td>
<td>The teacher will be able to listen to understand.</td>
<td>X 4g</td>
</tr>
<tr>
<td>S.</td>
<td>The teacher will be able to communicate challenging expectations to students.</td>
<td>X 3b</td>
</tr>
<tr>
<td>T.</td>
<td>The teacher will be able to communicate effectively with parents and community.</td>
<td></td>
</tr>
<tr>
<td>U.</td>
<td>The teacher will be able to respond to parent concerns.</td>
<td>X 18a</td>
</tr>
<tr>
<td>V.</td>
<td>The teacher will be able to maintain professional relationships with colleagues' supervisors and peers.</td>
<td>X 23c</td>
</tr>
<tr>
<td>W.</td>
<td>The teacher will be able to send parent quarterly/semester IPE progress reports.</td>
<td></td>
</tr>
<tr>
<td>X.</td>
<td>The teacher will be able to gather and present student achievement and behavioral data as a member of multidisciplinary team.</td>
<td></td>
</tr>
<tr>
<td>Y.</td>
<td>The teacher will be able to review and present student records to the multidisciplinary teams.</td>
<td></td>
</tr>
<tr>
<td>Z.</td>
<td>The teacher will be able to provide intervention strategies to the multidisciplinary team.</td>
<td></td>
</tr>
<tr>
<td>AA.</td>
<td>The teacher will be able to provide input to team for determination of placement recommendations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>BB. The teacher will be able to assist classroom teachers in modifying the curriculum to meet the needs of special education students.</td>
<td></td>
<td>X 18d</td>
</tr>
<tr>
<td>CC. The teacher will be able to maintain regular contact with parent, especially when student is experiencing academic or behavioral difficulties in mainstream class.</td>
<td>X 13e</td>
<td>X 18f</td>
</tr>
<tr>
<td>DD. The teacher will be able to demonstrate effective interpersonal relationships with district staff.</td>
<td>X 23</td>
<td></td>
</tr>
<tr>
<td>EE. The teacher will be able to demonstrate effective interpersonal relationships with district staff by capitalizing on the unique contributions of district staff.</td>
<td>X 23a</td>
<td></td>
</tr>
<tr>
<td>FF. The teacher will be able to view the community as a whole, not in isolated parts.</td>
<td>X 23b</td>
<td></td>
</tr>
<tr>
<td>GG. The teacher will be able to communicate with district staff for the benefit of students.</td>
<td>23d</td>
<td></td>
</tr>
<tr>
<td>HH. The teacher will be able to work in partnership with other district staff with a common focus on guiding principles and district goals.</td>
<td>X 23e</td>
<td></td>
</tr>
<tr>
<td>II. The teacher will be able to demonstrate effective interpersonal relationships with building staff.</td>
<td>X 24</td>
<td></td>
</tr>
<tr>
<td>JJ. The teacher will be able to capitalize on the unique contribution of building staff.</td>
<td>X 24a</td>
<td></td>
</tr>
<tr>
<td>KK. The teacher will be able to view the building as a whole, not in isolated parts.</td>
<td>X 24b</td>
<td></td>
</tr>
<tr>
<td>LL. The teacher will be able to communicate with building staff for the benefit of students.</td>
<td>X 24d</td>
<td></td>
</tr>
<tr>
<td>MM. The teacher will be able to work in partnership with building staff with a common focus on guiding principles, district goals, and building goals.</td>
<td>X 24e</td>
<td></td>
</tr>
<tr>
<td>NN.</td>
<td>The teacher will be able to demonstrate effective interpersonal relationships with parents and the community.</td>
<td>X 25</td>
</tr>
<tr>
<td>OO.</td>
<td>The teacher will be able to capitalize on the unique contributions of parents and the community.</td>
<td>X 25a</td>
</tr>
<tr>
<td>PP.</td>
<td>The teacher will be able to interact with the community in positive partnerships.</td>
<td>X 25c</td>
</tr>
<tr>
<td>QQ.</td>
<td>The teacher will be able to view the community as a whole, not in isolated parts.</td>
<td>X 25b</td>
</tr>
<tr>
<td>RR.</td>
<td>The teacher will be able to communicate with parents and the community for the benefit of students.</td>
<td>X 25d</td>
</tr>
<tr>
<td>SS.</td>
<td>The teacher will be able to work in partnership with the community with a common focus on guiding principles, district goals, and building goals.</td>
<td>X 245e</td>
</tr>
<tr>
<td>TT.</td>
<td>The teacher will be able to participate in fostering growth in the learning community.</td>
<td>X 21c</td>
</tr>
<tr>
<td>UU.</td>
<td>The teacher will be able to communicate with student sympathetically, accurately, and with understanding.</td>
<td>X 15g X 7h</td>
</tr>
<tr>
<td>VV.</td>
<td>The teacher will be able to respond positively to students.</td>
<td>X 3c X 4c</td>
</tr>
<tr>
<td>WW.</td>
<td>The teacher will be able to participate in team teaching.</td>
<td>X 16b</td>
</tr>
</tbody>
</table>

**VIII. Professional and Ethical Practices**

<p>| A. | The teacher will be able to demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs. | X |
| B. | The teacher will be able to demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of the individual students. | X |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>The teacher will be able to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>The teacher will be able to engage in professional activities that benefit individuals with exceptional learning needs, their families, and colleagues.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>The teacher will be able to conduct professional activities in compliance with applicable laws and policies.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>The teacher will be able to practice within the CEC Code of Ethics and other standards of profession.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>The teacher will pursue professional growth.</td>
<td>X</td>
<td>X</td>
<td>22</td>
<td>22c</td>
</tr>
<tr>
<td>H.</td>
<td>The teacher will be able to contribute to the life of the school community.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>The teacher will be able to work to advance the profession.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.</td>
<td>The teacher will be able to contribute to the advancement of educational policy.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.</td>
<td>The teacher will be able to demonstrate service to the school.</td>
<td>X</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>L.</td>
<td>The teacher will be able to demonstrate service to the school by assuming responsibilities outside the classroom as they relate to the school.</td>
<td>X</td>
<td>X</td>
<td>21</td>
<td>13a</td>
</tr>
<tr>
<td>M.</td>
<td>The teacher will be able to demonstrate service to the school by assuming necessary noninstructional responsibilities such as extracurricular activities, sports, dances, and field trips.</td>
<td>X</td>
<td>X</td>
<td>21a</td>
<td>13b</td>
</tr>
<tr>
<td>N.</td>
<td>The teacher will be able to adapt to and support organizational change.</td>
<td>X</td>
<td></td>
<td></td>
<td>14a</td>
</tr>
<tr>
<td>O.</td>
<td>The teacher will be able to maintain accurate instructional and noninstructional records.</td>
<td>X</td>
<td></td>
<td></td>
<td>14b</td>
</tr>
<tr>
<td></td>
<td>The teacher will be able to demonstrate responsible “best practice” decision-making.</td>
<td></td>
<td>X 14f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q.</td>
<td>The teacher will be able to maintain a positive attitude.</td>
<td></td>
<td>X 14h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.</td>
<td>The teacher will be able to support and adhere to authorized school policies and philosophies.</td>
<td>X 20</td>
<td>X 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X 20a</td>
<td>X 15a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.</td>
<td>The teacher will be able to select appropriate channels for resolving concerns and problems.</td>
<td>X 20b</td>
<td>X 15b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.</td>
<td>The teacher will be able to participate in the development and review of school policies and regulations.</td>
<td>X 20c</td>
<td>X 15c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.</td>
<td>The teacher will be able to exercise reasonable responsibility for student management throughout the entire building.</td>
<td></td>
<td>X 21b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>The teacher will be able to take advantage of opportunities to learn from colleagues, students’ parents, and community.</td>
<td></td>
<td>X 22a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.</td>
<td>The teacher will be able to identify professional needs; develop and treat strategies for personal improvement.</td>
<td></td>
<td>X 22b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X.</td>
<td>The teacher will be able to demonstrate employee responsibilities.</td>
<td>X 18</td>
<td>X 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y.</td>
<td>The teacher will be able to demonstrate punctuality.</td>
<td>X 18b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z.</td>
<td>The teacher will be able to provide accurate data to the school and/or district as requested.</td>
<td>X 18c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA.</td>
<td>The teacher will be able to complete duties accurately and promptly.</td>
<td>X 18d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BB.</td>
<td>The teacher will be able to respond to and use the district’s telecommunication technologies.</td>
<td>X 18e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.</td>
<td>The teacher will be able to participate in curriculum review, revision, and/or development activities.</td>
<td>X 19a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DD.</strong> The teacher will be able to adapt new and appropriate teaching practices as they are validated by research.</td>
<td></td>
<td>X 19b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EE.</strong> The teacher will be able to demonstrate enthusiasm about teaching.</td>
<td></td>
<td>X 4f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IX. Sensitivity in Relating to Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A.</strong> The teacher will be able to demonstrate sensitivity in relating to students.</td>
<td>X</td>
<td>X 15 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> The teacher will be able to demonstrate sensitivity in relating to students by being readily available to all students.</td>
<td></td>
<td>X 7a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> The teacher will be able to demonstrate sensitivity in relating to students by being readily available to all students.</td>
<td>X</td>
<td>X 15 7 7a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> The teacher will be able to welcome opportunities to meet with students outside of class time.</td>
<td></td>
<td>X 15a 7a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> The teacher will be able to acknowledge the rights of others to hold differing views or values when relating to students.</td>
<td>X</td>
<td>X 15b 7b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F.</strong> The teacher will be able to give student criticism that is constructive.</td>
<td>X</td>
<td>X 3f 7c 15c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G.</strong> The teacher will be able to offer praise which is specific.</td>
<td>X</td>
<td>X 15c 7d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H.</strong> The teacher will be able to know each student as an individual.</td>
<td>X</td>
<td>X 15d 7e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I.</strong> The teacher will be able to use discretion in handling confidential information and difficult situations.</td>
<td>X</td>
<td>X 15e 7f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>J.</strong> The teacher will be able to act as a willing listener, listening with empathy and avoiding sarcasm.</td>
<td>X</td>
<td>X 15f 7g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K.</strong> The teacher will be able to have positive relationships with students individually and in groups.</td>
<td>X</td>
<td>15h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.</strong> The teacher will be able to demonstrate a caring attitude towards students.</td>
<td>X</td>
<td>15i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Panel Member:

I am a doctoral student at Iowa State University and I could really use your help! My dissertation topic is addressing special education teacher evaluation and professional growth plans. As an administrator in the field of special education, I would be very grateful to receive your input.

The purpose of my study is to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement. The methodology includes creating a matrix to identify what the selected districts (Camp Verde USD #28, Camp Verde, Arizona, and the West Des Moines Community School District) currently use as evaluation criteria for special education teachers as compared to two sets of national standards for special education teachers created by the Council for Exceptional Children (CEC) and the National Board of Professional Teaching Standards (NBPTS). This comparison indicated differences between what a school district’s expectations are for the actual practice of a special education teacher as opposed to what the CEC and NBPTS standards recommend. Through this analysis, 12 recommended behaviors for effective special education teachers were identified as common to three or more of the four sources (West Des Moines, Camp Verde, CEC, and NBPTS).

The next step was to determine which of the 12 common recommended behaviors consistently call for improvement plans as determined by principal/evaluator evaluations. Each administrator from the two districts was interviewed to determine which of the 12 common behaviors they consistently find to be the lowest rated items when completing special education teacher evaluations. The attached grid reflects the 12 common recommended behaviors (column 1) as well as the behaviors school administrators found to be most problematic for teachers (column 2). Recommended behaviors the administrators felt were critical, but not reflected in the 12 common recommended behaviors, are also included.

Your input will assist me in continuing to identify those behaviors needing to be supported by professional growth plans for special education teachers. Please use the attached grid to:

1. check those behaviors you feel are most critical to special education teacher performance (column 3), and
2. check behaviors that you feel teachers struggle with most often (column 4).

The attached self-addressed stamped envelope is provided for your convenience.

The final list (based upon the districts’ comparison with national standards, input from the selected sites’ school administrators, and you as a member of the judgment panel) will be the behaviors for which professional growth plans will be developed and reviewed by focus groups in the future. If you have any questions about this study, please do not hesitate to call me at (515) 964-3889.
Again, thank you for your help! As you know through research you have conducted, it is only through the good intentions of other educators that we can glean good, solid data and therefore, meaningful results. I am very appreciative of your help!

Sincerely,

Sandy Schmitz
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2 Percentage of Administrators Reporting The Behavior To Be Lowest Rated</th>
<th>Column 3 Behaviors You Feel Are Most Critical</th>
<th>Column 4 Behaviors You Feel Are Typically The Lowest Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have a solid grounding in special education as well as</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocational and general education laws that affect students with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disabilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will be knowledgeable about the stages of human development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and learning and draw on this knowledge to create realistic, age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate activities and materials for individual learners and to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop appropriate goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to evaluate instruction and monitor progress</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of individuals with exceptional learning needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to select, adapt, and use instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategies and materials according to the characteristics of the</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to create a safe environment in which equity,</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fairness, and diversity are modeled, taught, and practiced.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to prepare and organize appropriate materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to implement daily lesson plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to design learning environments that</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>encourage active participation in individual and group activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to manage time and human resources</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>productively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to use procedures to increase the individual's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>self-awareness, self-management, self-control, self-reliance, and</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>self-esteem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to plan and conduct collaborative conferences</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with individuals with exceptional learning needs and their families, e.g.,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP annual review.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers will be able to collaborate with school personnel and</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community members in integrating individuals with exceptional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs into various settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to communicate with school personnel about</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the characteristics and needs of individuals with exceptional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Additional Recommended Behaviors As Per Administrator Input

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage Of Administrators Reporting The Behavior To Be Lowest Rated</th>
<th>Behaviors You Feel Are Most Critical</th>
<th>Behaviors You Feel Are Typically The Lowest Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to effectively advocate for students with exceptional needs.</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to address student progress toward achievement of IEP goals and objectives.</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to use subject matter knowledge to make sound curricular decisions.</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list other special education teacher competencies or behaviors you feel should be included within the compendium.

Thanks again!
APPENDIX D. FOCUS GROUP LETTERS
Dear Participant:

Thank you for agreeing to participate in the “Special Education Teacher” Focus Group on January 16, 2003. The purpose of the focus group is (1) to discuss common performance difficulties identified both by evaluators of special education teachers and a judgment panel, and (2) critique the quality of a compendium of job-specific growth plans.

The intent of my dissertation is to develop and assess a compendium of professional growth plan (PGP) strategies for special education teachers designed to assist districts in meeting the standards for accountability and student achievement. Such professional growth plans set expectations of quality special education teacher performance and thereby help principals and other supervisors to write better growth plans. The compendium of professional growth plans is intended for collaborative use by a supervisor/administrator and the special education teacher in aiding the performance of a special education teacher who demonstrates the need for improvement.

Enclosed you will find the compendium of professional growth plans as well as questions for your consideration as you review the document. These questions will be used to guide our discussion at the focus group meeting.

The focus group will meet from 10:00 a.m. to 1:00 p.m. at the Johnston Public Library, 6700 Merle Hay Road, Johnston, Iowa, on January 16, 2003. The Johnston Public Library is on the west side of Merle Hay Road on the north side of Johnston. Lunch will be served during this time.

Thank you again for agreeing to be a member of this group. In appreciation for your support and input I will be providing you with a final draft of the compendium for your future use.

I look forward to working with you on January 16th. Please feel free to contact me at (515) 964-3889 with any questions you may have.

Sincerely,

Sandy Schmitz
stkschmitz@yahoo.com
APPENDIX E. FOCUS GROUP QUESTIONS
Focus Group Questions

Critiquing of the Compendium of Professional Growth Plan (PGPs)

Please critique the quality of the compendium of PGPs by answering the following questions.

1. What teaching positions have you evaluated?

2. Which behaviors do you believe special education teachers struggle with most frequently?

3. Are these categories of problems reflected in the compendium of professional growth plans?

4. Which of the 16 recommended behaviors do you feel will be most challenging for special education teachers?

5. Were the PGPs appropriate for the duties of a special education teacher?

6. Was the compendium written with simplicity/ease of handling?
7. Were appropriate instructions for use included?

8. Were the PGPs stated in terms of specific, measurable behavior?

9. Were any recommended behaviors omitted?

10. Was the table of contents useful?

11. Were strategies for monitoring and reporting performance useful?
APPENDIX F. DISTRICT MATRIX
### Productive Teaching Techniques

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to demonstrate effective planning skills.</th>
<th>West Des Moines</th>
<th>Camp Verde</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to select appropriate long-range goals.</td>
<td>X 1 1a X 1a</td>
<td>1b X 1c</td>
</tr>
<tr>
<td>The teacher will be able to select objectives at the correct level of difficulty to ensure successful learning experiences for each student.</td>
<td>X X</td>
<td>1d</td>
</tr>
<tr>
<td>The teacher will be able to include a variety of teaching methods and procedures relevant to the objective.</td>
<td>X X</td>
<td>12i</td>
</tr>
<tr>
<td>The teacher will be able to include relevant student activities.</td>
<td>X X</td>
<td>1d 1e</td>
</tr>
<tr>
<td>The teacher will be able to utilize both formative and summative evaluation procedures.</td>
<td>X X</td>
<td>1e 1f</td>
</tr>
<tr>
<td>The teacher will be able to plan appropriate time allotment.</td>
<td>X X</td>
<td>1f 1g</td>
</tr>
<tr>
<td>The teacher will be able to select a variety of teaching methods and procedures along with a variety of student activities to use.</td>
<td>X X</td>
<td>1g 1h</td>
</tr>
<tr>
<td>The teacher will be able to provide adequate plans and procedures for substitute teachers.</td>
<td>X X</td>
<td>1h 3e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to implement the lesson plan.</th>
<th>X 2 8</th>
<th>X 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to review and preview the lesson plan.</td>
<td>X X</td>
<td>X 8a</td>
</tr>
<tr>
<td>The teacher will be able to provide the structure for learning.</td>
<td>X X</td>
<td>2a 8b</td>
</tr>
<tr>
<td>The teacher will be able to communicate instructional objectives.</td>
<td>X X</td>
<td>2b 8c</td>
</tr>
<tr>
<td>The teacher will be able to provide input related to the lesson objectives.</td>
<td>X X</td>
<td>2c 8d</td>
</tr>
<tr>
<td>The teacher will be able to model activities congruent with topic being taught and provide guided practice to reinforce concepts.</td>
<td>X X</td>
<td>2d 8e</td>
</tr>
<tr>
<td>The teacher will be able to utilize lesson summary techniques.</td>
<td>X X</td>
<td>2e 8f</td>
</tr>
<tr>
<td>The teacher will be able to provide independent practice activities.</td>
<td>X X</td>
<td>2f 8g</td>
</tr>
<tr>
<td>The teacher will be able to indicate positive directions for moving from one activity to the next.</td>
<td>X X</td>
<td>2g 8h</td>
</tr>
<tr>
<td>The teacher will be able to monitor the learning and adjust the teaching.</td>
<td>X</td>
<td>2h 8i</td>
</tr>
<tr>
<td>The teacher will be able to design the lesson’s structure to be highly coherent and allow for reflection and closure as appropriate.</td>
<td>X</td>
<td>2i 8j</td>
</tr>
</tbody>
</table>

### Criterion: The teacher will be able to motivate students.

<table>
<thead>
<tr>
<th>X 3 3a</th>
<th>X 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to motivate students by determining and building upon their interests.</td>
<td>X 3a</td>
</tr>
<tr>
<td>The teacher will be able to communicate challenging expectations to students.</td>
<td>X</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The teacher will be able to respond positively to students.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to stimulate students by selecting the proper materials.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to select from a variety of teaching techniques.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide students with constructive feedback to students.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to use methods to stimulate creative thinking and expression.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to promote active student participation during the lesson.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to allow students to initiate their choice, adaptation, or creation of materials to enhance their own learning styles.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Criterion: The teacher will be able to communicate effectively with students.**

<table>
<thead>
<tr>
<th>The teacher will be able to put ideas across logically.</th>
<th>X</th>
<th>4</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to use a variety of age-appropriate verbal, nonverbal techniques.</td>
<td>X</td>
<td>4a</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to praise, elicit, and respond to student questions before proceeding.</td>
<td>X</td>
<td>4b</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to give clear, explicit direction.</td>
<td>X</td>
<td>4c</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to utilize probing techniques.</td>
<td>X</td>
<td>4d</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide structuring comments which clarify the task and help the lesson proceed smoothly.</td>
<td>X</td>
<td>4e</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to listen to understand.</td>
<td>X</td>
<td>4f</td>
<td>X</td>
</tr>
</tbody>
</table>

**Criterion: The teacher will be able to prepare appropriate evaluation activities.**

<table>
<thead>
<tr>
<th>The teacher will be able to make methods of evaluation clear and purposeful.</th>
<th>X</th>
<th>5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to use pretests and posttests.</td>
<td>X</td>
<td>5a</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to monitor student progress through a series of evaluation techniques.</td>
<td>X</td>
<td>5b</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to prepare assessment congruent with the district's prescribed curriculum (standards and benchmarks)</td>
<td>X</td>
<td>5c</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to utilize a system for maintaining information of student progress that evidences learning.</td>
<td>X</td>
<td>5d</td>
<td>5e</td>
</tr>
<tr>
<td>The teacher will be able to allow students the opportunity to contribute information and interpretation of records.</td>
<td>X</td>
<td>5f</td>
<td></td>
</tr>
<tr>
<td><strong>Criterion: The teacher will be able to provide students with specific evaluative feedback.</strong></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to provide written and oral comments as well as points or scores.</td>
<td>X</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to return assessment results as quickly as possible.</td>
<td>X</td>
<td>6a</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to provide opportunities for one-to-one conferences.</td>
<td>X</td>
<td>6b</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to interpret test results to students and parents.</td>
<td>X</td>
<td>6c</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to provide written and oral comments as well as points or scores.</td>
<td>X</td>
<td>10e</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criterion: The teacher will be able to display extensive content knowledge with evidence of continuing pursuit of such knowledge.</strong></th>
<th>X</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to relate specific topics or activities to content area.</td>
<td>X</td>
<td>2e</td>
</tr>
<tr>
<td>The teacher will be able to relate content to the real world and other subjects.</td>
<td>X</td>
<td>7a</td>
</tr>
<tr>
<td>The teacher will be able to use appropriate examples and illustrations.</td>
<td>X</td>
<td>7b</td>
</tr>
<tr>
<td>The teacher will be able to teach accurate and up-to-date information.</td>
<td>X</td>
<td>7c</td>
</tr>
<tr>
<td>The teacher will be able to identify the subset of concepts and skills that are essential for accomplishing the instructional objective(s) of the lesson.</td>
<td>X</td>
<td>7d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criterion: The teacher will be able to select learning content congruent with the prescribed curriculum.</strong></th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to develop lesson plans aligned with the district’s prescribed curriculum.</td>
<td>X</td>
<td>2a</td>
</tr>
<tr>
<td>The teachers will be able to seek and use advice of education specialists in the content areas.</td>
<td>X</td>
<td>2b</td>
</tr>
<tr>
<td>The teacher will be able to prepare course outline(s) which reflect the prescribed curriculum.</td>
<td>X</td>
<td>2c</td>
</tr>
<tr>
<td>The teacher will be able to coordinate learning content with instructional objectives(s).</td>
<td>X</td>
<td>2d</td>
</tr>
<tr>
<td>The teacher will be able to integrate curriculum content with other content areas.</td>
<td>X</td>
<td>12h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criterion: The teacher will be able to set high expectations for student achievement.</strong></th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to establish high expectations for all students based on a level of skills acquisition appropriate to individual ability levels.</td>
<td>X</td>
<td>9a</td>
</tr>
<tr>
<td>The teacher will be able to use concrete, firsthand information about students.</td>
<td>X</td>
<td>9b</td>
</tr>
<tr>
<td>The teacher will be able to expect students to make continuous progress towards promotion.</td>
<td>X</td>
<td>9c</td>
</tr>
</tbody>
</table>
The teacher will be able to promote personal goal setting.  

| Criterion: The teacher will be able to plan for and make effective use of materials, technology, and resources with the needs and interests of the students in mind. |
|---|---|
| The teacher will be able to create materials to use. | X 9d |
| The teacher will be able to identify available resources to use. | X 10a |
| The teacher will be able to use supplementary materials effectively. | X 10b |
| The teacher will be able to combine materials and resources effectively into a lesson. | X 10c |
| The teacher will be able to use technologies in the curriculum. | X 10d |

**Organized, Structured Class Management**

| Criterion: The teacher will be able to provide opportunities for individual differences. |
|---|---|
| The teacher will be able to use knowledge of individual students to design educational experiences. | X 11a |
| The teacher will be able to pace learning according to student’s mastery of content. | X 11b |
| The teacher will be able to provide extra help and enrichment activities. | X 11c |
| The teacher will be able to present subject matter appropriate for abilities and interests of the students. | X 11d |
| The teacher will be able to provide multimodal instruction to accommodate a variety of learning styles. | X 11e |
| The teacher will be able to use school and community resources to gain knowledge and understanding of students. | X 11f |
| The teacher will be able to implement Individual Education Programs (IEP) and 504 plans as required. | X 11g |
| The teacher will be able to include opportunities to share and appreciate individual and cultural differences. | X 11h |

| Criterion: The teacher will be able to maximize time-on-task for each student. |
|---|---|
| The teacher will be able to schedule learning time according to district guidelines for the subject area(s). | X 12a |
| The teacher will be able to begin class promptly. | X 12b |
| The teacher will be able to minimize management time. | X 12c |
| The teacher will be able to minimize transition time. | X 12d |
| The teacher will be able to monitor student involvement and respond appropriately. | X 12e |
| The teacher will be able to make use of the physical environment and available technology to support current learning activities. | X | 12f |
| The teacher will be able to use procedures that promote on-task behavior for each student. | X | 12g |
| The teacher will be able to integrate curriculum areas. | X | 8e | 12h |
| The teacher will be able to vary strategies and utilize resources based on instructional objectives. | X | 1c | 12i | X | 1d |

**Criterion: The teacher will be able to set high standards for student behavior.**

| The teacher will be able to establish standards of behavior which are clear to all students and have been developed with student participation. | X | 13 |
| The teacher will be able to demonstrate fairness and consistency in accordance with administrative regulations and school board policies. | X | 13a |
| The teacher will be able to encourage students to monitor their own and their peers’ behavior, correcting one another respectfully. | X | 13b | X | 5a |
| The teacher will be able to respond to misbehavior in a personalized manner for student growth and use reflection for the development of preventive measures. | X | 13c |
| The teacher will be able to partner with parents to better understand and respond to students’ misbehavior. | X | 13d | X | 18f |
| The teacher will be able to provide a safe, physical environment. | X | 13e | X | 13f | X | 13c |

**Criterion: The teacher will be able to organize students for effective and personalized instruction.**

| The teacher will be able to use grouping to encourage peer interaction and seek multiple points of view. | X | 14 |
| The teacher will be able to promote continuous improvement by providing opportunities for student input and/or involvement in the learning process. | X | 14a |

**Positive Interpersonal Relations**

**Criterion: The teacher will be able to demonstrate sensitivity in relating to students.**

| The teacher will be able to welcome opportunities to meet with students outside of class time. | X | 15 |
| The teacher will be able to acknowledge the rights of others to hold differing views or values. | X | 15a | X | 7a |
| The teacher will be able to give criticism, which is constructive, and praise, which is appropriate. | X | 15b | X | 7b |
| The teacher will be able to know each student as an individual. | X | 15c | X | 7d |
| The teacher will be able to use discretion in handling confidential information and difficult situations. | X | 15d | X | 7e |
| The teacher will be able to listen to children to understand with empathy and avoid sarcasm. | X | 15e | X | 7f |
| The teacher will be able to provide support for students who need additional assistance. | X | 15f | X | 7g |
| The teacher will be able to communicate with student sympathetically, accurately, and with understanding. | X 15g | X 7h |
| The teacher will be able to have positive relationships with students individually and in groups. | X 15h |
| The teacher will be able to demonstrate a caring attitude towards students. | X 15i |

**Criterion: The teacher will be able to demonstrate awareness of the needs of all students.**

| The teacher will be able to demonstrate ability to work with exceptional students. | X 16 |
| The teacher will be able to show sensitivity to physical development of students. | X 16a |
| The teacher will be able to demonstrate an awareness of special health needs of students. | X 16b |
| The teacher will be able to provide a safe classroom environment. | X 16c |
| The teacher will be able to provide orientation for new students (support the diversity each student brings to the learning community). | X 16d |
| The teacher will be able to provide opportunities for all students to achieve recognition (constructive behavior, leadership, citizenship, etc.). | X 16e |
| The teacher will be able to provide opportunities for each student to meet success. | X 16f |

**Criterion: The teacher will be able to promote self-discipline and responsibility in students.**

| The teacher will be able to help students develop efficient learning skills and work habits. | X 17a | X 6a |
| The teacher will be able to create a climate in which students display initiative and assume a personal responsibility for learning. | X 17b | X 6b |
| The teacher will be able to promote student self-control. | X 17c |
| The teacher will be able to promote self-image in students. | X 17d |

**Professional Responsibilities**

**Criterion: The teacher will be able to demonstrate employee responsibilities.**

<p>| The teacher will be able to respond to parent concerns. | X 18a | X 14d |
| The teacher will be able to demonstrate punctuality. | X 18b |
| The teacher will be able to provide accurate data to the school and/or district as requested. | X 18c |
| The teacher will be able to complete duties accurately and promptly. | X 18d |
| The teacher will be able to respond to and use the district’s telecommunication technologies. | X 18e |</p>
<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to keep curriculum and instructional practice current.</th>
<th>7d</th>
<th>14g</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to participate in curriculum review, revision, and/or development activities.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to adapt new and appropriate teaching practices as they are validated by research.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to support school regulations and policies.</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to adhere to authorized policies.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to select appropriate avenues and methods for resolving concerns and problems.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to participate in the development and review of school policies and procedures.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to stay informed regarding policies and procedures applicable to his/her position.</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able assume responsibilities outside the classroom as they relate to the school and the learning community.</th>
<th>13a</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to assume necessary noninstructional responsibilities.</td>
<td>21a</td>
</tr>
<tr>
<td>The teacher will be able to exercise reasonable responsibility for student management throughout the entire building.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to participate in fostering growth in the learning community.</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to demonstrate professional growth.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to take advantage of opportunities to learn from colleagues, students, parents, and community.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to identify professional needs; develop and test strategies for personal improvement.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to demonstrate commitment by participating in continuous professional growth activities.</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to demonstrate effective interpersonal relationships with district staff.</th>
<th>14e</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to capitalize on the unique contributions of district staff.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to view the district as a whole, not in isolated parts.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to interact with district personnel in positive partnerships.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to communicate for the benefit of students.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to work in partnership with a common focus on guiding principles and district goals.</td>
<td>X</td>
</tr>
<tr>
<td>Criterion: The teacher will be able to demonstrate effective interpersonal relationships with building staff.</td>
<td>X 24</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The teacher will be able to capitalize on the unique contribution of building staff.</td>
<td>X 24a</td>
</tr>
<tr>
<td>The teacher will be able to view the building as a whole, not in isolated parts.</td>
<td>X 24b</td>
</tr>
<tr>
<td>The teacher will be able to interact with building personnel in positive partnerships.</td>
<td>X 24c X 14e</td>
</tr>
<tr>
<td>The teacher will be able to communicate for the benefit of students.</td>
<td>X 24d</td>
</tr>
<tr>
<td>The teacher will be able to work in partnership with a common focus on guiding principles, district goals, and building goals.</td>
<td>X 24e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion: The teacher will be able to demonstrate effective interpersonal relationships with parents and the community.</th>
<th>X 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to capitalize on the unique contributions of parents and the community.</td>
<td>X 25a</td>
</tr>
<tr>
<td>The teacher will be able to view the community as a whole, not in isolated parts.</td>
<td>X 25b</td>
</tr>
<tr>
<td>The teacher will be able to interact with the community in positive partnerships.</td>
<td>X 25c</td>
</tr>
<tr>
<td>The teacher will be able to communicate for the benefit of students.</td>
<td>X 25d</td>
</tr>
<tr>
<td>The teacher will be able to work in partnership with a common focus on guiding principles, district goals, and building goals.</td>
<td>X 25e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remaining Camp Verde Criteria and Indicators</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will be able to create and maintain special education student records in accordance with district policy and state and federal statutes.</td>
<td>X 20e</td>
</tr>
<tr>
<td>The teacher will be able to monitor students' progress in mainstream classes.</td>
<td>X 18a</td>
</tr>
<tr>
<td>The teacher will be able to test special education students to determine appropriate goals and objectives.</td>
<td>X 20a</td>
</tr>
<tr>
<td>The teacher will be able to assess student progress toward achievement of IEP goals and objectives.</td>
<td>X 20b</td>
</tr>
<tr>
<td>The teacher will be able to prepare test which reflect course content.</td>
<td>X 10d 1i</td>
</tr>
<tr>
<td>The teacher will be able to check and return homework promptly.</td>
<td>X 10f</td>
</tr>
<tr>
<td>The teacher will be able to observe students in mainstream classes.</td>
<td>X 18b</td>
</tr>
<tr>
<td>The teacher will be able to collect student data regularly.</td>
<td>X 18e</td>
</tr>
<tr>
<td>The teacher will be able to implement individualized, direct instruction to students in the least restrictive settings.</td>
<td>X 16</td>
</tr>
<tr>
<td>The teacher will be able to plan for Arizona standards.</td>
<td>X 2e</td>
</tr>
<tr>
<td>The teacher will be able to check for understanding.</td>
<td>X 8i</td>
</tr>
<tr>
<td>Requirement</td>
<td>X</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>The teacher will be able to provide small group and individualized instruction.</td>
<td></td>
</tr>
<tr>
<td>The teacher will be able to write instructional objectives that are related to long-range goals.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to facilitate proactive strategies to prevent failure of students who are included in regular education settings.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to demonstrate evidence of personal organization.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to maintain classroom organization for efficient distribution of learning materials.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to incorporate into daily planning content from previous levels of reinforcement and anticipate content from future grade levels to ensure continuity and sequence.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to show evidence of adequate lesson preparation and organization or work with objectives clearly in mind.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to make materials readily available to the students.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to vary size of groups according to students' mastery of content.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to create a set of guidelines for students to follow when doing small group work.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to group and regroup students according to instructional needs.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to facilitate cooperative learning through the use of cooperative groups.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to use a variety of effective behavior management strategies.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide behavioral interventions.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to protect the rights of the individual learner.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide specific rules of classroom conduct.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to exercise responsibility for a safe and orderly environment and student safety management issues.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to manage disruptive behavior constructively.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to identify proactive interventions for students who may exhibit sporadic/intermittent behavioral episodes in regular education classes.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to contact outside agencies.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide therapeutic timeouts.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide group and individual counseling.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to model skills and beliefs relevant to subject content.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to meet with parents for annual IEP review.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide specific rules of classroom conduct.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to exercise responsibility for a safe and orderly environment and student safety management issues.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to manage disruptive behavior constructively.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to identify proactive interventions for students who may exhibit sporadic/intermittent behavioral episodes in regular education classes.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to contact outside agencies.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide therapeutic timeouts.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide group and individual counseling.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to model skills and beliefs relevant to subject content.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to meet with parents for annual IEP review.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to communicate and collaborate with classroom teachers on a regular basis.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to speak clearly.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to communicate effectively with parents and community.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to send parent quarterly/semester IEP progress reports.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to participate actively as a member of multidisciplinary teams.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to gather and present student achievement and behavioral data.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to review and present student records.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide intervention strategies.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to provide input to the team for determination of placement recommendations.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to assist classroom teachers in modifying the curriculum to meet the needs of special education students.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to participate in team teaching.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to demonstrate service to the school.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to adapt and support organizational change.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to maintain accurate instructional and noninstructional records.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to demonstrate responsible “best practice” decision-making.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to maintain a positive attitude.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to demonstrate enthusiasm about teaching.</td>
<td>X</td>
</tr>
<tr>
<td>The teacher will be able to be readily available to all students.</td>
<td>X</td>
</tr>
</tbody>
</table>
APPENDIX G. ORIGINAL AND REVISED COMPENDIUM OF PROFESSIONAL GROWTH PLANS
TABLE OF CONTENTS

PREFACE 199
INTRODUCTION 200
INSTRUCTIONS FOR USE 202

RECOMMENDED BEHAVIOR #1
Have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.

Goal Area: At least once a year, the teacher will be able to participate in professional activities designed to advance their knowledge and skills regarding the education of individuals with disabilities. 204

Goal Area: Throughout the school year, the teacher will be able to uphold the laws, regulations, and policies governing the delivery of special education and related services. 205

Goal Area: At least once a year, the teacher will be able to participate in professional activities designed to advance their knowledge and skills regarding the general education and/or vocational education. 206

RECOMMENDED BEHAVIOR #2
Knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.

Goal Area: Throughout the year, the teacher will be able to identify when a student’s pattern and pace of growth deviates significantly from what is typical in students who are not disabled utilizing a problem-solving approach. 207

Goal Area: Throughout the year, the teacher will be a keen observer of students to determine what is preventing their full participation in the education process. 208

Goal Area: Throughout the school year, the teacher will be able to demonstrate an appreciation of their students’ diverse cultural, linguistic, socioeconomic, and racial or ethnic backgrounds. 209

RECOMMENDED BEHAVIOR #3
Evaluate instruction and monitor progress of individuals with exceptional learning needs.

Goal Area: Throughout the year, the teacher will be able to exercise self-evaluation activities in order to reflect not only on what they have done but also on what they will do. 210

Goal Area: Throughout the year, the teacher will be able to evaluate student performance as related to the general education curriculum. 211

Goal Area: Throughout the year, the teacher is able to evaluate student performance as a result of instructional strategies. 212

RECOMMENDED BEHAVIOR #4
Select, adapt, and use instructional strategies and materials according to the characteristics of the learner.

Goal Area: For each lesson taught, the teacher will be able to incorporate effective instructional strategies. 213
Goal Area: For each student problem behavior, the teacher will be able to select appropriate interventions that modify the learning environment.

Goal Area: For each student problem behavior, the teacher will be able to determine appropriate instructional strategies based upon characteristics of the learner, instruction, curriculum, and environment.

RECOMMENDED BEHAVIOR #5
Create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.

Goal Area: Throughout the year, the special education teacher will be able to promote a positive school climate that prevents and reduces the overrepresentation of minority students in special education.

Goal Area: Throughout the year, the special education teacher will promote a positive school climate that prevents and reduces cultural biases and discrimination.

Goal Area: Throughout the school year, the special education teacher will involve families in ways that may prevent and reduce the overrepresentation of minority students in special education.

RECOMMENDED BEHAVIOR #6
Prepare and organize appropriate materials to implement daily lesson plans.

Goal Area: For each lesson plan, the special education teacher will be able to select and organize curricular materials according to the individual IEP goals and objectives.

Goal Area: When consulting with general education teachers about the integration of student requiring special education services, the special education teacher will be able to assist in identifying appropriate curricula and related materials.

Goal Area: For each lesson taught, the special education teacher will be able to select curricular materials that provide a multi-sensory and/or a multi-media approach.

RECOMMENDED BEHAVIOR #7
Design learning environments that encourage active participation in individual and group activities.

Goal Area: For each unit of teaching, the special education teacher will be able to design learning environments that ensure highly structured individualized instruction for those students requiring one-on-one instruction.

Goal Area: For each unit of teaching, the special education teacher will be able to design learning environments that ensure group instruction.

Goal Area: When appropriate to the lesson, the special education teacher will be able to use a cooperative learning approach.

RECOMMENDED BEHAVIOR #8
Manage time and human resources productively.

Goal Area: Given a school day, the special education teacher will be able to develop and meet personal organization objectives.

Goal Area: Given a school day, the special education teacher will be able to manage time productively.
Goal Area: Given a school day, the special education teacher will be able to manage paperwork demands effectively.

RECOMMENDED BEHAVIOR #9
Use procedures to increase the individual’s self-awareness, self-management, self-control, and self-esteem.

Goal Area: Within each student, the teacher will be able to foster positive and realistic self-awareness.

Goal Area: For each student, the special education teacher will be able to use a variety of procedures to teach student self-management skills.

Goal Area: Throughout the school year, the special education teacher will be able to implement strategies to enhance students' self-esteem.

Goal Area: Throughout the school year, the special education teacher will be able to teach the student how to transfer behavior modification strategies by self-monitoring his or her behavior in all settings.

RECOMMENDED BEHAVIOR #10
Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

Goal Area: As a member of the multi-disciplinary team, the special education teacher will be able to contribute actively and professionally as an educational team member.

Goal Area: For each student on his or her caseload, the special education teacher will be able to successfully conduct parent-teacher conferences.

Goal Area: For each student IEP team meeting, the special education teacher will be able to ensure that parents are invited to the meeting.

Goal Area: For each student IEP team meeting, the special education teacher will be able to demonstrate effective meeting facilitation skills.

RECOMMENDED BEHAVIOR #11
Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

Goal Area: Throughout the school year, the special education teacher will be able to collaborate with general education teachers and school administrators about effective general education interventions for students with special needs.

Goal Area: When appropriate, the special education teacher will be able to collaborate with community members and agencies to ensure integration of individuals with exceptional learning needs into various settings.

Goal Area: Throughout the school year, the special education teacher will be able to work cooperatively and effectively with instructional colleagues.

Goal Area: When integrating a student with behavioral concerns into the general education classroom, the special education teacher will be able to facilitate proactive strategies to ensure the opportunity for student success.
RECOMMENDED BEHAVIOR #12
Communicates with school personnel about the characteristics and needs of individuals with exceptional learning needs.

Goal Area: For one or more categorical areas of special education, the special education teacher will be able to communicate with school personnel about the characteristics and needs of individuals.

Goal Area: When determining a child as entitled to special education services, the special education teacher will be able to know policies, procedures, and problems involved in the evaluation and placement of students into special education programs and services.

Goal Area: Based upon individual student and classroom need, the special education teacher will be able to direct and support paraprofessional and volunteers.

RECOMMENDED BEHAVIOR #13
Effectively advocates for students with exceptional needs.

Goal Area: Throughout the school year, the special education teacher will be able to serve as an advocate for students with exceptional needs.

Goal Area: Throughout the school year, the special education teacher will be able to serve as an advocate for students with exceptional needs while interacting with their parents.

Goal Area: Throughout the school year, the special education teacher will serve as an advocate for students with exceptional needs while interacting with professionals and community members.

RECOMMENDED BEHAVIOR #14
Addresses student progress toward achievement IEP goals and objectives.

Goal Area: For each student, the special education teacher will systematically measure and evaluate student progress over time through progress monitoring.

Goal Area: For each student, the special education teacher will be able to determine the student's progress toward IEP goal attainment.

Goal Area: For each student, the special education teacher will be able to evaluate the student performance in relation to skill development.

RECOMMENDED BEHAVIOR #15
Uses a variety of effective behavior management strategies.

Goal Area: For each child with behavioral concerns, the special education teacher will be able to follow principles of applied behavior analysis for identification, implementation, and evaluation of student behaviors.

Goal Area: For student exhibiting inappropriate behaviors, the special education teacher will be able to teach students new behaviors.

Goal Area: For students with behavioral concerns, the special education teacher will be able to implement instructional strategies to support appropriate behaviors and to diffuse negative behavior.

RECOMMENDED BEHAVIOR #16
Use subject-matter knowledge to make sound curricular decisions.

Goal Area: When students are integrated into the general education classroom, the special education teacher will be able to provide appropriate curricula and related materials for the general education teacher.
Goal Area: Given the general education curriculum, the special education teacher will be able to adjust the curricula to meet the needs of the individual students.

Goal Area: For each special needs student, the special education teacher will be able to determine the appropriate curriculum level.

RECOMMENDED BEHAVIOR #17
Address transition needs of the student during critical transition period.
Goal Area: At least 90 days prior to the child's third birthday, the special education teacher will be able to convene, with approval from the family, a transition planning conference among the family, the IFSP service coordinator, and other appropriate providers.

Goal Area: For each special needs student transitioning to the middle school level, the elementary special education teacher will be able to work collaboratively with the middle school special education teacher to ensure a successful student transition.

Goal Area: For each student receiving special education services, the special education teacher will be able to address appropriate transition needs at the required ages of 14 and above.

RECOMMENDED BEHAVIOR #18
Demonstrates employee responsibility.
Goal Area: Throughout the school year, the special education teacher will be able to uphold the CEC Code of Ethics.

Goal Area: Throughout the school year, the special education teacher will be able to manage conflict.

Goal Area: Throughout the school year, the special education teacher will be able to demonstrate effective leadership skills.
PREFACE

The purpose of this *Compendium* is to provide special education teachers, supervisors, and school building and district administration with the technical assistance and resources necessary to improve special education programs and services for students with exceptional learning needs. The ideas presented may be tailored to meet individual teacher, building, and district level needs to ensure compatibility with the district's mission and school improvement initiatives.

This document was replicated from the work resulting from the authors of the original Compendiums developed by the Iowa State University School Improvement Model. They include *A Compendium of Validated Professional Improvement Commitments* (1985) by Stow, Manatt, Mitchell, and Hawana, and *Volume Two: A Compendium of Validated Professional Improvement Commitments* (1987) by Stow, Manatt, Peterson, Semones, and Stevenson. The components of the professional growth plans were adopted from the work of Steve Nance (1983) and the format of the over compendium from *Volume Two: A Compendium of Validated Professional Improvement Commitment* (Stow, Manatt, Peterson, Semones, & Stevenson, 1987).
INTRODUCTION

It is not possible to increase student achievement and to raise the accountability of the educational system without addressing teacher performance and evaluation. This includes the skills and support needed by special education teachers. District administrators have the primary responsibility of ensuring that special education teachers have the knowledge and skills necessary for student achievement.

One component of formative teacher evaluation that has been noted as an effective tool in improving teacher effectiveness is the professional growth plan. Support, assistance, and feedback may be provided through the development and implementation of a professional growth plan. With education being driven by standards and high levels of accountability, administrators can no longer afford to ignore or look the other way when addressing marginal teachers. While professional growth plans are important tools to assist good teachers in being exemplar, they are critical in helping marginal teachers improve.

This *Compendium* of professional growth plan strategies for special education teachers is designed to assist districts in meeting the standards for accountability and student achievement. Such professional growth plans set expectations of quality special education teacher performance and thereby help principals and other supervisors to write better growth plans. The development of this *Compendium* is based upon extensive research including the following components identified by Manatt and Stow (1987), Mueller (1987), Nance (1986), and Rauhauser (1983) as critical to the development of a professional growth plan:

**AREA:** Recommended behavior.

**CRITERIA:** Criterion or specific recommended behavior.

**GOAL:** Statement of intent expressed in specific measurable terms.

**PROCEDURES:** Procedures (the plan of action or steps taken to accomplish recommended behavior statement).
TIMELINE: Accomplishment of each procedure sequenced in time segments.

MONITORING: Checks used by the teacher to determine growth.

EVIDENCE: Documentation.

APPRAISAL METHOD: Comparison of the evidence with the standard.

INDICATORS OF ACCOMPLISHMENT: Terms "fully," "partially," or "not accomplished" are used to indicate how well the professional growth plan was accomplished.
INSTRUCTIONS FOR USE

*A Compendium Of Model Strategies For Performance Improvement Of Special Education Personnel In K–12 Schools* is provided to assist supervisors/evaluators of special education personnel in improving special education programs and services. This document contains 16 recommended behaviors for special education personnel with three professional growth plans for each recommended behavior. The recommended behaviors were identified by school administrators and a judgment panel to be performance areas that are typically difficult for special education teachers to attained mastery.

The professional growth plans were written to serve as exemplars and designed to assist in the coaching and improvement efforts of special education teachers by their supervisors/evaluators. When using this *Compendium*, the supervisor/evaluator may determine, based upon the employee’s summative evaluation report, which of the teacher behaviors are below the district’s standards. Professional growth plan to address the area needing improvement may be selected from this *Compendium* using the following steps:

1. **Recommended Behavior** – note the behavior needing to be improved.
2. **Goal Area** – select the desired, measurable teacher behavior that will demonstrate competence with the recommended behavior.
3. **Procedures** – review a plan-of-action, which includes a step-by-step description of how the goal will be accomplished.
4. **Timeline** – establish specific timelines for the procedures to keep the process moving and to serve as a guide for the teacher implementing the procedures.
5. **Monitoring** – establish a self-assessment, progress check used that will be used by the teacher to determine how things are going and progress towards the goal.
6. **Evidence** – determine what documentation will be necessary to indicate how the evaluator/supervisor will know that the goal was accomplished.
7. **Standard** – check which standard will be used to support the indicator of accomplishment.
8. **Appraisal Method** – determine the final judgment on the accomplishment of the goal determined by the evaluator/supervisor.

9. **Indicators of Accomplishment** – judge the accomplishments for the professional growth plan by comparing the evidence with the standards and mark the appropriate indicator of accomplishment.

It is important that the selection of the professional growth plan designed to improve teacher behavior be a cooperative endeavor between the teacher and the supervisor/evaluator.

While special education programs, services, administrators, and teachers are heavily influenced by federal and state regulations and laws, this publication should not be construed as legal counsel. Administrators and teachers should seek the advice of their legal representative, state agencies, and local boards for legal advice.
**Recommended Behavior 1.** Have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.

**Goal:** At least once a year, the teacher will be able to participate in professional activities designed to advance their knowledge and skills regarding the education of individuals with disabilities.

**Procedures:**
1. Attend at least one in-service training/professional conference or workshop related to special education laws and regulations.
2. Complete a continuing education course related to special education laws and regulations.
3. Read professional literature related to special education laws and regulations.
4. Develop a portfolio documenting personal goals, plan for meeting the goals, log of goal related activities, accomplishments, and reflections.

**Timeline:**
1. Present the portfolio to and collectively agree upon with the supervisor within the first month of the school year.
2. Keep the portfolio current documenting activities conducted throughout the year.
3. Present the completed portfolio to supervisor including their reflections and ideas for further growth by the last day of school.

**Monitoring:** Quarterly review of portfolio and summary of personal accomplishments.

**Evidence:** Portfolio containing artifacts documenting activities and progress towards goals.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe the teacher a minimum of two times per year and critique portfolio at the end of the year.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 1. Have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.

Goal: Throughout the school year, the teacher will be able to uphold the laws, regulations, and policies governing the delivery of special education and related services.

Procedures:
1. Conduct a self-assessment record review of all IEPs for which the teacher serves as case manager to ensure compliance of all components.
2. Fully inform parents of their due process rights throughout their child’s evaluation, placement, and/or service provision.
3. Ensure the rights of all students are recognized and respected in all areas of their education by informing all school personnel of the rights of students with disabilities.

Timeline:
1. Complete self-assessments of IEPs within the first quarter of the school year.
2. Keep ongoing written documentation in each student’s educational record of efforts to fully inform their parents of due process rights.
3. Share written information quarterly with building level colleagues and administrators concerning the rights of students requiring special education in the areas of general education classrooms, extracurricular activities, and transportation.
4. Serve as an ongoing resource to building level personnel in the area of appropriately serving students with disabilities.

Monitoring: Review self-assessment results and student records for documentation.

Evidence: Completed self-assessment forms of IEP review, documentation of notification of parent rights in student records, artifacts shared with building level personnel, log of activities when serving as resource to others.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will observe and critique written documentation of all activities to determine progress towards goal.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
**Recommended Behavior 1.** Have a solid grounding in special education as well as vocational and general education laws that affect students with disabilities.

**Goal:** At least once a year, the teacher will be able to participate in professional activities designed to advance their knowledge and skills regarding the general education and/or vocational education.

**Procedures:**
1. Attend at least one in-service training/professional conference or workshop related to general education and/or vocational education laws and regulations.
2. Complete a continuing education course related to general education and/or vocational education laws and regulations.
3. Read professional literature related to general education and/or vocational education laws and regulations.
4. Develop a portfolio documenting personal goals, plan for meeting the goals, log of goal related activities, accomplishments, and reflections.

**Timeline:**
1. Present the portfolio to and collectively agree upon with the supervisor within the first month of the school year.
2. Keep the portfolio current documenting activities conducted throughout the year.
3. Present the completed portfolio to supervisor including their reflections and ideas for further growth by the last day of school.

**Monitoring:** Quarterly review of portfolio and summary of personal accomplishments.

**Evidence:** Portfolio containing artifacts documenting activities, progress.

**Standard:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe the teacher a minimum of two times per year and critique portfolio at the end of the year.

**Indicators of Accomplishment:**

- Fully
- Partially
- Not accomplished
**Recommended Behavior 2.** Knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age-appropriate activities and materials for individual learners and to develop appropriate goals.

**Goal:** Throughout the year, the teacher will be able to identify when a student’s pattern and pace of growth deviates significantly from what is typical in students who are not disabled utilizing a problem-solving approach.

**Procedures:**
1. Define the desired behavior.
2. Describe the presenting problem in objective, measurable terms that focus on alterable characteristics of the individual and the environment.
3. Collect data on the presenting problem in order to identify interventions that have a high likelihood of success.
4. Design and implement interventions reflected in a written intervention plan or IEP.
5. Monitor progress.
6. Evaluate intervention results.

**Timeline:** Review the problem-solving process every six weeks per student to determine the needs for adjustments in the intervention whether that is due to student success or additional needs.

**Monitoring:** Monitor student progress to determine the effectiveness of intervention and obtain feedback from general education teachers.

**Evidence:** Testimony from general education teachers regarding the usefulness of interventions suggested, student success in towards meeting goals as reflected on IEP or intervention plan.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s approach to problem solving through observation, student intervention plans, IEPs, feedback from general education teachers and other written documentation.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 2. Knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age appropriate activities and materials for individual learners and to develop appropriate goals.

Goal: Throughout the year, the teacher will be a keen observer of students to determine what is preventing their full participation in the education process.

Procedures:
1. Learn about a student by observing them in a variety of settings and under a broad range of circumstances.
2. Draw on daily interactions and frequent communication with students’ families to identify the domains in which students are most knowledgeable and those in which they need help.
3. Recognize that subtle changes and differences in attitude, tone, and enthusiasm and use that information to recognize possible problems that require immediate attention.
4. Obtain knowledge of the student’s interaction with peers.

Timeline:
1. Visit with the parents of each student for whom the teacher serves as case manager within the first 6 weeks of the school year.
2. Record changes in student learning behaviors, including social and emotional needs, and the change in interventions or services as a result of the changed behavior at least every 6 weeks.
3. Record success of the intervention as determined by student progress weekly per intervention and goal area.

Monitoring: Document parent visits, record student specific data gathered.

Evidence: Case notes resulting from parent visits, teacher/student records documenting changes in student needs and subsequent changes in services, data on individual student progress.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will observe and critique services the teacher provides directly to children and their parents as well as written documentation collected by the teacher.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 2. Knowledgeable about the stages of human development and learning and draw on this knowledge to create realistic, age-appropriate activities and materials for individual learners and to develop appropriate goals.

Goal: Throughout the school year, the teacher will be able to demonstrate an appreciation of their students’ diverse cultural, linguistic, socioeconomic, and racial or ethnic backgrounds.

Procedures:
1. Ask students to share their family customs.
2. Celebrate national holidays from countries representing the different student cultures.
3. Inform other teachers and students about individual student customs.
4. Invite community ethnic and cultural groups to school to educate teachers and students about their customs and values.

Timeline:
1. Provide students from all cultures with an opportunity to share their family customs with their peers within the first quarter of school.
2. Hold in-school celebrations honoring cultures reflected by the student body throughout the school year.
3. Create folder of materials collected and shared with building personnel and the student body.
4. Hold presentations and written materials offered by community members throughout the school year.

Monitoring: Conduct progress checks including creating a log of activities conducted and a folder collecting all materials used and shared.

Evidence: Activity log and written materials.

Standard: Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

Appraisal Method: The evaluator will observe classroom activities, critique activity log and written materials and solicit input from teacher colleagues and community ethnic and cultural groups.

Indicators of Accomplishment:
- Fully
- Partially
- Not accomplished
**Recommended Behavior 3.** Evaluate instruction and monitor progress of individuals with exceptional learning needs.

**Goal:** Throughout the year, the teacher will be able to exercise self-evaluation activities in order to reflect not only on what they have done but also on what they will do.

**Procedures:**
1. Identify the instructional problem or what concerns or questions will be investigated.
2. Collect data that will address the question delineated.
3. Analyze the data for reflection and decision making reflected in a clearly written implementation plan for change.
4. Implement plan.
5. Evaluate the plan.

**Timeline:**
1. Identify a problem that will be addressed through the teacher’s self-evaluation will be identified within the first 4 weeks of the school year through data collection and analysis.
2. Develop an implementation plan to address the behavior will be developed in collaboration with the evaluator within the following 4 weeks.
3. Implement and review the plan with the evaluator quarterly and within the last 6 weeks of the school year to determine progress as well as new problem or concerns.

**Monitoring:** Monitor progress in meeting the implementation plan.

**Evidence:** Video or audio recording, student feedback, portfolio, analysis of student performance data, observation, collegial dialogue, journaling.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe and critique implementation plan, the teacher’s progress in meeting the plan, and other supporting written materials.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 3.** Evaluate instruction and monitor progress of individuals with exceptional learning needs.

**Goal:** Throughout the year, the teacher will be able to evaluate student performance as related to the general education curriculum.

**Procedures:**
1. Develop and use curriculum-based assessment (CBA) to determine appropriate levels of instruction and skill objectives.
2. Decide at which curricular levels the student is functioning to determine whether skills need to be introduced, retaught, or maintained.
3. Use student performance data to determine if the curriculum and related materials are beneficial in helping them meet objectives.

**Timeline:**
1. Identify CBA probes and test items matching the curriculum areas in the first 6 weeks of school.
2. Test student's biweekly to determine progress using charts or graphs.
3. Adjust instruction as needed.

**Monitoring:** Monitor CBA data and subsequent instructional changes.

**Evidence:** CBA test items, student progress charts and graphs, instructional strategies.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe and critique CBA documentation and subsequent instructional strategies.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 3.** Evaluate instruction and monitor progress of individuals with exceptional learning needs.

**Goal:** Throughout the year, the teacher is able to evaluate student performance as a result of instructional strategies.

**Procedures:**
1. Collect and use student performance data to determine when instructional strategies are beneficial in helping students meet objectives.
2. Use audio and/or video recordings to evaluate the effectiveness of instructional strategies.
3. Gather feedback from colleagues and students in regard to instructional strategies.

**Timeline:**
1. Review student performance data on a weekly basis.
2. Review audio and/or video recordings as needed to assess a particular instructional strategy.
3. Survey colleagues and students each semester to gather input into the effectiveness of instructional strategies.

**Monitoring:** Review the student performance data, data collected from colleagues and other sources.

**Evidence:** Student performance data, testimonials from colleagues, videos or audiotapes, documentation of changes in the instructional strategies as a result of the feedback.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe and critique documentation of teacher data collection, analysis, and application.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 4.** Select, adapt, and use instructional strategies and materials according to the characteristics of the learner.

**Goal:** For each lesson taught, the teacher will be able to incorporate effective instructional strategies.

**Procedures:**
1. Review previously covered materials.
2. Demonstrate teacher-directed instruction on the concept for the day.
3. Provide guided practice with direct teacher interaction.
4. Provide opportunity for independent practice with corrective feedback.
5. Allow for opportunities for students to manipulate concrete objects when appropriate.
6. Incorporate application and reflection.

**Timeline:** Identify the effective instructional strategies for each class period into daily and weekly lesson plans.

**Monitoring:** Review weekly lesson plans for effective instructional strategies and observe and record student progress.

**Evidence:** Lesson plans, supervisor observations, videotaping.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe teacher in classroom, critique teacher lesson plans and direct teaching, and review student progress.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 4. Select, adapt, and use instructional strategies and materials according to the characteristics of the learner.

Goal: For each student problem behavior, the teacher will be able to select appropriate interventions that modify the learning environment.

Procedures:
1. Select intervention strategies that focus on modifying aspects of the environment not the individual.
2. Select intervention strategies that are based upon systematic data collection and analysis. Select intervention strategies that are goal-directed.
3. Select interventions that are based on the nature of the defined problem.
4. Involve parental input.
5. Incorporate professional judgment about the potential effectiveness of strategies.

Timeline: Create intervention plans as needed to address each single, specific student problem.

Monitoring: Review intervention plans as they are created, implemented, and reviewed and record effectiveness of strategies through student performance.

Evidence: The intervention plan will include documentation of:

1. parental involvement,
2. a measurable goal,
3. a specific description of strategies, procedures, responsible parties, and review dates,
4. a progress monitoring plan,
5. a decision-making plan for summarizing and analyzing progress-monitoring data.

Standard: Please check one or more of the following:

District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The supervisor will monitor intervention plans as they are created, implemented, and reviewed as well as documentation of the effectiveness of the strategies selected through student performance.

Indicators of Accomplishment:

Fully
Partially
Not accomplished
Recommended Behavior 4. Select, adapt, and use instructional strategies and materials according to the characteristics of the learner.

**Goal:** For each student problem behavior, the teacher will be able to determine appropriate instructional strategies based upon characteristics of the learner, instruction, curriculum, and environment.

**Procedures:**
1. Review the characteristics of the learner, instruction, curriculum, and environment that are influencing the student problem.
2. Interview the learner and teachers to determine negative and positive influences relevant to the curriculum and environment.
3. Observe the learner, instruction, environment, within the curriculum.
4. Test the learner and curriculum to determine compatibility with student skills through curriculum based assessment.

**Timeline:** Review, Interview, Observe, and Test (RIOT) activities on a weekly basis when implementing intervention and instructional strategies.

**Monitoring:** Review RIOT process weekly

**Evidence:** Review of books (readability level), worksheets, curriculum guides, school rules (antecedents and consequences), classroom routines, physical layout, teaching practices, student cumulative record, health records, examples of student’s work, teacher’s grade book, teacher intervention documentation records, behavior rating scales.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The supervisor will review teacher records or activities, teacher reflections, and student outcomes on a quarterly basis.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 5. Create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.

**Goal:** Throughout the year, the special education teacher will be able to promote a positive school climate that prevents and reduces the overrepresentation of minority students in special education.

**Procedures:**
1. Identify and use multiple assessment tools and strategies that are research-based and culturally competent.
2. Participate in training in the administration of assessment tools and methods that consider the student’s culture and background.
3. Discuss culturally relevant concerns and suggestions for instructional support at pre-referral meetings.
4. Share strategies to ensure that the general education curriculum addresses the needs of all learners.

**Timeline:**
1. Use appropriate assessment tools will be used on a continual basis for individual children and for the system as a whole.
2. Participate in training within the first 6 weeks of the school year as well as when new assessment instruments are introduced.
3. Identify relevant concerns and suggestions for instructional support at each child’s pre-referral meeting.
4. Identify strategies to ensure that the general education curriculum addresses the needs of all learners on a regular basis.

**Monitoring:** Review documentation of procedures and monitoring the balance of representation of minority students in special education.

**Evidence:** Documentation of assessment tools used, observation of pre-referral meeting discussions, general education teacher reflections on the usefulness of special education teacher input, participation in training opportunities.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe and critique teacher documentation and monitor the representation of minority students in special education.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 5.** Create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.

**Goal:** Throughout the year, the special education teacher will promote a positive school climate that prevents and reduces cultural biases and discrimination.

**Procedures:**
1. Obtain membership in organizations that promote equitable education and provide instructional strategies for all students (e.g., National Association for Bilingual Education) and prominently share material obtained from such groups with all stakeholders.
2. Discuss unfounded biases with staff members—and let staff members know that disrespectful responses to any child, regardless of cultural background, ethnicity, and/or socioeconomic status, should not be tolerated.
3. Promote and participate in school and district-wide professional development training in cultural competence.
4. Schedule visits to students’ homes and neighborhoods to learn more about them and their culture.

**Timeline:**
1. Submit membership to organizations most closely reflecting cultural demographics of the district by October 1 of the school year.
2. Hold discussions at weekly faculty meetings regarding strategies to insure culturally diverse student populations are respected and responded to in natural ways.
3. Participate and promote in at least two professional development training in cultural competence throughout the year.
4. Visit student homes within the first semester of the school year.

**Monitoring:** Review documentation of procedures including summary of accomplishments.

**Evidence:** Documentation of membership to organizations, observation of faculty meeting discussions, teacher reflections from professional development training and home visits.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will observe and critique documentation and other supporting written materials.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 5.** Create a safe environment in which equity, fairness, and diversity are modeled, taught, and practiced.

**Goal:** Throughout the school year, the special education teacher will involve families in ways that may prevent and reduce the overrepresentation of minority students in special education.

**Procedures:**
1. Participate in professional development activities involving effective communication skills with culturally diverse families.
2. Cooperate with parents in finding effective ways for them to help their child in school.
3. Recruit and maintain a resource list of culturally competent staff and community contacts that can communicate effectively with parents.
4. Invite a person familiar with the culture of a parent to participate on the pre-referral team.
5. Ensure that the school is inviting, staff are accessible, and that staff understand and respect diverse family networks and child rearing customs and practices.

**Timeline:**
1. Participate in professional development activities throughout the year.
2. Communicate and work closely with parents on a continual basis.
3. Develop the list of community contacts within the first 4 weeks of the school year.
4. Invite a person familiar with the culture of the family to participate on the pre-referral team on an as needed basis.
5. Work with the building staff to create an inviting, accessible, respectful environment on a continual basis.

**Monitoring:** Review documentation of procedures and monitor the balance of representation of minority students in special education.

**Evidence:** Documentation of parent contacts and subsequent involvement, community contact list, observation of pre-referral meeting participants, improvements in building accessibility and culture and climate, participation in training opportunities.

**Standard:** Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

**Appraisal Method:** The evaluator will observe and critique teacher documentation and monitor the balance of representation of minority students in special education.

**Indicators of Accomplishment:**
Fully
Partially
Not accomplished
**Recommended Behavior 6.** Prepare and organize appropriate materials to implement daily lesson plans.

**Goal:** For each lesson plan, the special education teacher will be able to select and organize curricular materials according to the individual IEP goals and objectives.

**Procedures:**
1. Develop an educational lesson for each student given a specific set of behavioral objectives.
2. Select curricular materials and develop and use instructional strategies related to specific theories of development (e.g., Piaget’s levels of cognitive development).
3. Select appropriate curricular materials relevant to the curricular area and grade level the student is enrolled.
4. Select functional curricular materials and instructional strategies that will promote higher level thinking skills.

**Timeline:** Provide materials and instructional strategies for each daily lesson plan that are related to specific theories of development, appropriate to curricular area and grade level and promote higher level thinking skills.

**Monitoring:** Review of written lesson plans, videotaping of instruction.

**Evidence:** Review daily lesson plans, instructional strategies, and curricular materials selected according to IEP goals and objectives and their impact student performance.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s selection of curricular materials through observation, review of written lesson plans, and documentation of student performance.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 6.** Prepare and organize appropriate materials to implement daily lesson plans.

**Goal:** When consulting with general education teachers about the integration of students requiring special education services, the special education teacher will be able to assist in identifying appropriate curricula and related materials.

**Procedures:**
1. Assist in reducing the curricular area to essential concepts and principles for mastery by students.
2. Provide suggestions for accommodating the general education classroom instruction to meet the needs of students.
3. Provide suggestions for accommodating the general education classroom assessment practices to meet the needs of students (e.g., alternate testing procedures).

**Timeline:** Provide assistance to general education teachers as needed and as requested.

**Monitoring:** Review student performance data and data collected from colleagues and other sources.

**Evidence:** General education teacher testimony as to usefulness of ideas, student success.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will determine teacher progress towards goal by reviewing student performance data related to specific assistance from the special education teachers and testimonial data collected from special education teacher colleagues.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 6. Prepare and organize appropriate materials to implement daily lesson plans.

**Goal:** For each lesson taught, the special education teacher will be able to select curricular materials that provide a multi-sensory and/or a multi-media approach.

**Procedures:**
1. Select curricular materials that provide opportunities for oral activities.
2. Select curricular materials that provide opportunities for written activities.
3. Select curricular materials that provide opportunities for student and teacher manipulation.

**Timeline:** Provide multi-sensory and or multi-media approach opportunities within each daily lesson plan.

**Monitoring:** Review written lesson plans.

**Evidence:** Use of computers, Internet, videos, student opportunities to verbalize problems and reflect on learnings, written materials.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s selection of curricular materials through observation and review of written lesson plans.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 7.** Design learning environments that encourage active participation in individual and group activities.

**Goal:** For each unit of teaching, the special education teacher will be able to design learning environments that ensure highly structured individualized instruction for those students requiring one-on-one instruction.

**Procedures:**
1. Choose instructional strategies that best meet the student’s needs and abilities.
2. Use a variety of teaching materials and techniques.
3. Pace instruction based on student mastery of skills identified in instructional strategies.
4. Provide individualized independent work that is interesting, meaningful, motivating, and varied.

**Timeline:** Provide individualized instruction including examples of procedures listed above within each daily lesson plan.

**Monitoring:** Review progress through videotaping of instruction and review of written lesson plans.

**Evidence:** Lesson plans, observation, videotape, and written lesson plans.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s use of individualized instruction through observation, videotaping, and review of written lesson plans.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 7.** Design learning environments that encourage active participation in individual and group activities.

**Goal:** For each unit of teaching, the special education teacher will be able to design learning environments that ensure group instruction.

**Procedures:**
1. Determine optimal ways to group students with similar levels of academic achievement, learning styles, or needs.
2. Develop group lesson plans that include a variety of instructional strategies.
3. Incorporate appropriate student experiences into all phases of instruction.
4. Determine way to blend students with diverse abilities during instruction.

**Timeline:** Provide group instruction utilizing the procedures listed above within each daily lesson plan.

**Monitoring:** Review progress through videotaping of instruction and review of written lesson plans.

**Evidence:** Lesson plans, observation, and written lesson plans.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s use of group instruction through observation, videotaping, and review of written lesson plans.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 7.** Design learning environments that encourage active participation in individual and group activities.

**Goal:** When appropriate to the lesson, the special education teacher will be able to use a cooperative learning approach.

**Procedures:**
1. Incorporate opportunities for peer teaching in the lesson.
2. Include opportunities for jigsaw where each individual student’s different task is necessary to meet the common goal of the cooperative group.
3. Ask students to pool their knowledge and abilities in the completion of a group project or assignment.

**Timeline:** Incorporate peer teaching, jigsaw activities, and group projects into daily lesson plans.

**Monitoring:** Review progress through videotaping of instruction and review of written lesson plans.

**Evidence:** Lesson plans, observation, and written lesson plans.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s daily lessons to determine his or her encouragement of active participation in individual and group activities through observation, videotaping, and review of written lesson plans.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 8.** Manage time and human resources productively.

**Goal:** Given a school day, the special education teacher will be able to develop and meet personal organization objectives.

**Procedures:**
1. Establish at least one personal objective.
2. Clarify and put the objectives in writing and set priorities.
3. Focus more on personal objectives than on activities.
4. Analyze time spent in relation to the objectives.

**Timeline:** Complete the personal organization procedures on a daily basis.

**Monitoring:** Document progress towards objectives, priorities, activities, and analysis activities.

**Evidence:** Written objectives, listing of priorities, activities chosen by the teacher, and analysis conducted.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s personal organization through teacher observation and written documentation of the teacher’s objectives, priorities, activities, and analysis.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 8. Manage time and human resources productively.

**Goal:** Given a school day, the special education teacher will be able to manage time productively.

**Procedures:**
1. Plan time wisely.
2. Prepare a daily list of “things to do.”
3. Log use of time.
4. Eliminate time-wasters.
5. Set time limits for each task.

**Timeline:** Complete the time management procedures on a daily basis.

**Monitoring:** Complete and review time logs, daily “things to do,” lists, and task completion.

**Evidence:** Daily lists, time logs, documentation of lists of task that were eliminated.

**Standard:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s personal organization through teacher observation and written documentation of the teacher’s time logs, daily list of “things to do,” and documentation of tasks that were eliminated.

**Indicators of Accomplishment:**

- Fully
- Partially
- Not accomplished
**Recommended Behavior 8.** Manage time and human resources productively.

**Goal:** Given a school day, the special education teacher will be able to manage paperwork demands effectively.

**Procedures:**

1. Set aside a specific amount of time each day to complete paperwork responsibilities.
2. Create templates for information that must be collected or distributed frequently.
3. Develop an organized filing system so that information is easily located when needed.
4. Eliminate unnecessary paperwork.
5. Identify and utilize technology hardware and software that reduce teacher paperwork.

**Timeline:** Complete the procedures to manage paperwork on a daily basis.

**Monitoring:** Review progress towards reducing and managing paperwork.

**Evidence:** Schedule with time set aside for paperwork, form and letter templates, filing system, paperwork eliminated, and technology utilized.

**Standard:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s management of paperwork through teacher observation and written documentation of the teacher’s daily schedule, templates, filing system, and technology utilized.

**Indicators of Accomplishment:**

- Fully
- Partially
- Not accomplished
**Recommended Behavior 9.** Use procedures to increase the individual’s self-awareness, self-management, self-control, and self-esteem.

**Goal:** Within each student, the teacher will be able to foster positive and realistic self-awareness.

**Procedures:**
1. Encourage students to express themselves in a variety of ways.
2. Aid students in expressing their feelings, ideas and values.
3. Enable students to develop their own interests and talents.
4. Assist students in recognizing and coping with their limitations and disabilities.
5. Praise and display worthwhile student accomplishments and contributions.

**Timeline:** Incorporate the procedures into daily lessons and activities.

**Monitoring:** Review activities included in the daily lesson plans and student performance data.

**Evidence:** Teacher praise, student abilities to express feelings, ideas and talents, students’ knowledge of the limitations, disabilities, accomplishments and contributions.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to foster students’ positive and realistic self-esteem through observation, lesson plans, and students’ performance.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 9. Use procedures to increase the individual’s self-awareness, self-management, self-control, and self-esteem.

Goal: For each student, the special education teacher will be able to use a variety of procedures to teach student self-management skills.

Procedures:
1. Teach students responsibility for their own behaviors through the development of an internal locus of control.
2. Design and implement contingency contracting procedures for students to assist with behavior management.
3. Provide students with opportunities and means to monitor, record, and reward their own behavior.

Timeline: Use the procedures on an ongoing basis for all students needing self-management skills.

Monitoring: Review progress on procedures used and student specific data gathered.

Evidence: Student performance, written behavior contracts.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to teach student self-management skills through observation, behavior contracts, and students’ performance.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
**Recommended Behavior 9.** Use procedures to increase the individual's self-awareness, self-management, self-control, and self-esteem.

**Goal:** Throughout the school year, the special education teacher will be able to implement strategies to enhance students' self-esteem.

**Procedures:**
1. Form instructional groups or pairs that fit students' academic and affective needs.
2. Set high expectations for student learning.
3. Provide routine feedback and reinforcement to students regarding their learning progress.
4. Create positive personal interactions between teacher and student.
5. Provide personalized assistance to students to meet their needs.

**Timeline:** Incorporate procedures into daily instructional plans.

**Monitoring:** Monitor student performance and review and lesson plans.

**Evidence:** Student feedback and reinforcement, types and numbers of instructional groups, high students expectations, interactions with students, and assistance provided to students.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher's ability to utilize strategies designed to enhance student self-esteem through observation, lesson plans, and students' performance.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 9.** Use procedures to increase the individual's self-awareness, self-management, self-control, and self-esteem.

**Goal:** Throughout the school year, the special education teacher will be able to teach the student how to transfer behavior modification strategies by self-monitoring his or her behavior in all settings.

**Procedures:**
The teacher will assist, guide, and direct the student in developing a self-monitoring plan by working collaboratively with the student to:
1. Identify the target inappropriate behavior.
2. Define the desired behavior.
3. Identify reinforcers.
4. Develop a simple method for the student to record and chart their behavior.
5. Conduct an extensive review with the student of the data collected to reinforce success and revise or modify the plan.

**Timeline:** Use the procedures on an ongoing basis for all students needing self-management skills with an extensive periodic review of the self-monitoring plan occurring at least every 6 weeks.

**Monitoring:** Review progress on procedures used and student specific data gathered, student performance data.

**Evidence:** Student performance, student self-monitoring plan.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to teach student self-management skills through observation, self-monitoring plans, and students’ performance.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 10. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.

Goal: As a member of the multi-disciplinary team, the special education teacher will be able to contribute actively and professionally as an educational team member.

Procedures:
1. Understand the role and appropriate functions of various team members.
2. Determine appropriate composition of the multi-disciplinary team.
3. Possess effective communication skills to interact positively with team members.
4. Communicate appropriate written information and oral reports of assessment findings to team members and other related personnel.
5. Act as an effective case manager in determining and leading multi-disciplinary team proceedings.

Timeline: Perform the procedures for each specific child case as a member of the multidisciplinary team.

Monitoring: Review written documentation in student files and solicit feedback from other members of the team.

Evidence: Team member composition, written student specific documentation, assessment reports, supervisor observations at multi-disciplinary team members.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to plan and conduct multi-disciplinary team meetings through observation, written reports, composition of multi-disciplinary team, and testimonial from other team members.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 10. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.

Goal: For each student on his or her caseload, the special education teacher will be able to successfully conduct parent-teacher conferences.

Procedures:
1. Establish and maintain rapport with parents.
2. Structure conferences to facilitate cooperation with parents.
3. Recognize and address parental concerns.
4. Solicit suggestions from parents regarding the education of their children.
5. Maintain regular contacts (at least weekly) with parents regarding both positive and problem issues.

Timeline:
1. Work on an ongoing basis to develop and maintain rapport with parents and to address parent concerns.
2. Structure conferences to facilitate cooperation with parents at least as often as general education teachers hold conferences with students not requiring special education programs or services.
3. Conduct weekly contacts with parents to share student positive and problem issues.

Monitoring: Document written parent communication, review weekly progress reports, and conduct parent satisfaction surveys.

Evidence: Conferences, weekly contacts, observations of teacher performance, parent satisfaction surveys.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to plan and conduct parent conferences through observation, written communications, and parent satisfaction surveys.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 10. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.

Goal: For each student IEP team meeting, the special education teacher will be able to ensure that parents are invited to the meeting.

Procedures:
1. Notify parents early enough to ensure they will have an opportunity to attend.
2. Schedule IEP meetings with parents in a mutually agreed upon time and place.
3. Notify parents of the purpose, time, and location of the meeting and who (name and position) will be in attendance including the participation of other individuals who have knowledge or special expertise about the student.
4. Indicate, when notifying parents of a student age 14 or older, that the purpose of the meeting is the development of a statement of the transition service needs of the student and indicate that the student will be invited.
5. Use and document other methods to ensure parent participation if neither parent can attend.

Timeline:
1. Invite parents to an IEP team meeting within 30 days of a determination that the child needs special education and related services.
2. Invite parents to review the IEP at least annually.
3. Send parents an invitation to each IEP team meeting 10 days prior to the meeting date.

Monitoring: Review written documentation of attempts to invite parents to IEP meetings.

Evidence: Parent attendance at IEP meetings, written letters, documentation of telephone calls and visits to the home or parent place of employment.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to ensure parent participation in IEP meetings through observation, parent participation in IEP meetings, written communication and other documentation of attempts to ensure parent participation.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 10. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families, e.g., IEP annual review.

Goal: For each student IEP team meeting, the special education teacher will be able to demonstrate effective meeting facilitation skills.

Procedures:
At each IEP team meeting the teacher will facilitate the meeting by
1. Making introductions.
2. Stating the purpose and intended outcome of the meeting.
3. Allowing all group members to participate, including the parent.
4. Discouraging any member from inappropriately monopolizing the discussion.
5. Directing the discussion towards problem-solving and goal setting thereby ensuring the team will meet the intended outcome.
6. Summarizing and bringing the meeting to positive closure.

Timeline: Perform the procedures for each IEP team meeting as the facilitator.

Monitoring: Review written documentation in student files and solicit feedback from other members of the team.

Evidence: Written student specific documentation, supervisor observations at IEP team meetings, team member testimony.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to facilitate IEP team meetings through observation, written reports, and testimonial from other team members.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 11. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

Goal: Throughout the school year, the special education teacher will be able to collaborate with general education teachers and school administrators about effective general education interventions for students with special needs.

Procedures:
1. Observe several integrated classrooms to log successful methods used by general education teachers to assist students in their learning.
2. Talk to general education teachers to find out what their personal attitudes are toward integration and to determine what interventions their experience has proven to be most successful.
3. Interview learners with special needs to determine their attitudes about which interventions they believe have assisted them most.
4. Study and review the research on general education intervention best practice.
5. Participate as a member of the pre-referral intervention team.

Timeline:
1. Implement procedures 1–3 given particular attention during the first 8 weeks of school to ensure a good school year beginning.
2. Implement all procedures on an ongoing basis.

Monitoring: Log integrated classroom visits, feedback from general education and student interviews, participation as a pre-referral intervention team member, and documentation of professional growth through study of research.

Evidence: Integrated classroom visit logs, interviews, participation on pre-referral teams, research.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to collaborate with general education teachers and school administrators about effective general education interventions for students with special needs through observation, feedback from general education and student interviews, and written documentation collected by the teacher.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 11. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

Goal: When appropriate, the special education teacher will be able to collaborate with community members and agencies to ensure integration of individuals with exceptional learning needs into various settings.

Procedures:
1. Identify (mapping) the available resources in the community and at the school to meet student needs.
2. Develop a working relationship with practitioners in other agencies.
3. Work with community agency staff and parents to identify ways to meet the needs of the family in the community.
4. Develop clearly defined outcomes of the collaboration effort such as increased student attendance, decreased suspensions, and improved academic performance.
5. Invite community agency personnel to present information to the school staff regarding their services and ways to access their resources.
6. Provide information to parents about the services available from community agencies.

Timeline: Implement the procedures on an ongoing basis based upon student and family need.

Monitoring: Review individual student records documenting involvement of interagency involvement with students and families and feedback from community members.

Evidence: Student records, interagency participation, staff presentations.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher's ability to collaborate with community members and agencies through observation, student records, feedback from community members, and other written documents.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 11. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

Goal: Throughout the school year, the special education teacher will be able to work cooperatively and effectively with instructional colleagues.

Procedures:
1. Establish and maintain rapport with administration and school staff.
2. Consult on a regular basis with others involved in the education of special needs students or those at risk for referral.
3. Provide usable and realistic teaching techniques and strategies for working with special students.
4. Provide guidelines and materials for accommodating the general education classroom to the needs of special students.
5. Provide problem-solving techniques for special students.

Timeline: Implement the procedures on an ongoing basis based upon student need.

Monitoring: Review individual student records, school colleagues’ testimony as to usefulness of assistance.

Evidence: Student records, general education teacher testimony, observation of teacher.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to work cooperatively and effectively with instructional colleagues by observation, student records, instructional colleague testimony and other written documents presented by the teacher.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
**Recommended Behavior 11.** Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

**Goal:** When integrating a student with behavioral concerns into the general education classroom, the special education teacher will be able to facilitate proactive strategies to ensure the opportunity for student success.

**Procedures:**
1. Survey the integrated setting to determine what student behaviors are acceptable or unacceptable through observation and teacher interview.
2. Develop a behavior modification plan including strategies to address unacceptable behaviors.
3. Instruct both the student and the general education teacher on the behavior modification plan.
4. Communicate and collaborate with the general education classroom teacher.
5. Conduct progress monitoring to determine student success.
6. Revise the behavior modification plan based upon progress monitoring data.

**Timeline:**
1. Survey integrated setting, develop behavior modification plan, and instruct both the student and the general education teacher prior to the integration of the student.
2. Communicate and collaborate with the general education teacher on an ongoing basis.
3. Conduct progress monitoring on a daily and/or weekly basis depending on student needs.
4. Revise the behavior modification plan as needed.

**Monitoring:** Review individual student records, student performance data, general education teacher testimony as to the usefulness of assistance.

**Evidence:** Student records, general education teacher testimony, observation of teacher.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to facilitate proactive strategies to ensure the opportunity for student success by observation, student records, student performance data, general education teacher testimony and other written documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 12.** Communicates with school personnel about the characteristics and needs of individuals with exceptional learning needs.

**Goal:** For one or more categorical areas of special education, the special education teacher will be able to communicate with school personnel about the characteristics and needs of individuals.

**Procedures:**
1. Explain terminology, definitions, and related characteristics of exceptional educational needs.
2. Recognize and share etiological factors associated with conditions related to the disability.
3. Share medical, social, and educational causes of various disabilities.
4. Make others aware of the relationships among various disabling conditions for students with multiple disabilities.

**Timeline:** Implement the procedures on an ongoing basis based upon student need.

**Monitoring:** Review individual student records and solicit school colleagues' feedback as to usefulness of assistance and shared knowledge.

**Evidence:** Student records, general education teacher testimony, observation of teacher.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to communicate with school personnel about the characteristics and needs of individuals by observation, student records, instructional colleague testimony and other written documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 12.** Communicates with school personnel about the characteristics and needs of individuals with exceptional learning needs.

**Goal:** When determining a child as entitled to special education services, the special education teacher will be able to know policies, procedures, and problems involved in the evaluation and placement of students into special education programs and services.

**Procedures:**
1. Discriminate among exceptional educational needs categories through eligibility requirements of federal and state law.
2. Describe major distinguishing medical, psychological, educational, and social variables associated with different types of disabilities and student needs.
3. Differentiate between severity levels (mild, moderate, severe) of students’ needs.
4. Know standards and procedures followed by district in determining special education placement.
5. Understand due process regulations encompassed in federal and state law.

**Timeline:** Implement the procedures on an ongoing basis based upon student need.

**Monitoring:** Review individual student records to monitor procedures for student placement in special education programs and services.

**Evidence:** Student records, observation of teacher, student placement procedures.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to know policies, procedures, and problems involved in the evaluation and placement of students into special education programs and services by observation, student records, and other written documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 12.** Communicates with school personnel about the characteristics and needs of individuals with exceptional learning needs.

**Goal:** Based upon individual student and classroom need, the special education teacher will be able to direct and support paraprofessional and volunteers.

**Procedures:**
1. Emphasize the role of the paraprofessional as one of carrying out the teacher’s instructional program.
2. Plan instructional duties as well as other responsibilities with paraprofessionals in advance of implementation.
3. Oversee the quality of instruction/supervision provided by the paraprofessional.
4. Organize responsibilities and materials for volunteers in advance of their implementation.
5. Share openly with paraprofessionals and volunteers the goals and procedures of the instructional program.

**Timeline:** Implement procedures on an ongoing basis and as needed.

**Monitoring:** Review of written records, solicit input from paraprofessionals and volunteers.

**Evidence:** Lesson plans outlining paraprofessional instructional duties, organization of materials and duties for paraprofessionals and volunteers, verbal and written communication with paraprofessionals and volunteers, feedback from paraprofessionals and volunteers.

**Standard:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to direct and support paraprofessional and volunteers by observation, instructional lesson plans, paraprofessional and volunteer input, and other written documents presented by the teacher.

**Indicators of Accomplishment:**

- Fully
- Partially
- Not accomplished
**Recommended Behavior 13. Effectively advocates for students with exceptional needs.**

**Goal:** Throughout the school year, the special education teacher will be able to serve as an advocate for students with exceptional needs.

**Procedures:**
1. Become and stay informed of special education rules and regulations concerning student due process rights.
2. Understand the building rules and policies and who within the building has the most influence for positive change in school culture and climate regarding meeting the needs of diverse learners.
3. Determine how students with exceptional needs are perceived by teachers and colleagues within the building through survey and observation.
4. Directly teaches self-advocacy skills to students with exceptional needs.

**Timeline:**
1. Continuously update personal knowledge in special education rules and regulations.
2. Determine building rules and policies within the building and the most positive influence within the first 4 weeks of school.
3. Survey teachers and colleagues to determine their perceptions of students with exceptional needs within the first 4 weeks of school. Observation will be ongoing.
4. Incorporate self-advocacy skills into all areas of instruction and services.

**Monitoring:** Review surveys from teachers and colleagues, lesson plans, and student specific data gathered.

**Evidence:** Surveys, observation of special education teacher serving as an advocate, lesson plans, student instruction in self-advocacy skills, student proficiency in self-advocacy skills.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to serve as an advocate for students with exceptional needs through observation, and student self-advocacy performance data, surveys, lesson plans, and other written documentation.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 13. Effectively advocates for students with exceptional needs.

**Goal:** Throughout the school year, the special education teacher will be able to serve as an advocate for students with exceptional needs while interacting with their parents.

**Procedures:**
1. Work with parents to keep their expectations high but realistic.
2. Fully inform parents of their rights and due process procedural safeguards.
3. Teach and enable parents to be equal team members.
4. Develop and share written parent packets regarding assistance within the school system and the community.

**Timeline:** Implement procedures on an ongoing basis as needed by students and their families.

**Monitoring:** Collect written documentation and solicit parent feedback.

**Evidence:** Evaluator observation, parent testimony of teacher’s advocacy, written parent packets.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to serve as an advocate for students with exceptional needs when interacting with their parents through observation, parent testimony, written parent packets, and other written documentation.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 13. Effectively advocates for students with exceptional needs.

**Goal:** Throughout the school year, the special education teacher will serve as an advocate for students with exceptional needs while interacting with professionals and community members.

**Procedures:**
1. Provide information pertaining to recent research findings and the development of new programs in special education to other professionals and community members.
2. Conduct in-service presentations to professionals and community members regarding the education of special students.
3. Attend and participate in parent or professional organizational meetings.
4. Act as a spokesperson for individuals with disabilities in regard to community integration.

**Timeline:** Implement procedures on an ongoing basis for individual students, groups of students, as well as for the community at large.

**Monitoring:** Collect and review written documentation of activities conducted.

**Evidence:** Written information shared with professionals and community members, in-service presentations, attendance at parent or professional organizational meetings.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to serve as an advocate for students with exceptional needs when interacting with professionals and community members through observation, attendance at parent or professional organizations, in-service presentations, and other written documentation.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 14.** Addresses student progress toward achievement of IEP goals and objectives.

**Goal:** For each student, the special education teacher will systematically measure and evaluate student progress over time through progress monitoring.

**Procedures:**
1. Define the behavior in concrete, observable terms that are quantifiable and specific.
2. Determine where the student is performing now and what the goal is for that student.
3. Select an intervention to reach the desired goal.
4. Identify materials needed to gather the information, the setting in which the data will be collected, who will collect it, and how much data are needed to determine student progress.
5. Review the student’s progress toward reaching the goal on an ongoing basis and select a review date to determine intervention changes or revisions.

**Timeline:**
1. Implement progress monitoring on a daily or weekly basis to determine ongoing progress.
2. Hold a review meeting to determine progress and potential changes and revisions in interventions no later than 12 weeks from the implementation date.

**Monitoring:** Review documentation for progress monitoring within each student record.

**Evidence:** Student IEP or intervention plan, student checklists, anecdotal records, graphs.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to conduct progress monitoring through observation, and documentation contained in student records.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 14. Addresses student progress toward achievement of IEP goals and objectives.

Goal: For each student, the special education teacher will be able to determine the student’s progress toward IEP goal attainment.

Procedures:
1. Participate as a member of the IEP team for each student’s IEP annual review.
2. Assist the IEP team to determine for each annual goal:
   a. Is the child making progress expected by the IEP team?
   b. How does the child’s performance compare with general education peers or standards?
   c. Is the child more independent in the goal area?
   d. Will work in the goal area be discontinued or continued?

Timeline: Address all four questions for each goal area on the IEP on at least an annual basis.

Monitoring: Review role as a member of the IEP team, written materials pertaining to the documentation addressing the questions.

Evidence: Observation of the special education teacher as a member of the IEP team, documentation of answers to the questions, individual student IEP.

Standard: Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to conduct progress monitoring through observation, and documentation contained in student records.

Indicators of Accomplishment:
- Fully
- Partially
- Not accomplished
Recommended Behavior 14. Addresses student progress toward achievement of IEP goals and objectives.

**Goal:** For each student, the special education teacher will be able to evaluate the student performance in relation to skill development.

**Procedures:**
1. Develop procedures for observing, measuring, and recording student performance data.
2. Develop and use criterion-referenced tests to chart student progress toward skill mastery.
3. Collect data to document small increments of learning and/or behavioral change.
4. Prepare and use instruments in addition to "tests" to evaluate students progress (e.g., projects, reports, discussion).
5. Ask students for evaluative feedback regarding instruction.

**Timeline:** Monitor student performance data on a daily or weekly basis to determine ongoing progress.

**Monitoring:** Review written documentation of procedures used to monitor individual student progress.

**Evidence:** Student IEP or intervention plan, student checklists, anecdotal records, graphs.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher's ability to evaluate student skill development through observation, and written documentation contained in student records.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 15.** Uses a variety of effective behavior management strategies.

**Goal:** For each child with behavioral concerns, the special education teacher will be able to follow principles of applied behavior analysis for identification, implementation, and evaluation of student behaviors.

**Procedures:**
1. Describe behavior problems in terms of observable and measurable behaviors in specific environmental situations.
2. Observe and record behavior with appropriate observational techniques (e.g., frequency recording).
3. Design, implement, and evaluate individual intervention procedures for increasing appropriate behaviors.
4. Design, implement, and evaluate individual intervention procedures for decreasing inappropriate behaviors.
5. Record and chart behavioral data to show changes due to intervention.

**Timeline:** Follow the principles of applied behavior analysis on an ongoing basis.

**Monitoring:** Progress will be monitored through observation and written documents.

**Evidence:** Monitor use of applied behavioral analysis and student performance data.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to follow the principles of applied behavior analysis through observation, and written documentation contained in student records.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 15. Uses a variety of effective behavior management strategies.

**Goal:** For student exhibiting inappropriate behaviors, the special education teacher will be able to teach students new behaviors.

**Procedures:**
1. Show the student the appropriate use of the new behavior.
2. Provide opportunities for the student to practice the new behavior.
3. Provide students the opportunity to practice the behavior in the context of a situation in which the behavior might be needed.
4. Provide reinforcement to the student as he or she practices the new behavior.
5. Give students cues to help them remember how and when to use the new behaviors.

**Timeline:** Teach a new behavior as needed to replace inappropriate behaviors.

**Monitoring:** Observe student behaviors and written documentation of new behaviors taught.

**Evidence:** Student IEP or behavior intervention plans, student checklists, anecdotal records, graphs.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to teach new behaviors through observation, and written documentation contained in student records.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 15. Uses a variety of effective behavior management strategies.

Goal: For students with behavioral concerns, the special education teacher will be able to implement instructional strategies to support appropriate behaviors and to diffuse negative behavior.

Procedures:
1. Use proximity control.
2. Signal or prompt the student to stop an inappropriate behavior.
3. Use redirection to verbally remind the student of the task at hand.
4. Allow students to relax when the student is agitated.
5. “Talk the student down” to a more relaxed state.
6. Defuse potentially volatile behavior by gently drawing attention to something funny about the situation.

Timeline: Use instructional strategies to support appropriate behaviors on an ongoing basis and as needed to replace inappropriate behaviors.

Monitoring: Observe student behaviors and written documentation of instructional strategies used.

Evidence: Student IEP or behavior intervention plans, student checklists, anecdotal records, graphs.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to use instructional strategies to support appropriate behaviors on an ongoing basis and as needed to replace inappropriate behaviors through observation of the teacher’s using the techniques, student behavior, and written documentation contained in student records.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 16. Use subject-matter knowledge to make sound curricular decisions.

Goal: When students are integrated into the general education classroom, the special education teacher will be able to provide appropriate curricula and related materials for the general education teacher.

Procedures:
1. Reduce curricular areas to essential concepts and principles for mastery by students with special needs.
2. Provide suggestions for accommodating the general classroom to meet the needs of students with special needs.
3. Provide support for both general education teachers and integrated students in the general education classroom (e.g., tutorial support).

Timeline: Implement the procedures as needed to support students with special needs integrated into the general education classroom.

Monitoring: Review individual student records and school colleagues’ testimony as to usefulness of assistance and shared knowledge.

Evidence: Written documents, oral and written suggestions offered to general education teachers, general education teacher testimony as to assistance received from the special education teacher.

Standard: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

Appraisal Method: The evaluator will critique the teacher’s ability to provide appropriate curricula and related materials for the general education teacher by observation, student records, instructional colleague testimony and other written documents presented by the teacher.

Indicators of Accomplishment:
Fully
Partially
Not accomplished
Recommended Behavior 16. Use subject-matter knowledge to make sound curricular decisions.

**Goal:** Given the general education curriculum, the special education teacher will be able to adjust the curricula to meet the needs of the individual students.

**Procedures:**
1. Develop appropriate IEP learning/behavioral objectives for each student with special needs based upon the curriculum content.
2. Use and adapt curricular objectives and material to meet individualized IEP goals and objectives.
3. Adjust pace of instruction for students who require more horizontal sequencing (e.g., frequent practice opportunities).
4. Adjust curricular objectives into smaller instructional units (i.e., adjusts vertical sequencing).

**Timeline:** Implement the procedures as needed to support students with special needs integrated into the general education classroom.

**Monitoring:** Progress will be monitored through individual student records and school colleagues’ testimony as to usefulness of assistance and shared knowledge.

**Evidence:** Written documents, oral and written suggestions offered to general education teachers, general education teacher testimony as to assistance received from the special education teacher.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to adjust the curricula to meet the needs of the individual students by observation, student records, instructional colleague testimony and other written documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 16. Use subject-matter knowledge to make sound curricular decisions.

**Goal:** For each special needs student, the special education teacher will be able to determine the appropriate curriculum level.

**Procedures:**
Determine the appropriate curriculum level by examining student’s
1. special needs as determined through curriculum based assessment.
2. achievement.
3. readiness based on prerequisite skill attainment and developmental functioning.
4. potential, based on assessment data.
5. learning rate.
6. learning style.
7. interests.
8. past experiences.

**Timeline:**
1. Implement the procedures to determine the appropriate curriculum level prior to students being enrolled into general education or special education classrooms.
2. Review student progress on an ongoing basis and adjust the choice of curriculum accordingly.

**Monitoring:** Review individual student records and documented curriculum adjustments.

**Evidence:** Written documents, student records, curriculum created and selected.

**Standard:** Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to determine the appropriate curriculum level to meet the needs of the individual students by observation, student records, and other written documents presented by the teacher.

**Indicators of Accomplishment:**
Fully
Partially
Not accomplished
Recommended Behavior 17. Address transition needs of the student during critical transition period.

**Goal:** At least 90 days prior to the child’s third birthday, the special education teacher will be able to convene, with approval from the family, a transition planning conference among the family, the IFSP service coordinator, and other appropriate providers.

**Procedures:**
During the transition planning conference, the teacher will facilitate the:
1. Discussion about any Part B services the child may need.
2. Establishment of a transition plan.
3. Determination of the need for a full and individual initial evaluation or reevaluation.
4. Convening of the IEP team.
5. Review of the child’s program options for the period from the child’s third birthday through the remainder of the school year.

**Timeline:** The transition planning conference must occur at least 90 calendar days, and at the discretion of the parents, up to 6 months, before the child’s third birthday.

**Monitoring:** Review individual student records, supervisor observation, parent input.

**Evidence:** Written documents, student records, meeting notice, meeting notes, IFSP, IEP, parent testimony, supervisor observation.

**Standard:** Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to convene and facilitate transition planning conferences to meet the needs of the individual students by observation, student records, parent input, and other written documents presented by the teacher.

**Indicators of Accomplishment:**
Fully
Partially
Not accomplished
Recommended Behavior 17. Address transition needs of the student during critical transition period.

**Goal:** For each student requiring special education transitioning to the middle school level, the elementary special education teacher will work collaboratively with the middle school special education teacher to ensure a successful student transition.

**Procedures:**
1. Determine who the middle school teacher will be for the individual student.
2. Convene a transition staffing, including the middle school teacher, to develop a transition IEP.
3. Write an IEP to meet the student’s needs in the elementary setting and reflect the transition needs and support that will be necessary at the middle school level.
4. Share student strengths and weaknesses with the middle school teacher as well as successful interventions, accommodations, and modifications for the student.
5. Ensure that the student’s file is received at the middle school level.
6. Plan and conduct a visit to the middle school with the student and parents.

**Timeline:**
1. The identification of the middle school teacher will be determined prior to the transition staffing.
2. Transition staffing will occur no later than April 1 in the year prior to the student transitioning to middle school.
3. The student’s special education records will be received at the middle school in the year prior to the student transitioning to middle school.
4. A visit to the middle school with the student and parents will be conducted in the year prior to the student transitioning to middle school.

**Monitoring:** Review individual student records and documented transition efforts.

**Evidence:** Written documents, student records, transition IEPs, record of middle school visits.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to work collaboratively with the middle school special education teacher to ensure a successful student transition by observation, student records, and other written documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 17. Address transition needs of the student during critical transition period.

**Goal:** For each student receiving special education services, the special education teacher will address appropriate transition needs at the required ages of 14 and above.

**Procedures:**
1. Develop an IEP statement of the student’s transition needs that focus on the student’s course of study (such as participation in advanced-placement courses or a vocational education program) beginning at the age of 14 (or younger, if determined appropriate by the IEP team).
2. Develop an IEP statement of the student’s needed transition services (including, if appropriate, a statement of the interagency responsibilities or any needed linkages) at the age of 16 (or younger if determined appropriate by the IEP team).
3. Include within the statement of needed transition services a coordinated set of activities (designed in an outcomes oriented process) in the areas of continuing or postschool education, vocational training, integrated employment, adult services, independent living, or community participation.
4. Base the coordinated set of activities on the needs of the student as well as their interests and preferences.
5. Include within the coordinated set of activities the areas of: instruction, related services, community experiences, employment, adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational education.

**Timeline:** Procedures will be completed for each student age 14 and above.

**Monitoring:** Review individual student records and documented transition services.

**Evidence:** Written documents, student records.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to address appropriate transition needs at the required age timelines for individual students through observation, student records, and other written documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
Recommended Behavior 18. Demonstrate employee responsibility.

**Goal:** Throughout the school year, the special education teacher will be able to uphold the CEC Code of Ethics.

**Procedures:**
1. Be committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Promote and maintain a high level of competence and integrity in practicing their profession.
3. Engage in professional activities, which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Exercise objective professional judgment in the practice of their profession.
5. Strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Work within the standards and policies of their profession.
7. Seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

**Timeline:** The Code of Ethics will be upheld at all times.

**Monitoring:** Progress will be monitored through individual student records, peer, student, and family testimonies, supervisor observation.

**Evidence:** Written documents, student records, observations, testimonials.

**Standard:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to uphold the CEC Code of Ethics by observation, peer, student, and family testimonials, student records, and other written documents presented by the teacher.

**Indicators of Accomplishment:**

- Fully
- Partially
- Not accomplished
**Recommended Behavior 18. Demonstrate employee responsibility.**

**Goal:** Throughout the school year, the special education teacher will be able to manage conflict.

**Procedures:**
When confronted with a difficult situation with a student or a peer, the teacher will:
1. Be a calming force by providing an objective or neutral point of view.
2. Listen actively and use wait-time to respond.
3. Analyze the conflict to help clarify the specific problem.
4. Use neutral language.
5. Separate the person from the problem.
6. Agree to disagree.
7. Create a balance of give and take.
8. Be proactive in finding solutions.

**Timeline:** The procedures will be used each time the teacher is confronted with a conflict as appropriate.

**Monitoring:** Progress will be monitored through peer, student, and family testimonies, supervisor observation.

**Evidence:** Observations, testimonials, video and oral tapes.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to manage conflict through observation, peer, student, and family testimonials, oral and video tapes, and other documents presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
**Recommended Behavior 18. Demonstrate employee responsibility.**

**Goal:** Throughout the school year, the special education teacher will be able to demonstrate effective leadership skills.

**Procedures:**
1. Listen openly to others.
2. Show an appreciation of others’ contributions.
3. Offer and accept constructive suggestions.
4. Follow through on commitments.
5. Create a trusting and open climate.
6. Help others to be successful and to feel empowered.

**Timeline:** The procedures will be followed on a daily basis.

**Monitoring:** Progress will be monitored through peer, student, and family testimonies, supervisor observation, and task completion.

**Evidence:** Written documents, observations, testimonials, written documentation.

**Standard:** Please check one or more of the following:
- District policy
- Building procedures
- Research-based model
- Other (please specify)

**Appraisal Method:** The evaluator will critique the teacher’s ability to demonstrate effective leadership skills through observation, peer, student, and family testimonials, and other documentation presented by the teacher.

**Indicators of Accomplishment:**
- Fully
- Partially
- Not accomplished
BIBLIOGRAPHY


Barkley, S. G., Cohn, R. (1999). Professional growth plans offer alternative to teacher checklists. The School Administrator, 9, 44.


Iowa Department of Education. (2002). *The annual condition of education report.*


Doctoral dissertation, Iowa State University, Ames.


Kayona, F. A. (1999). *A factor analysis of K–12 students feedback items and the association of these items to criterion-referenced test in reading, language arts and mathematics.*

Doctoral dissertation, Iowa State University, Ames.


National Association for State Directors of Special Education. (2001). *Qualified personnel*.


ACKNOWLEDGMENTS

While I certainly want to acknowledge everyone that has supported and guided me through this journey, it is literally not possible. It is not possible because the support I received was provided in so many ways from suggestions on how to improve to a kind word or smile. All will be forever imprinted in my memory.

First and foremost I want to thank my sons, Trevor and Kevin. Without their love, support, and patience I would not have persevered. They are my life and my inspiration. I want to thank my parents for their lifelong support: my mom to this day and my dad now from heaven above. To my entire family, I will never forget the support I received from my brothers and sisters.

Special thanks to Dr. Richard P. Manatt. His constant support and encouragement provided the determination I needed to complete this awesome endeavor. In addition, I would like to thank all members of my program of study committee: Dr. Pat Carlson, Dr. Carla Peterson, Dr. William K. Poston, Jr., and Dr. Janice Walker.

I do not believe one can accomplish anything of this magnitude without encouragement and support from colleagues and friends. I would like to thank Cassandra, Curtis, Wendy, Susan, Greg, Tim, Kevin, Lynn, and Jan for their support and most importantly their sense of humor throughout this process.