

NAME: _____

LEGENDS Indicators	Indicator Description	Not Met	Developing	Proficient	Exceeds
1.1	Demonstrates an understanding of how children/adolescents learn, develop and how they are impacted by disability.				
1.2	Designs and implements developmentally appropriate instruction.				
2.1	Makes appropriate and timely provisions for individual students with particular learning differences or needs.				
2.2	Incorporates strategies of communication and language development into planning and instruction to support academic and social communication.				
3.1	Organizes, allocates, and manages the resources of time, space, and attention to create effective learning				
3.2	Communicates with students in ways that respect unique needs to create a positive classroom climate.				
3.3	Establishes and monitors elements of a safe and productive learning environment including expectations, routines and organizational structure.				
4.1	Maintains deep knowledge of content standards and learning progressions appropriate for the discipline(s), setting(s), and student level(s) (e.g., cognitive, developmental, social/emotional) s/he teaches.				
4.2	Integrates relevant content to build on learner's background knowledge, culture, and experiences.				
4.3	Engages students in learning experiences in the discipline(s) taught that encourage learners to understand, question and analyze ideas from differing perspectives so that they master the content.				
5.1	Engages learners in applying content knowledge to relevant issues to encourage interdisciplinary connections appropriate for student's cognitive and developmental level.				
5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.				
5.3	Engages learners in activities that encourage generalization of skills across settings.				
6.1	Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.				
6.2	Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.				
6.3	Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.				
7.1	Designs learning experiences aligned to content standards and students' cognitive, academic and social/emotional				
7.2	Evaluates and adjusts plans based on student outcomes.				
7.3	Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.				
7.4	Uses IEP data to inform instructional planning, decisions and practices.				
8.1	Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)				
8.2	Uses available media and technology to support content and skill development.				
8.3	Uses a variety of instructional strategies to support and expand learners' communication with various audiences.				
8.4	Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.				
9.1	Engages in ongoing learning opportunities to develop and apply knowledge and skills.				
9.2	Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.				
10.1	Ensures each required participant is invited to and attends IEP meeting(s), proper excusal procedures are executed.				
10.2	Establishes a clear connection between all components of the IEP and placement for each student.				
10.3	Maintains data on current performance levels that is comprehensive and addresses all areas of need for each student.				
10.4	Facilitates IEP meetings that solicit input from parents and students; develops IEPs that document and consider all parent/guardian/student concerns, and documents meeting minutes that clearly reflect discussion and include rationale for decisions.				
11.1	Adheres to procedural requirements and timelines regarding student eligibilities, re-evaluations, and IEPs.				
11.2	Collaborates and communicates with all members of a student's team, including parents/guardians, related service providers, teachers, and other school staff on all aspects of the student.				
11.3	Creates, implements, and regularly updates effective Behavior Intervention Plans for students with behavioral needs, including facilitating the completion of Functional Behavioral Assessments when needed.				

Special Education

Observation	Date	Comments
#1		
#2		