Possible Guiding Questions:
Conversations Between Principals and Teachers

ROLE: Special Education-Learning Support

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a "checklist" to be followed. They are provided solely as a resource.

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy	**Possible Guiding Questions:** • What forms of assessment do you utilize to collect data to determine the Present Levels of Educational and Functional Performance of your students? *Teacher uses ongoing curriculum based assessment. Teacher employs consistent assessment schedule to monitor student progress.* • How do you set IEP goals and/or determine short term objectives that are aligned with content state standards and with your student's present educational levels? *Teacher is knowledgeable of state and national curricular standards. Teacher applies standards when formulating annual and short term IEP goals and objectives.* • How do you differentiate and individualize instruction to meet the specific needs for your students? *Teacher utilizes data from curriculum based assessments to develop appropriate instruction to meet the student's current level of functioning.* • What resources do you use, beyond the curriculum and teacher edition of a textbook? *Teacher uses outside resources (local newspaper, award-winning literature. Teacher is familiar with and able to guide students in appropriate use of technology and internet resources.*
1b: Demonstrating knowledge of students	**Possible Guiding Questions:** • How do you develop differentiated instruction to meet the individual needs of your students? *Teacher uses knowledge of student's current educational levels and academic performance. Teacher identifies individual students learning styles, strengths and needs. Teacher aligns instruction to incorporate student's background, language and interests.* • What is your plan for learning about each student's background, culture, language and interests? *Teacher reads individual students records including evaluation reports, IEP's, social welfare and guidance counselor reports and previous academic records. Teacher enables students to complete interest inventories.* • How do you use background information on students to form instruction and student learning? *Teacher collaborates with students and families to complete self-administered surveys, to determine learning styles and perceived strengths and challenges. Survey information is evident in planning and student outcomes.*

Domain 1: Planning and Preparation

1c: Setting instructional outcomes	**Possible Guiding Questions:**

* What specific educational outcomes have you identified for the students in your class? *Teacher formulates differentiated instructional outcomes for each student based on the individual's current academic performance in conjunction with their identified learning disabilities.*
* How did you identify specific outcomes for the students in your class? *Teacher developed differentiated outcomes linked to state standards and student's IEP goals and objectives.*
* Are your identified outcomes consistently differentiated, based on the individual student's instructional level and learning disability? *Teacher is able to verify the appropriateness of the differentiated outcomes by using ongoing curriculum based and standards based assessments.*

1d: Demonstrating knowledge of resources	**Possible Guiding Questions:**

* What resources are you using to assist the student in achieving their IEP goals and objectives? *Teacher utilizes curriculum based materials and a wide-range of supplemental materials and technology i.e. Smart boards, interactive websites, and document cameras.*
* What additional professional development do you participate in to enhance your instructional program? *Teacher regularly participates in in-service days, online webinars and graduate level instruction. Teacher utilizes professional resources i.e. memberships in professional organizations such as the PA Council for Exceptional Children, professional websites (dww.gov), special education journals, and attendance at special education conferences.*

1e: Designing coherent instruction	**Possible Guiding Questions:**

* How do you provide differentiated instruction while ensuring coherent instructional design? *Teacher presents lessons with varied learning arrangements. Lessons are fluid and organized based on the student's skill levels.*
* How do you use different learning modalities to encourage coherent instruction and

	student achievement? *Teacher collaborates with the students to use multiple modalities and higher level thinking skills to create coherent differentiated instruction.*
1f: Designing student assessment	**Possible Guiding Questions:** • How do you ensure that your assessments are aligned to state standards, instructional outcomes and IEP goals and objectives? *Teacher collects assessment data linked to the IEP's of the students.* • How do you collaborate with your students to develop accurate self-assessment? • Students are active participants in ongoing rubric-based assessments. Students help identify future goals in the instructional process.

Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport	**Possible Guiding Questions:** • How do manage challenging student defensive behaviors? *Teacher uses positive behavior management. Teacher adapts and adjusts instruction to meet the needs of students with learning disabilities.* • How do you reinforce positive student attitudes*? Teacher recognizes the challenges that learning disabled students face. Teacher uses consistent positive behavior management system in conjunction with a consistent program of recognition for student accomplishment.* • How do you collaborate with students to create an atmosphere of respect and teach student accountability? *Teacher demonstrates caring and respect towards students. Teacher acknowledges individual student differences, interests and personalities. Teacher uses a consistent classroom management plan of positive and negative consequences along with student self-monitoring to foster student accountability.*
2b: Establishing a culture for learning	**Possible Guiding Questions:** • How do you create a culture for learning with high expectations for all students? *Teacher conveys high expectations for student learning for all students. Teacher models making improvements to student work such as adding details, making revisions, and through peer and teacher conferencing.* • What do you do to ensure that students value learning? *Teacher models and communicates a passion for the subject matter. Teaching and learning is based on a variety of authentic, real-world work and connects across disciplines. Students complete written or verbal reflections on their work that attributes their success to their efforts.* • How do you effectively recognize student effort and persistence to a task? *Teacher establishes a consistent management plan that recognizes and rewards student effort and achievement.*
2c: Managing classroom procedures	**Possible Guiding Questions:** • What do you do to maximize student time on task? *Teacher creates clear classroom*

routines and procedures.

- What routines have you incorporated to ensure smooth transitions? *Teacher has a consistent classroom procedure to aid students with transitions. Teacher incorporates multi-modality signals to alert students to upcoming changes.*
- How do you ensure that students begin to self-monitor their progress in making transitions? *Teacher sets up consistent program that provides opportunities for students to master and use self-monitoring techniques to make appropriate transitions.*

2d: Managing student behavior

Possible Guiding Questions:

- How do you promote positive student behavior in your classroom*? Teacher designs and implements a positive behavior management plan that provides consistent positive and negative consequences for student choice.*
- How do you prevent student misbehavior? *Teacher designs and implements consistent program that encourages and reinforces positive student behavior and provides consistent, realistic and relevant negative consequences for student's inappropriate behavior.*

2e: Organizing physical space

Possible Guiding Questions:

- How do you determine the organization of your classroom to best support learning for all students? *Teacher ensures that physical barriers, such as portable chalkboards or dividers do not interfere with student learning. Technology is appropriately used to enhance learning. The teacher's position and movement within the classroom are conducive to student learning. Teacher groups students in a manner that best supports their learning.*

Domain 3: Instruction

3a: Communicating with students	**Possible Guiding Questions:** • How do you effectively communicate with all students? *Teacher communicates in a method appropriate to each student based upon their communication needs. Teacher uses appropriate grammar and instructs with correct content vocabulary.* • How do you effectively communicate lesson objectives so that students are able to explain what they are learning? *Teacher collaborates with students in the development of lesson objectives and sets a purpose for learning, prior to instruction. Teacher solicits student questions/asks students to activate their knowledge by explaining what they know about the lesson and by developing questions they would like to have answered in the lesson.*
3b: Using questioning and discussion techniques	**Possible Guiding Questions:** • What questioning techniques do you use to ensure critical thinking? *Teacher asks questions that require higher cognitive challenge such as open-ended and multiple response questions. Teacher provides opportunities for students to create and ask higher level questions and engage in peer debates and discussions.* • What questioning techniques do you use to ensure all students answer questions and participate in class discussions? *Teacher uses a variety of questioning methods such as scaffolding and think-pair-share, and allowance for appropriate wait time.*
3c: Engaging students in learning	**Possible Guiding Questions:** • How do you ensure that all of the students are intellectually engaged in the lesson? *Teacher uses a variety of instructional materials and resources beyond the textbook. Teacher designs lessons with critical questions to be answered through active student engagement, student self-assessment, and explanation and reflection of their understandings. To facilitate learning, teacher utilizes varied arrangements such as whole group, partners/cooperative learning and paces the lesson to match the IEP based needs of the students.*

Domain 3: Instruction

3d: Using assessment in instruction	**Possible Guiding Questions:** • How do students know what high quality work looks like*? Teacher models high quality work for the academic tasks assigned.* • What types of instruction and assessments do you utilize to monitor student learning and gain evidence of student understanding? *Teacher uses assessments that are aligned with IEP present levels, goals and objectives. Teacher uses progress monitoring, guided practice, independent practice, choral responses and other formative assessments to determine whether students understood the lesson.* • How do you effectively provide feedback to your students? *Teacher provides global and individualized feedback. Teacher circulates the room and provides specific feedback to students as they complete the task. Teacher provides timely feedback on student's completed work.* • How do students evaluate their own work? *Students follow a rubric and guided checklist as they complete their assignment. Students evaluate their work against the rubric and provide a verbal or written reflection of their work that includes specific ideas of how they could make improvements.*
3e: Demonstrating flexibility and responsiveness	**Possible Guiding Questions:** • What do you do when a student is not making adequate progress towards their IEP goals and objectives? *Teacher reviews student's strengths, needs and preferred modalities for learning. Teacher reviews student self-assessment and teacher assessment, including progress monitoring. Teacher reviews, reflects upon and then adjusts the student's academic program, including instructional techniques and strategies and revises the IEP goals, objectives and supports as necessary and appropriate.*

Domain 4: Professional Responsibilities

4a: Reflecting on teacher and student learning

Possible Guiding Questions:

- How do you know if a lesson has been effective? *Teacher utilizes and reflects on assessment data and student feedback/student surveys to evaluate the lesson's instructional outcomes. Teacher reflects on the lesson and notes multiple strategies on how to adjust and improve future lessons.*

4b: System for managing students' data

Possible Guiding Questions:

- How do you accurately maintain student data and analyze student progress? *Teacher maintains an accurate and timely account of student assignments and assessments through report card grades and progress reports on student's goals and objectives as listed in their IEP. Teacher uses electronic spreadsheets and databases for item analysis and to individualize instruction.*
- How do you collaborate with students so that they can maintain data and analyze their progress? *Teacher systematically shares reports of progress with students. Students build portfolios of their work, graph their progress i.e. students graph how many words they read correctly within one minute or the number of math facts they can answer correctly within one minute. Students explain how they are progressing towards their goals.*

4c: Communicating with families

Possible Guiding Questions:

- How do you communicate information about the instructional program and student progress to parents? *Teacher has set methods to regularly communicate information to inform parents about the instructional program. Examples can include: Class newsletter, teacher/class webpage, weekly work folder, email, and regular good phone calls home. Teacher provides individual student progress via phone conferences or in-school conferences.*
- How do you ensure effective family communications? *Teacher maintains current contact information for all parents. Teacher invites parents/guardians to IEP meetings, parent/teacher conferences and open houses. Teacher responds to parent concerns and questions in a professional and timely manner. Teacher considers families' cultural*

Domain 4: Professional Responsibilities

	backgrounds and norms.
	• How do you engage families to promote student achievement? *Teacher enlists parent support and participation in student learning. Teacher provides opportunities for parents to participate in learning activities.*
4d: Participating in a professional community	**Possible Guiding Questions:**
	• What do you do to develop positive relationships with your colleagues and supervisors? *Teacher participates in a Professional Learning Community; school and district events and projects. Teacher collaborates with other teachers to monitor and communicate student progress. Teacher collaborates with the IEP team to prepare and implement IEP's for student with learning disabilities.*
	• How do you take leadership in your professional community? *Teacher initiates and implements changes in educational programs such as serving on school-based committees and professional organizations, such as the Pennsylvania Council for Exceptional Children.*
4e: Growing and developing professionally	**Possible Guiding Questions:**
	• What are you doing to grow professionally? *Teacher participates in professional development days and continuing education courses. Teacher initiates action research and shares, knowledge, data and outcomes with supervisors and colleagues. Teacher provides professional development for colleagues.*
4f: Showing professionalism	**Possible Guiding Questions:**
	• How have you used your professional knowledge to lead your colleagues and help them develop their skills? *Teacher leads in-service programs for colleagues to expand their understanding and acceptance of students with disabilities.*
	• How do you advocate for your students? *Teacher ensures that all staff has clear communications regarding student needs and challenges. Teacher helps create and implement a coordinated approach to student support and instruction. Teacher models*

high expectations for learning of all students and ensures that opportunities are offered for all students.