



“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*



## Let's get to know each other

- On a post-it note, write your biggest concern related to TPGES with Special Educators

- Are you currently evaluating special educators?
- Are you supporting district PGES training?



## CEC Position on TPGES

Special Educators should use the same evaluation system as general educators

- Task Group members had no trouble connecting the work of Special Educators with the TPGES Domains and Components
- The descriptions in the Elements and Performance Indicators of the FFT did not seem descriptive of what might be observed in a Special Educator's work.



## TPGES for Special Educators Task Group Background

- Align CEC Initial Preparation Standards to the four domains of the FFT
- Instruction Connections Document developed
  - Danielson Group resources
  - ASCD resources
- Field Testing followed by evaluator/evaluatee surveys



## An Introduction to the Instruction Connection

### Instruction Connections For Special Educators:

*A Crosswalk between  
CEC Initial Special Education Individualized General Curriculum Standards  
& Kentucky Framework for Teaching*



KYFFT Domain and Component	EEL Domain: Component		CEC Standards		CEC Standards aligned to the KYFFT Domain & Component
KDE Tools, Websites, Texts, etc. related to the Domain & Component	Domain 1.C. Setting Instructional Outcomes		IEC1.K5. Common ethics and the impact of sensory exceptionalities on learning and experience IEC1.K.11. Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development IEC1.S.55. Sequence, implement, and evaluate individualized learning objectives		
Elements combine CEC Standards and KYFFT to clarify the Performance Level Indicator	Resources		Task analysis templates (x) Progression documents **Last element is incorporated into other elements in this Instruction Connection		
	Ineffective	Developing	Accomplished	Exemplary	Single Word Performance Level Indicator used for self-reflection and evaluation
	<ul style="list-style-type: none"> <li>Teacher rarely inconsistently task analyzes specially designed instruction to determine what is rigorous so students can meet their individual outcomes</li> <li>Teacher is unaware of learning outcomes</li> <li>Teacher provides specially designed instruction that is not balanced in design to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently task analyzes specially designed instruction to determine what is rigorous so students can meet their individual outcomes</li> <li>Teacher develops written broad learning outcomes</li> <li>Teacher develops specially designed instruction that focuses on factual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teacher task analyzes specially designed instruction to determine what is rigorous so students can meet their individual outcomes</li> <li>Teacher develops clear written individualized learning outcomes</li> <li>Teacher develops specially designed instruction that incorporates metacognitive process and strategies that can help students transfer knowledge in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>Teacher task analyzes specially designed instruction to determine what is rigorous and plans for scaffolding of sequenced direct and/or explicit instruction so students can meet their individual outcomes</li> <li>Teacher develops and communicates clear, concise individualized learning outcomes</li> <li>Teachers collaborate with students and other stakeholders to develop specially designed instruction that incorporates metacognitive process and strategies that can help students transfer knowledge in a variety of settings</li> </ul>	
Questions to guide pre/post-conference and self-reflection	Artifact		Artifact or the Observable behavior to support the Domain & Component		
	Individualized program monitoring data and aligned Reporting of Progress		Lesson Plans/IEP		
	IEP goals are written to reflect students' needs and the characteristics of the disability				
	Questions				
	What are some ways you have used students' progress monitoring data to inform instructional practice?				
	Describe how your understanding of characteristics of disabilities impacted your professional practice?				
	Describe how students are receiving specially designed instruction as documented on their IEP?				
	How are you connecting developmentally appropriate IEP Goals to grade level expectations (i.e. IECAS, Program Review Documents)?				
	In what ways have you used the IEP and Lesson Plan Development Handbook to plan Specially Designed Instruction?				

TPGES Task Group December 2014

DRAFT

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## The Danielson Group Conference Building Educator Expertise with the Framework for Teaching

- Topics
  - The Framework and Special Education
  - Professional Conversations to Advance Practice
  - Making Seamless Connections Between Teacher Prep and K-12 Teaching
  - Connecting the Common Core to the Framework for Teaching
  - Observation Skills and Walkthroughs
  - Student Engagement
  - Recent Validation Research Involving the Framework



## GRREC PGES Summit 2015

- July 23-24, 2015
- Keynote Presentations
  - 7/23 Teresa Lien of the Danielson Group
    - Special Education and Framework for Teaching
  - 7/24 Russ Quaglia of the Quaglia Institute for Student Aspirations
    - Student Voice and Student Aspirations
- Variety of Breakout Sessions
  - Flyer will be sent via email soon.

