

# Quality Indicators for Delivering Specially Designed Instruction

Role: General Educator

Model Of Support	Quality Indicators	In Place	Developing	Not In Place
Advance Support	1. A regular time has been identified for meeting with special educator supporting student.			
	2. Lesson plans are shared regularly with special educator along with an overview of standards being addressed in each subject.			
In-Class Support: Support Facilitation	3. A regular time has been identified for meeting with special educator supporting student.			
	4. Lesson plans are shared regularly with special educator along with an overview of standards being addressed in each subject.			
	5. Discuss ways to use special educator/paraeducator actively in the classroom to provide SDI			
In-Class Support: Collaborative Teaching	6. Both collaborative partners are actively engaged in planning and delivering instruction with roles that maximize the success of all students.			
	7. High-yield best practice strategies for use with all students are in place in the classroom			
	8. Instruction is differentiated and regularly adjusted to meet needs of all students.			
	9. Accommodations, modifications and other specially designed instruction is delivered in the classroom.			
Specialized Support	10. A regular time has been identified for meeting with special educator to discuss grade level standards and expectations.			
	11. Review progress of students with IEPs to plan for student's return to the general classroom.			

## Role: Special Educator

Model Of Support	Quality Indicators	In Place	Developing	Not In Place
Advance Support	1. A Regular time has been identified for meeting with general educator working with student.			
	2. Unique needs of each student have been identified based upon assessment and IEP.			
	3. Needed adaptations for each student have been identified in collaboration with general educator.			
In-Class Support: Support Facilitation	4. A regular time has been identified for meeting with general educator supporting student.			
	5. Unique needs of each student have been identified based upon assessment and IEP.			
	6. Needed adaptations for each student have been identified in collaboration with general educator.			
In-Class Support: Collaborative Teaching	7. Discuss with general educator ways for special educator/paraeducator actively in the classroom to provide SDI.			
	8. Prepare plans and materials for small group work as needed.			
	9. A process for communicating with paraeducator related to plan for SDI.			
	10. Measure student progress toward IEP goals.			
Specialized Support	11. A Regular time has been identified for meeting with general educator working with student.			
	12. Instructional plans are reviewed regularly to ensure alignment with grade level standards			
	13. Unique needs of each student have been identified based upon assessment and IEP.			
	14. Specialized support setting has been designed to align with expectations for the grade level			
	15. Progress of individual students is periodically reviewed with general educator to plan for their return to general education			
	16. A process for communicating with paraeducator related to plan for SDI is in place.			

## Role: Paraeducator

Model Of Support	Quality Indicators	In Place	Developing	Not In Place
In-Class Support: Support Facilitation	1. Plans and expectations for classroom activities are reviewed weekly.			
	2. Plan for SDI for specific students has been reviewed and is implemented			
	3. Instructional plan for classroom is implemented			
	4. Accommodations and modifications are implemented per SDI plan for each student			
	5. Regular collaboration occurs with both general and special educators to report student progress on IEP goals			
Specialized Support	6. Plans and expectations for classroom activities are reviewed weekly.			
	7. Plan for SDI for specific students has been reviewed and is implemented			
	8. Instructional plan for classroom is implemented			
	9. Accommodations and modifications are implemented per SDI plan for each student			
	10. Regular collaboration occurs with special educators to report student progress on IEP goals.			