

Standard II: Teachers establish a respectful environment for a diverse population of students

Element IIa : Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Proficient	<i>Big Idea: EC Teachers encourage an environment that is inviting, respectful, supportive, inclusive and flexible. They show compassion for the students. They show respect and value of all students, and respect confidential issues and goals. They provide an emotionally safe environment for students to make mistakes and ask for help.</i>
<input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment	<ul style="list-style-type: none"> Consistently uses PBIS Creates a safe environment that allows students to take risks and learn from mistakes Encourages students to be understanding of differences and welcomed to the classroom regardless of setting Models respect through all forms of communication Sets clear expectations for mutual respect among students, staff, and parents Provides opportunities for students to consult with appropriate staff Acknowledges effort and progress of students who demonstrate improved behavioral and/or academic performance Creates lesson plans that are differentiated to meet the unique needs of the student
<p>Element IIb: Teachers embrace diversity in the school community and the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.</p>	
Proficient	<i>Big Ideas: EC teachers select materials that incorporate all learning styles. They recognize the personality of each student and consider their points of view. Teachers encourage participation in learning regardless of learning style. Integration of acceptance and acknowledgement of cultural differences and diversity of students' backgrounds.</i>
<input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their role in shaping global issues.	<ul style="list-style-type: none"> Promotes tolerance and sensitivity towards the acceptance of differences Explains how different cultures shape the world Shows open mindedness and understanding of different cultures and family dynamics in conversations with students and parents Problem solve with students with issues arise around culture and diversity (<i>Consider peer mediation models</i>)

<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<ul style="list-style-type: none"> • Promotes sensitivity towards and acceptance of differences • Explains how different cultures shape the world • Recognizes behaviors that are influenced by cultural differences • Provides opportunities for students to share similarities and differences in their cultures • Engage students in activities that highlight problem solving activities to promote acceptance and tolerance (<i>i.e. regular and virtual field trips to landmarks of historical value</i>)
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Element IIc: Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

Proficient	<i>Big Ideas: EC Teachers develop new IEP goals yearly and have data to reflect progress. EC teachers share IEP goals and data with others and include students in monitoring progress. They support the curriculum, encourage and seek ways to allow student participation regardless of the disability.</i>
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<input type="checkbox"/> Communicates high expectations for all students.	<ul style="list-style-type: none"> • Encourages students to attempt difficult tasks • Communicates high expectations for all students • Utilizes rubrics with clear expectations and standards • Uses students' interests to guide development of lessons • Expresses to students the connection between effort and achievement • Provides students with data collection tools to monitor their own academic and behavioral progress • Shares behavioral goals and behavioral plans with staff when applicable • IEP goals are appropriate and unique to that student and are supported by recent data for information on the <i>PLAAFP</i> (Present Level of Academic and Functional Performance)
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Element IId: Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Proficient	<i>Big Ideas: EC Teachers collaborate with other teachers. They engage students and ensure they meet the needs of their students through effective models of instruction (Co –teaching, pull out, other research based methods). EC teachers evaluate the effectiveness of the model of instruction and adjust it to maximize student performance and growth.</i>
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<input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.	<ul style="list-style-type: none"> • Collaborates with OT, PT, SLP and other related service staff as needed • Collaborates with regular education teachers • Meets with Behavior Support Staff to discuss, develop and review behavioral plans, behavioral management systems, and IEP's • Participates in Behavior Support Services meetings and staff development opportunities • Involves Behavior Support Staff in IEP meetings when appropriate • Involves other EC Lead Staff in IEP meetings when appropriate
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	<ul style="list-style-type: none"> • Ensure good communication and professional trust through the adherence to schedules with regular education teachers
<input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	<ul style="list-style-type: none"> • Uses research based programs (Foundations Double Dose, Wilson, Just Words, SRA, Number Worlds, TransMath, etc.) • Co-teaches in the inclusive environment • Follows IEP and progress monitors goals • Implements principles of PBIS in the school setting • Incorporates social skills curriculum in daily lessons • Arranges IEP team meetings to explore participation in less restrictive settings as students make behavioral , academic and/or functional progress in current settings
Element IIe: Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents, or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.	
Proficient	<i>Big Ideas: EC Teachers improve communication and collaboration between the school and parents. They promote trust, understanding and build partnerships with others by communicating student needs in a timely manner.</i>
<input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	<ul style="list-style-type: none"> • Engages in positive/professional communication with parents • Exhibits professionalism at IEP meetings • Supports positive interactions between regular education teacher and parents • Explores community resources to help students • Schedules time for parents and community agency representatives (e.g. mental health providers) to visit the classroom and meet with staff • Collaborates with private providers and agency representatives to enhance utilization of resources for the student and family • Consistently shares data of behavioral , academic and/or functional progress with parent