

Design Question 1: What is the professional doing to help establish and communicate learn goals, track progress, and celebrate success?

Elements	SSAP Teachers		
Communicates a clear learning goal (1)	<ul style="list-style-type: none"> - Interaction with students - Student intervention plans may include goals for: <ul style="list-style-type: none"> - Academic Goals - Behavioral Goals - Attendance Goals - Career Planning - Post-Secondary Education - Students can explain why the SSAP teacher is working with them 		
Establishes and monitors progress of stakeholders (2)	<ul style="list-style-type: none"> - Student case load list clearly identifies areas of support - Intervention Logs - Analysis of level of risk based on Early Warning System - Evidence of using eSembler for student intervention/support system to improve student performance 		
Acknowledges and celebrates progress based on current status and knowledge gained relative to the learning goal (3)	<ul style="list-style-type: none"> - Meets with students to identify success - Communicates with parents regarding evidence of successes - Review progress with stakeholders 		

Design Question 2: What is the professional doing to help stakeholders effectively interact with new knowledge?

Elements	SSAP		
Begins session by explaining why information is important (6)	<ul style="list-style-type: none"> - Observation of student/teacher interactions - Evidence of review of data with the student and/or parents when starting the program - Evidence of parent letters regarding importance of the program/support services offered. 		
Organizes stakeholders to allow for processing of new information (7)	<ul style="list-style-type: none"> -Student intervention logs -Evidence of scheduled meetings -Evidence of use Early Warning System (EWS) indicators to identify and group students by type of support or interventions needed 		
Provides activities to link new content (8)	<ul style="list-style-type: none"> -Interventions are consistent with identified areas of need - Students brainstorm possible solutions/ options for addressing areas of concern -Students link areas of concern with desired outcomes/expectations 		

<p>Breaks the information into small chunks (9)</p>	<ul style="list-style-type: none"> -Helps students/parents identify major goals and helps them divide these into smaller steps to achieve the goal for: <ul style="list-style-type: none"> GPA Attendance Grades Behavior Credits - Evidence of problem-solving with students/parent for selection of interventions 		
<p>Engages stakeholders in summarizing activities (10)</p>	<ul style="list-style-type: none"> - Students are able to explain their intervention plan - Students are able to describe the areas on which they are off track - Students are able to explain the supports they need to be successful (self-advocate) 		

Design Question 3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?

Elements	SSAP Teacher		
<p>Uses specific strategies to review important information (11)</p>	<p>-Students describe areas in need of improvement</p> <p>- Students identify how they can become “on track” through: classroom assignment organization skills self control study skills self advocacy</p>		
<p>Groups stakeholders to facilitate practice and deepening of knowledge (12)</p>	<p>-Evidence of how GEP/SSAP Teachers group students based on levels of support needed (individual and groups)</p> <p>-Active participation in meetings with colleagues to clarify areas of student needs.</p>		
<p>Engages stakeholders in identifying and addressing barriers to progress and/or misconceptions (13)</p>	<p>-Active participation in meetings to clarify and discuss areas of student needs and support</p> <p>-Evidence of use Early Warning System (EWS) to re-focus areas of interventions</p> <p>- Evidence of seeking input from teachers/ support staff to identify student needs</p>		

Engages stakeholders in examination of content (14)	<ul style="list-style-type: none">-Students are able to explain their academic status and areas in need for improvement.-Staff is able to identify students who are off track for promotion or graduation		

Design Question 4: What is the professional doing to help stakeholders generate and test hypotheses about new knowledge?

Elements	SSAP Teacher		
Interacts with stakeholders to determine needs (15 a)	<ul style="list-style-type: none"> -Evidence of review (with students) of data from the Early Warning System to identify “off track” areas -Students identify needed systems of support to target areas that are “off track” 		
Facilitates an activator so that the stakeholder’s identify the importance of generating/testing a hypothesis or “why” statement (15 b)	<ul style="list-style-type: none"> - SSAP Teacher assists students with generating “what-if” scenarios to promote task/goal completion - Students identify potential outcomes from staying on current “off track” vs implementing strategies to become “on track” 		
Indicates data-based decision making involving the problem solving process (15 c)	<ul style="list-style-type: none"> - SSAP Teacher interacts with students go review progress and make adjustments to the interventions, as needed - Evidence of use of: <ul style="list-style-type: none"> -Early Warning System -eSembler -Student logs -problem-solving process 		

Provides time, access, resources and guidance to stakeholders (16)	-Active participation in team, grade, faculty meetings to provide relevant information re: student needs -Evidence of parent contacts to provide relevant resources -Evidence of intervention and meeting with students, including agency referrals, community resources, etc.		
--	--	--	--

Design Question 5: What is the professional doing to engage stakeholders?

Elements	SSAP Teacher		
<p>Uses appropriate activities/learning aids and pacing techniques to engage stakeholders (17 a)</p>	<ul style="list-style-type: none"> -Teacher/student level of interaction -Student data demonstrates progress toward intervention goals - Students are actively involved in brainstorming and problem-solving activities -Staff is actively participating brainstorming and problem-solving activities for individual students in SSAP program 		
<p>Monitors and adjusts to energy levels of stakeholders (17 b)</p>	<ul style="list-style-type: none"> -Teacher/student level of interaction -Evidence of differentiated strategies/interventions to support different needs of “off track” students -Evidence of flexibility of supports provided to teachers and “off track” students. 		
<p>Uses response rate techniques to maintain engagement (18)</p>	<ul style="list-style-type: none"> -Teacher/student level of interaction -Differentiates response rates based on student’s and/or teachers’ level of engagement 		

<p>Uses cues (tone of voice, body position, level of excitement) (19 a)</p>	<p>-Use per evaluation tool, using "individual goals" rather than "content"</p> <p>- Cues are differentiated to meet social-emotional needs of students</p>		
<p>Adjusts energy level and makes personal connections to the content (19 b)</p>	<p>- Use per evaluation tool, using "individual goals" rather than "content"</p> <p>- Energy levels are differentiated to meet social-emotional needs of students</p>		
<p>Elicits and accepts varying perspectives and opinions on content, when appropriate (20)</p>	<p>- Use per evaluation tool</p>		

Design Question 6: What is the professional doing to establish or maintain procedures?

Elements	SSAP Teacher		
Involves others when developing and maintaining routines (4)	-Evidence of reinforcing school-wide rules - Students assist with developing intervention plans and/or identifying natural consequences (e.g., attendance, homework completion, classroom assignments)		
Organizing the Physical Layout of the Classroom (5)	-Evidence of collaboration with other teachers to support unique needs of students (e.g., preferential seating, proximity control, engagement, etc.)		

Design Question 7: What is the professional doing to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Elements	SSAP Teacher		
<p>Makes eye contact with all stakeholders and physically occupies all quadrants of the environment (21 a)</p>	<p>-Use per evaluation tool</p>		
<p>Recognizes potential sources of disruption and deals with them immediately (21 b)</p>	<p>-Use per evaluation tool</p>		
<p>Provides fair and appropriate verbal, nonverbal and/or written feedback when rules and/or procedures are not followed (22)</p>	<p>-Intervention logs -Evidence of feedback to or from students and parents -Individual and group interventions/support feedback</p>		
<p>Consistently and fairly acknowledges adherence to rules and procedures (23)</p>	<p>-Use per evaluation tool</p>		

Design Question 8: What is the professional doing to establish and maintain effective relationships with stakeholders?

Elements	SSAP Teacher		
Engages in discussions with stakeholders about events/interest in their lives (24 a)	-Use per evaluation tool		
Builds on stakeholders interests and demonstrates an understanding of their backgrounds (24 b)	-Evidence of development of intervention goals based on individual interests as reported through input from students, parents or student services personnel -Verbal and written responses and interactions reflect student interests and/or background		
Compliments stakeholders regarding personal and academic accomplishments (25)	-Verbal and written responses and interactions reflect personal and academic accomplishments of the student		
Uses humor, smiles, and proximity when appropriate (25)	-Use per evaluation tool		
Interacts with stakeholders in a calm controlled fashion (26 a)	-Use per evaluation tool		

Does not exhibit extremes in positive or negative emotions (26 b)	-Use per evaluation tool		
Communicates effectively with stakeholders (26 c)	-Use per evaluation tool		

Design Question 9: What is the professional doing to communicate high expectations for all stakeholders?

Elements	SSAP Teacher		
Provides nonverbal indicators, indicating value and respect (27 a)	-Use per evaluation tool		
Provides verbal indicators of value and respect (27 b)	-Use per evaluation tool		
Breaks information/questions into smaller parts and adapts content/context to meet the needs of all stakeholders, as needed (28 a)	-Use per evaluation tool		
Corrects misunderstood information in a constructive and supportive manner (28 b)	-Use per evaluation tool		
Checks for understanding (28 c)	-Use per evaluation tool		
Clarifies information, as needed (28 d)	-Use per evaluation tool		