

NLC Quality Indicators for Setting III Classrooms
Teacher's Name/Year

Component I. Environmental Management: The systematic use of resources, physical factors and organizational and communication schema to structure students' total environment for the purpose of providing necessary support and control.

	5	4	3	2	1
<p>A. Classroom organization and management support of functional behaviors.</p> <p>There are predictable class routines. Transitions are accomplished smoothly and efficiently. Exemplars of good student work are displayed in the room. Visual cues for good practice of procedures are displayed in the room. An organizational system is evident for making assignments.</p>	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
<p>B. Resources are adequate, appropriate personnel with expertise in instruction, behavior, and emotional needs are adequate and appropriate for program</p> <p>Personnel are available to maintain group instruction, provide emotional support and behavioral management to individuals as needed without undue interference of group or classroom instruction. A variety of materials representing a range of ability levels have been selected for content subjects, basic skills and affective purposes.</p>	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
<p>C. Physical space/layout is used intentionally to support students' emotional/behavioral needs.</p> <p>Physical space that is free from distracting stimuli is readily available. Students can remove themselves to a private space for personal regrouping. There is physical calming space where students can be contained for their own or others' safety. Seating is arranged preferentially for proximity control. The teacher has easy visual access to students in the classroom at all times. The teacher is physically accessible to the students.</p>	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
<p>D. The emotional climate is safe as demonstrated by students' willingness to initiate interactions for ask questions.</p> <p>Interactions between student and teacher are genuine. Students feel free to seek the teacher for support and problem-solving at non-scheduled time. Humor is used effectively to maintain perspective and create a safe, emotional climate.</p>	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
<p>E. Scheduling is done intentionally to support students' emotional/behavioral needs.</p> <p>A person who has expertise in the child's area of need has planning responsibilities and ongoing contact with the student. Schedules are arranged to structure students for success, such as scheduling for content, teachers who work best with student, and students' optimum functioning patterns. Schedules are arranged to avoid problematic times and places.</p>	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
<p>F. Communications systems facilitate support for the student in the total environment.</p> <p>There is a designated case manager to facilitate support for the student in the total environment. Effective communication systems exist between special and regular education staff to facilitate support for the student. Effective communication systems exist between special education staff and parents to facilitate support for the student. Case managers advocate for students in all environments.</p>	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable

COMMENTS/QUESTIONS

Report areas of strength:

Suggestions for improvement:

Component II. Behavior Management: Systems, including classroom management, individual management, school rules and crisis management systems to assist the student in obtaining and maintaining prerequisite behaviors for learning and to assume increasing responsibility for his/her own behavior.

	5	4	3	2	1
A. Systems for classroom management facilitate appropriate behaviors. Rules and expectations are explicit. Rules are stated positively. Some variances of behaviors are allowed based on individual level of internal control to meet rules and behavior expectations.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
B. Procedures and modifications are utilized to assist students in following the school and /or bus rules. There is a system of rewards for desired behavior. There are options for reinforcement. Rewards are realistically attainable. The consequences for students' behavior choices are clearly stated. Consequences are consistently applied. Consequences are logical and based on the severity of the behavior. The system is written.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
C. Management systems are in place for atypical and crisis situations. Management procedures are designed for atypical situations. Personnel involved in atypical management procedures are identified and their roles described.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
D. There is a system for individual behavior management to facilitate appropriate behavior. Systematic means are available to address problem behaviors that are individual to the student. Students help set own behavior goals. Students are involved in monitoring own behavior. The teacher modifies ineffective individual behavior plans to structure for success.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
E. Behavioral intervention or interactions are utilized to encourage students to be more responsible for their behavior. The teacher is aware of and uses nonverbal cues. The teacher uses nonverbal strategies to redirect problem behavior. Problem-solving strategies are used to encourage responsibility. The teacher offers behavioral choices to encourage responsibility.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
F. Behavior management systems involve key persons in the student's environment. Parents are included in behavior management systems. The principal's involvement in total behavior management system is planned for. Principal involvement is not limited to negative interactions. Involvement of other influential people in behavior management systems is clearly articulated.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable

Report areas of strength:

Suggestions for improvement:					
<u>Component III. Affective Education: Systematic instruction, the primary purpose of which is to help students acquire information, attitudes and skills that will encourage appropriate behavior and mental health.</u>					
	5	4	3	2	1
A. Students are systematically provided with information and skills regarding behavior. Direct instructions scheduled with regard to: Specific content (classes, units, a specific time) Strategic grouping Integrated with academic instruction As situations arise, they are pointed out as exemplars of content that was formally taught.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
B. Affective education covers personal, relationship and life skills. Content is comprehensive. There is content about the individual, which includes the individual: Feelings (identification and appropriate expression) Personal awareness (knowledge of self, monitoring self) Communication (active listening, assertiveness, expressing empathy) Problem-solving (negotiation, conflict) Decision-making Groups and systems Significant relationships Lifestyle choices (drugs, risk-taking, street law, suicide) Coping strategies Life planning	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
C. Curriculum is selected on the basis of individual students' needs. Student emotional/behavioral needs are/is used to determine content. Student input is sought. A well-articulated system is in place for utilizing individual students' needs and input to determine general group needs and prioritize topics for the affective curriculum.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
D. Good instructional practices are employed to teach affective education. Elements of good instruction are evident. Skills are taught interactively with high student involvement.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
E. Transference and maintenance of skills is systematically planned and taught.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
Report areas of strength:					
Suggestions for improvement:					
<u>Component IV. Individuation and Personalization: Systematic assistance and support for which the primary purpose is to help the student with personalization and internalization of information about alternative ways to behaving and viewing one's beliefs, oneself and the world.</u>					
	5	4	3	2	1

A. Students are systematically assisted in internalizing and personalizing new affective information and behavior skills. A system is in place for responding to emotional crisis. Formal (planned) systems are present to help students internalize and personalize, and are based on their experience. Informal systems are also available. As situations arise, they are used to assist students in internalizing and personalizing information and skills that were formally taught and may be applicable to a given situation.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
B. Good teaching/counseling strategies are employed to assist student in personalizing and internalizing information. Good processing strategies are evident. Student is involved interactively in the process Questions and comment acknowledge the student as a valued individual. Interaction is nonjudgmental. Students' feelings are validated.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable

Report areas of strength:

Suggestions for improvement:

Component V: Academic Systems that promote academic growth utilizing various techniques or curricula that is appropriate to the student's individual learning needs.

	5	4	3	2	1
A. A comprehensive academic curriculum is available for the student. Essential/critical skills in reading, math, language arts, and communication (writing). Content subjects: social studies, science, history, etc. Fine and practical arts: music, art, PE , vocational education, etc. Core concepts are taught that aid access to the general education curriculum. Application of information and skills to post-school environments is intentionally taught.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
B. Modifications/alternatives to the regular curriculum are provided when needed. Alternate curricula are used to re-teach information in different ways in order to ensure mastery of previously taught critical concepts and ideas. Independent studies are used to allow the student to work on regular curriculum and related topics of personal interest at own pace. Alternative curriculum is used to provide the student with a different, parallel curriculum that better meets his/her cognitive and affective needs (i.e., script writing for role-plays instead of essay writing)	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
C. Systems/structures accommodations are used to help maintain students in the least restrictive environment. Modified schedules are used to better match student needs with appropriate teachers, time or content. Co-teaching is used to increase the number of instructional approaches available to students. Modified requirements are used to structure the system for student success. Alternatives to regular evaluation procedures are used to measure student progress and performance, such as modified grading, narrative records of performance, or use of IEP objectives as measurable outcomes.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable

D. Effective instruction is provided. Instruction is delivered in a manner that increases the potential for student success. Instructional strategies are used to decrease students' frustration level and help students achieve maximum success. Instructional strategies are used to increase students' motivation level and help students achieve maximum success. Different learning approaches are accommodated. Instruction incorporates real-life experiences.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
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Report areas of strength:

Suggestions for improvement:

Component VI. Career/Life Skills/Transitions: Systems that develop skills necessary for productive, meaningful life outside of school. These systems provide the link between the skills a student gains in his/her school experience and application of those skills in the nonacademic settings.

	5	4	3	2	1
A. Students are systematically provided with information/skills necessary for life outside of school There is direct instruction with specific content regarding life outside of school. Instruction of life skills is integrated with academics. Informal instruction in life skills occurs by referencing content that was formally taught when situations arise.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
B. Curriculum is appropriate in content, level, scope and developmental sequence. Career-vocational subjects are addressed. Awareness: Elementary – Content includes discovery of why people work and the variety of occupations available. Exploration: Middle School – Content includes exploring the variety of careers that will best meet individual abilities and interests. Preparation: High School – Content includes preparation for an occupation in the areas of socialization, communication skills, job procurement and retention skills and financial management skills. Living skills are implemented to prepare students to function appropriately in domestic, recreational and community life. Domestic skills Health Transportation Citizenship Community resources Leisure, money skills Time management Housing, phone skills Other	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable
C. Effective instruction is demonstrated. The link is intentional between knowledge and skills taught inside school and application to outside life. An experimental approach is utilized by providing concrete experiences Students are taught skills in the settings in which they will be needed.	Exceptional Outstanding All Observed	Good Mostly Observed	Adequate Some Observed	Needs Improvement Few Observed	Poor Not Observable

Report areas of strength:

Suggestions for improvement: