

Overview of Visitation Concepts

General Education		
Aligned to instructional sequence of clearly defined grade level/content expectations	Ongoing assessment: Utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments	Objective: Includes a clear and explicit purpose for instruction and selects instructional materials that are of sufficient quality and scope for the lesson
Engaged: Students know the end goal, how they did, and what actions they are taking to improve	Deep: Moves beyond “what” students got wrong and answers “why” they got it wrong	Rigor: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media)
English Language Learners Setting		
<u>Free Standing ESLand/or ESL Focused Group(s) Setting</u>	<u>In Dual Language Setting</u> {applicable to all methodology, i.e. side-by-side, self-contained- roller coaster }	<u>Transitional Bilingual Program Setting</u>
Explicit language objectives in English, with the appropriate/applicable ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	Explicit language objectives in both English and second language, with the appropriate/applicable second language learner standards-based (ESL methodology)supports for comprehension in order to communicate a clear and explicit purpose for instruction.	Explicit language objectives in the class’s native language, with the appropriate ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.
Rigorous academic language used by teacher and students in English with the appropriate level of ESL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including when applicable, illustrations, charts, diagrams, audio/video and media).	Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing, through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams,
Instructional goals, directions, activities, and discussions are conducted in English, with the appropriate range of ESL scaffolds for comprehension, and are standards-based.	Instructional goals, directions, activities and discussions are conducted in English, with the appropriate range of second language learner scaffolds for comprehension, and are standards-based.	Instructional goals, directions, activities, and discussions are conducted in class's native language, with the appropriate ESL supports for comprehension, and are standards-based.
Instruction provided directly acknowledges the ESL standards and the beginning, intermediate and advanced ranges of scaffolds within its performance indicators.	Instruction provided directly and simultaneously addresses the ELA and second language development standards.	Instruction provided directly acknowledges the NLA and ESL standards; where/when applicable/appropriate.
Substantial amounts and high quality instructional materials and technology provided in English; demonstrating the beginning, intermediate and advanced range of abilities in student groups.	Equal amounts and high quality instructional materials and technology provided in both English and second language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.	Equal amounts and high-quality instructional materials and technology provided in class's native language, demonstrating the beginning, intermediate and advanced range of abilities in the student groups.

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Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress.	Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English and second language abilities to ensure student progress.	Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of class's native language and appropriate ESL variance to ensure student progress.	
Special Education			
<p>Positive Behavioral Supports & Routines provide visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for both special and general education students.</p>			
<p>Positive Classroom Climate is fostered by teachers and other staff that model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.</p>			
<p>Accessibility to space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.</p>			
<p>Engaged students are monitoring and self-correcting their own work, know the goals of each task, and feel free and are encouraged to work with other students to increase their achievement. Teachers provide direct instruction of targeted skills; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively teach vocabulary, content and strategies; use appropriate wait time for student responses; re-teach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lesson.</p>			
<p>On-going assessment including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and, as appropriate, in consideration of the IEP goals for students with disabilities.</p>			
<p>Students with disabilities in each of the classroom visitations receive:</p>			
Supplementary Aids and Services	Accommodations	Program Modifications	Specially Designed Instruction
Students, as appropriate, receive aids, services and other supports (e.g., a note taker; assignment of paraprofessional staff; study guide outlines of key concepts).	Students, as appropriate, receive adjustments to the environment, instruction or materials (e.g., instructional materials in alternative format such as large print or Braille, fewer items on each page; extra time to complete tasks) that allow a student with a disability to access the content or complete assigned tasks. Accommodations do not alter what is being taught.	Students, as appropriate, receive changes in the curriculum or measurement of learning, for example, when a student with a disability is unable to comprehend all of the content an instructor is teaching (e.g., reduced number of assignments; alternate grading system).	Students receive specially-designed instruction which means instruction adapted, as appropriate, to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

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Resource Room (RR)	Consultant Teacher (CT)	Integrated Co-Teaching (ICT)	Special Class
<p>Students receive specialized instruction in an individual or small group setting for a portion of the school day for the purpose of <u>supplementing</u> the general education or special education classroom instruction of students with disabilities (not provided in place of the student's regular academic instruction.)</p>	<p>Direct CT services are services of a special education teacher provided to an individual student or a small group of students with disabilities to adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction, so that he or she can meet the educational standards that apply to all students. Consultant teacher services are provided simultaneously with general education content area instruction.</p>	<p>Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students by both a general and a special education teacher.</p>	<p>Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.</p>
<p>Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.</p>	<p><i>CT is provided to students while they are participating in the general education class (not a pull out service)</i></p>	<p>Instruction reflects:</p> <ul style="list-style-type: none"> • clearly defined classroom roles and responsibilities. • support to individual students. <p>Curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.</p>	<p>Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.</p>
<p>Bilingual Special Education</p>			
<p>The <u>bilingual</u> special needs classroom should be viewed as a combination of the above description of transitional bilingual education (TBE) classes and the expectations for special education. Teachers and assistants must consider the proficient language of the students and the students' NYSESLAT results when providing supports to students who are English language learners and possess Individual Educational Plans.</p>			