



rivet education's

PROFESSIONAL LEARNING PARTNER GUIDE

The Students with Disabilities Badge was developed in partnership with [Sped Strategies](#) to recognize PLPG-certified providers who strongly align with best practices for serving students with disabilities. Together, we aim to elevate the quality and impact of professional learning by ensuring it supports inclusive, high-quality instruction for all learners.

Access the [Students with Disabilities Application Template](#)

Students with Disabilities Badge Rubrics

[Students with Disabilities Badge for Leaders Rubric](#)

[Student with Disabilities Badge for Teachers Rubric](#)

Students with Disabilities Badge for Leaders

Contents

[Part 1 – High-Level View](#)

[Part 2 – Detailed View](#)

Broadly speaking, the students with disabilities badge ensures that professional learning providers:

1. Prioritize equity by helping participants examine how assumptions about students with disabilities can impact instruction and student outcomes.
2. Promote effective instruction of students with disabilities by demonstrating how to leverage collaborative structures that support inclusive implementation of HQIM.
3. Equip participants to evaluate and address the needs of all students by leveraging inclusive assessment systems.
4. Equip participants to effectively utilize HQIM-embedded Universal Design for Learning techniques to support all students', including students with disabilities', access to grade-level HQIM.
5. Teach evidence-based strategies for using HQIM to teach, reteach or reinforce prior learning for all students, including students with disabilities.

Scoring Notes:

1. In order to pass a professional learning type, applicants must achieve a score equivalent to at least 70%.
2. Each item is scored on a 3-point scale. Scores are determined as follows (the OR varies by indicator):
 - Score of 2: The evidence provided meets the indicator and is high quality.
 - Score of 1: All full-point criteria are present but quality is low, OR only one of the full-point criteria is present and quality is low.
 - Score of 0: None of the criteria are present, OR ALL examples that are present are not high quality.

Part 1 – High-Level View

Indicators for High-Quality Professional Learning		
Total Indicators: 9 Minimum Passing Score: 13 out of 18 points		
SWD.L 1	Professional learning includes opportunities to reflect on biases around students with disabilities and reinforces the belief that students with disabilities should have access to rigorous, grade-level instruction .	0 1 2
SWD.L 2	Professional learning provides opportunities to reflect on the value of collaboration and the impact of strategically leveraging educator strengths in collaborative partnership.	0 1 2
SWD.L 3	Professional learning guides leaders in implementing collaborative teaching and planning structures that support inclusive implementation of HQIM.	0 1 2
SWD.L 4	Professional learning provides opportunities to reflect on the variance in how learners best demonstrate learning and the importance of monitoring progress for students with disabilities on HQIM-embedded assessments.	0 1 2
SWD.L 5	Professional learning guides leaders in implementing inclusive assessment and data analysis systems aligned with HQIM.	0 1 2
SWD.L 6	Professional learning provides opportunities to reflect on the value of student agency in the classroom and identify how offering students the UDL-aligned options and scaffolds embedded within the HQIM can increase agency for all students.	0 1 2
SWD.L 7	Professional learning increases leaders' capacity to develop teachers' use of HQIM-embedded UDL techniques through coaching, observation/feedback, and/or data analysis meetings.	0 1 2

SWD.L 8	Professional learning increases leader capacity to develop teacher skill around adapting HQIM , when required by a student's IEP , through coaching, observation/feedback, and/or data analysis meetings.	0 1 2
SWD.L 9	Professional learning increases leader capacity to implement systems and structures for reviewing and reteaching HQIM-aligned content.	0 1 2

Part 2 – Detailed View

Ongoing Implementation Support for Teachers

Total Indicators: 9

Minimum Passing Score: 13 out of 18 points

Indicator SWD.L1: Professional learning includes opportunities to reflect on **biases** around students with **disabilities** and reinforces the belief that students with disabilities should have **access** to **rigorous, grade-level instruction**.

2 points:

- Professional learning supports leaders' awareness of their assumptions about what students with disabilities are capable of and how those assumptions impact the rigor of instruction for students with disabilities, *and*
- Professional learning reinforces the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.

1 point:

Professional learning includes one of the following:

- Professional learning supports leaders' awareness of their assumptions about what students with disabilities are capable of and how those assumptions impact the rigor of instruction for students with disabilities, *or*
- Professional learning reinforces the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.

0 points:

- Professional learning does *not* support leaders' awareness of their assumptions about what students with disabilities are capable of and how those assumptions impact the rigor of

instruction, *and*

- Professional learning does *not* reinforce the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning deepens understanding of the positive impact of inclusive implementation of HQIM on all students
- Instances in which professional learning supports teachers in continued examination of their beliefs and biases around whether students with disabilities are capable of the rigorous, grade-level-appropriate work embedded in HQIM
- Instances in which professional learning references research that shows that students with disabilities can achieve at similar levels as their peers with the correct supports and opportunities for reflection on the research
- Instances in which professional learning addresses common misconceptions about students with disabilities, including the misconception that students who are academically behind cannot access grade-level content or that students with disabilities operate from a deficit
- Instances in which professional learning deepens understanding of how assumptions about students with disabilities can impact the delivery of an HQIM in a way that negatively impacts students with disabilities
- Instances in which resources and/or facilitator notes state that students with disabilities deserve high-quality instruction and access to rigorous, grade-level work and opportunities to reflect on this position
- Instances in which professional learning references research that illustrates how assumptions and biases can impact student achievement

Indicator SWD.L2:

Professional learning provides opportunities to reflect on the **value** of **collaboration** and the **impact** of strategically **leveraging educator strengths** in collaborative partnership.

2 points:

- Professional learning promotes leader belief in the value of collaboration in the classroom, *and*
- Professional learning builds leader understanding that strategically leveraging educator strengths in co-teaching partnerships improves outcomes for students with disabilities.

1 point:

Professional learning includes one of the following:

- Professional learning promotes leader belief in the value of collaboration in the classroom, *or*
- Professional learning builds leader understanding that strategically leveraging educator

strengths in co-teaching partnerships improves outcomes for students with disabilities.

0 points:

- Professional learning does *not* speak to the value of collaboration in the classroom, *and*
- Professional learning does *not* build leader understanding that strategically leveraging educator strengths in co-teaching partnerships improves outcomes for students with disabilities.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds understanding of what collaboration is and how it impacts both teacher and student growth and development
- Instances in which professional learning references research that establishes the relationship between collaboration and student achievement and/or other student outcomes
- Instances in which professional learning highlights strategies for co-teaching using HQIM
- Instances in which professional learning highlights opportunities for teachers to leverage their strengths in the process of co-teaching using HQIM
- Instances in which professional learning identifies how inflexible use of co-teaching models can disadvantage some students. For example:
 - Teachers grouping students with IEPs together despite different strengths and needs within the content area
 - The special education teacher being assigned to teach only students with IEPs despite a lack of deep content knowledge

Indicator SWD.L3: Professional learning guides leaders in implementing **collaborative** teaching and planning **structures** that support inclusive implementation of HQIM.

2 points:

- Professional learning promotes understanding of how collaborative planning enables the flexible use co-teaching models and differentiation using HQIM, *and*
- Professional learning develops leaders' ability to coach around the flexible use of co-teaching models and differentiation in team-taught classrooms.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how collaborative planning enables the flexible use co-teaching models and differentiation using HQIM, *or*
- Professional learning develops leaders' ability to coach around the flexible use of co-teaching models and differentiation in team-taught classrooms.

0 points:

- Professional learning does *not* promote understanding of how collaborative planning enables the flexible use co-teaching models and differentiation using HQIM, *and*
- Professional learning does *not* explicitly develop leaders' ability to coach around the flexible use of co-teaching models and differentiation in team-taught classrooms.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds leader knowledge of how collaborative planning enables the flexible use of co-teaching models and differentiation using HQIM, including:
 - Why using collaborative planning to determine the co-teaching models is important
 - How protecting collaborative planning time between co-teachers facilitates effective use
 - The criteria for collaborative planning protocols that support teachers to plan in alignment with their student profiles
- Instances in which professional learning supports leaders to develop teachers' ability to strategically leverage collaborative planning protocols to prepare to teach in a way that aligns with student profiles at the unit and lesson level
- Instances in which professional learning supports leaders to develop teachers' ability to strategically leverage co-teaching models to meet varied students' needs. This could include helping teachers:
 - Understand the benefits and pitfalls of various co-teaching models
 - Use knowledge of themselves, their students, and the content to choose an appropriate co-teaching model
 - Reflect on the effectiveness of the co-teaching model selected and the process of implementing that model for meeting the daily objectives of the HQIM

Indicator SWD.L4: Professional learning provides opportunities to reflect on the variance in how learners best **demonstrate learning** and the importance of **monitoring progress** for students with disabilities on HQIM-embedded assessments.

2 points:

- Professional learning promotes leader belief in the value of monitoring progress of students with disabilities in the classroom, *and*
- Professional learning builds leader understanding that students with disabilities vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

1 point:

Professional learning includes one of the following:

- Professional learning promotes leader belief in the value of monitoring progress of students with disabilities in the classroom, *or*
- Professional learning builds leader understanding that students with disabilities vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

0 points:

- Professional learning does *not* speak to the value of monitoring progress of students with disabilities in the classroom, *and*
- Professional learning does *not* build leader understanding that students with disabilities vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds understanding of what progress monitoring is and how it impacts a student's academic achievement
- Instances in which professional learning highlight opportunities for student choice or the flexible use of scaffolds in the HQIM assessment process
- Instances in which professional learning highlights the importance of using what you know about a student to identify how best to gather formative or summative data on content mastery using HQIM-embedded assessments
- Instances in which professional learning identifies how implementing HQIM-embedded assessments without appropriate IEP accommodations can disadvantage students with disabilities

Indicator SWD.L5: Professional learning guides leaders in implementing **inclusive assessment** and **data analysis systems** aligned with HQIM.

2 points:

- Professional learning promotes understanding of the enabling conditions for inclusive

practice when using HQIM-embedded assessments, *and*

- Professional learning develops leaders' ability to conduct data analysis and associated meetings that highlight the performance of and next steps for students with disabilities on HQIM-embedded assessments.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of the enabling conditions for inclusive practice when using HQIM-embedded assessments, *or*
- Professional learning develops leaders' ability to conduct data analysis and associated meetings that highlight the performance of and next steps for students with disabilities on HQIM-embedded assessments.

0 points:

- Professional learning does *not* promote understanding of the enabling conditions for inclusive practice when using HQIM-embedded assessments, *and*
- Professional learning does *not* develop leaders' ability to conduct data analysis and associated meetings that highlight the performance of and next steps for students with disabilities on HQIM-embedded assessments.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on the enabling conditions for inclusive use of HQIM-embedded assessments, including how to develop systems and policies for:
 - Tracking student accommodations as the class and school levels
 - Identifying who is responsible for making sure that accommodations are implemented
 - Training teachers in the implementation of the full range of accommodations on their students' IEPs
 - Training teachers in how to use HQIM-embedded recommendations when implementing IEP accommodations to maintain fidelity
- Instances in which professional learning supports leaders to develop the ability to analyze and strategically respond to data for students with disabilities on HQIM-embedded assessments and to support teachers in doing the same. This could include strategies for:
 - Disaggregating data from HQIM-embedded assessments prior to analyzing it
 - Using data analysis protocols that require that examining the performance of individual students, in addition to overall trends, when analyzing HQIM-embedded assessment data
 - Identifying various options for responding to performance gaps based on what they know about their students and the content
 - Supporting teachers in the above

Indicator SWD.L6: Professional learning provides opportunities to reflect on the **value** of **student agency** in the classroom and identify how offering students the **UDL-aligned options and scaffolds** embedded within the HQIM **can increase agency** for all students.

2 points:

- Professional learning promotes leader belief in the value of student agency in the classroom, *and*
- Professional learning builds leader understanding that letting students make choices and decide which scaffolds they utilize in the learning process fosters self-directed learning.

1 point:

Professional learning includes one of the following:

- Professional learning promotes leader belief in the value of student agency in the classroom, *or*
- Professional learning builds leader understanding that letting students make choices and decide which scaffolds they utilize in the learning process fosters self-directed learning.

0 points:

- Professional learning does *not* speak to the value of student agency in the classroom, *and*
- Professional learning does *not* explicitly connect student choice and student ability to decide which scaffolds they utilize to self-directed learning.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds understanding of what student agency in the learning process is and how it impacts a student's learning experience in one or more of a variety of ways
- Instances in which professional learning references research that establishes the relationship between agency in the learning process and student achievement and/or other student outcomes
- Instances in which professional learning highlights UDL-aligned, HQIM-embedded opportunities for student choice or the flexible use of scaffolds in the learning process that support student agency
- Instances in which professional learning highlights the relationship between making choices and self-selecting scaffolds in the learning process and developing students as self-directed learners
- Instances in which professional learning identifies how inflexible delivery of supports and scaffolds can disadvantage some students. For example:
 - Overuse of scaffolds by offering the same scaffolds to all students, including students who don't need them
 - Underuse of scaffolds by offering students the opportunity to self-select scaffolds without guidance on how to make an informed decision

- Missed opportunities for students to learn about themselves as learners by deciding for students which options they should choose and which scaffolds they should utilize vs. letting students make and reflect on their own decisions

Indicator SWD.L7: Professional learning increases leaders' capacity to **develop teachers' use** of HQIM-embedded **UDL techniques** through coaching, observation/feedback, and/or data analysis meetings.

2 points:

- Professional learning promotes understanding of how to coach teachers to use the options embedded in the HQIM to increase access to rigorous, grade-level-appropriate work, for *all* students, *and*
- Professional learning develops leaders' ability to observe for the flexible use of scaffolds in the learning process.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how to coach teachers to use the options embedded in the HQIM to increase access to rigorous, grade-level-appropriate work, for *all* students, *or*
- Professional learning develops leaders' ability to observe for the flexible use of scaffolds in the learning process.

0 points:

- Professional learning does *not* promote understanding of how to use options embedded in the HQIM to increase access to rigorous, grade-level-appropriate work, for *all* students, *and*
- Professional learning does *not* explicitly develop leaders' ability to observe for the flexible use of scaffolds in the learning process.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on how to coach teachers to provide students access to HQIM-embedded supports for them to leverage in alignment with their needs and preferences. This could include helping leaders:
 - Engage in lesson and/or unit internalization conversations or protocols
 - Observe for student use of HQIM-embedded supports in implementation
 - Look at student work alongside teachers to determine which HQIM-embedded supports to offer and why
 - Debrief observation notes with a teacher to identify opportunities to use HQIM-embedded supports to increase flexibility in the learning process
 - Practice selecting and planning to implement HQIM-embedded supports that align

with the data collected

- Instances in which professional learning supports leaders to develop teachers' ability to strategically offer HQIM-embedded supports for students to leverage in alignment with their needs and preferences. This could include helping teachers:
 - Understand how specific HQIM-embedded supports increase engagement, enhance representation, and improve action & expression
 - Use formative and summative assessment data, especially "in the moment" checks for understanding, and scaffolding outlined in the HQIM, to evaluate varied students' progress toward the objective
 - Reflect on the effectiveness of the provided HQIM-embedded supports for varied students and plan aligned instructional next steps

Indicator SWD.L8: Professional learning increases leader capacity to **develop teacher skill** around **adapting HQIM**, when required by a **student's IEP**, through coaching, observation/feedback, and/or data analysis meetings.

2 points:

- Professional learning promotes understanding of when it is appropriate to adapt HQIM based on the information on a student's IEP, *and*
- Professional learning develops leaders' ability to provide planning guidance around how to adapt HQIM for students with disabilities without compromising rigor.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of when it is appropriate to adapt HQIM based on the information on a student's IEP, *or*
- Professional learning develops leaders' ability to provide planning guidance around how to adapt HQIM for students with disabilities without compromising rigor.

0 points:

- Professional learning does *not* promote understanding of when it is appropriate to adapt HQIM based on the information on a student's IEP, *and*
- Professional learning does *not* develop leaders' ability to provide planning guidance around how to adapt HQIM for students with disabilities without compromising rigor.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on what specialized instruction is and when students with disabilities are entitled to the specialized instructional strategies articulated on their Individualized Education Programs (IEPs)
- Instances in which professional learning develops leaders' ability to evaluate whether or not

the embedded-supports in HQIM are aligned to a student's IEPs

- Instances in which the professional learning develops leaders' ability to adjust HQIM to include IEP-aligned supports
- Instances in which professional learning deepens understanding of how one might implement scaffolds in ways that do and do not lower the rigor of the lesson
- Instances in which professional learning trains leaders to support teachers through the process of adapting HQIM in a way that is both IEP-aligned and maintains the rigor of the curriculum

Indicator SWD.L9: Professional learning increases leader capacity to **implement systems and structures** for **reviewing** and **reteaching** HQIM-aligned content.

2 points:

- Professional learning promotes understanding of the enabling conditions for systematic review and reteaching during implementation of HQIM, *and*
- Professional learning develops leaders' ability to coach teachers to review or reteach in ways that align with both evidence-based best practices and students' IEPs.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of the enabling conditions for systematic review and reteaching during implementation of HQIM, *or*
- Professional learning develops leaders' ability to coach teachers to review or reteach in ways that align with both evidence-based best practices and students' IEPs.

0 points:

- Professional learning does *not* promote understanding of the enabling conditions for systematic review and reteaching during implementation of HQIM, *and*
- Professional learning does *not* develop leaders' ability to coach teachers to review or reteach in ways that align with both evidence-based best practices and students' IEPs.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on the enabling conditions for systematic review and reteaching during implementation of HQIM, including:
 - Tracking student mastery of daily objectives
 - Routinely analyzing progress monitoring data to make instructional decisions

- Identifying routine opportunities in the daily and weekly schedule for reviewing and reteaching content
 - Collaborative planning time to develop reteach materials and a plan for delivering instruction in a way that promotes efficiency and leverages educator strengths
- Instances in which professional learning supports leaders to develop teachers' ability to plan reteach and review opportunities in a way that is aligned with evidence based practices for students with disabilities. This could include:
 - Using the IEP to support the design of a reteach lesson
 - Identifying how and when to use elements of explicit instruction when reteaching a concept
 - Identifying how and when to use research-based intervention strategies to reteach or reinforce an objective

Students with Disabilities Badge for Teachers

Contents

[Part 1 - High-Level View](#)

[Part 2 - Detailed View](#)

Broadly speaking, the students with disabilities badge ensures that professional learning providers:

1. Prioritize equity by helping participants examine how assumptions about students with disabilities can impact instruction and student outcomes.
2. Promote effective instruction of students with disabilities by demonstrating how to leverage collaborative structures that support inclusive implementation of HQIM.
3. Equip participants to evaluate and address the needs of all students by leveraging inclusive assessment systems.
4. Equip participants to effectively utilize HQIM-embedded Universal Design for Learning techniques to support all students', including students with disabilities', access to grade-level HQIM.
5. Teach evidence-based strategies for using HQIM to teach, reteach or reinforce prior learning for all students, including students with disabilities.

Scoring Notes:

1. In order to pass a professional learning type, applicants must achieve a score equivalent to at least 70%.
2. Each item is scored on a 3-point scale. Scores are determined as follows (the OR varies by indicator):
 - Score of 2: The evidence provided meets the indicator and is high quality.
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 - Score of 0: None of the criteria are present, OR ALL examples that are present are not high quality.

Part 1 – High-Level View

Indicators for High-Quality Professional Learning		
Total Indicators: 12 Minimum Passing Score: 17 out of 24 points		
SWD. I1	Professional learning includes opportunities to reflect on biases around students with disabilities and reinforces the belief that students with disabilities should have access to rigorous, grade-level instruction .	0 1 2
SWD. I2	Professional learning provides opportunities to reflect on the value of collaboration and the impact of strategically leveraging educator strengths in collaborative partnership.	0 1 2
SWD. I3	Professional learning explicitly teaches how to flexibly apply co-teaching models and structures when implementing HQIM.	0 1 2
SWD. I4	Professional learning explicitly teaches the use of collaborative planning protocols that encourage practitioners to implement HQIM in a way that is aligned with their students' strengths and needs .	0 1 2
SWD. I5	Professional learning provides opportunities to reflect on the variance in how learners best demonstrate learning and the importance of monitoring progress for students with disabilities on HQIM-embedded assessments.	0 1 2
SWD. I6	Professional learning supports the use of students' IEPs to systematically implement testing accommodations when evaluating content mastery using HQIM-embedded assessments.	0 1 2
SWD. I7	Professional learning supports the use of data analysis protocols that encourage practitioners to look at and respond to the data of students with disabilities on HQIM-embedded assessments.	0 1 2
SWD. I8	Professional learning provides opportunities to reflect on the value of student agency in the classroom and identify how offering students the UDL-aligned	0 1 2

	options and scaffolds embedded within the HQIM can increase agency for all students.	
SWD. T9	Professional learning develops teachers' skill in supporting student agency and self-directed learning through the effective use of HQIM-embedded options for engagement, representation, and action and expression .	0 1 2
SWD. T10	Professional learning builds teachers' skill around adapting HQIM , when required by a student's IEP , to integrate additional options for engagement, representation, and action and expression .	0 1 2
SWD. T11	Professional learning builds teachers' skill around using evidence-based practices for students with disabilities to maintain mastery of HQIM-aligned objectives.	0 1 2
SWD. T12	Professional learning builds teacher skill around using evidence-based intervention methods to reteach HQIM-aligned content.	0 1 2

Part 2 – Detailed View

Ongoing Implementation Support for Teachers

Total Indicators: 12

Minimum Passing Score: 17 out of 24 points

Indicator SWD.T1: Professional learning includes opportunities to reflect on **biases** around students with **disabilities** and reinforces the belief that students with disabilities should have **access to rigorous, grade-level instruction**.

2 points:

- Professional learning supports teachers' awareness of their assumptions about what students with disabilities are capable of and how those assumptions impact the rigor of instruction for students with disabilities, *and*
- Professional learning reinforces the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.

1 point:

Professional learning includes one of the following:

- Professional learning supports teachers' awareness of their assumptions about what students with disabilities are capable of and how those assumptions impact the rigor of instruction for students with disabilities, *or*
- Professional learning reinforces the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.

0 points:

- Professional learning does *not* support teachers' awareness of their assumptions about what students with disabilities are capable of and how those assumptions impact the rigor of instruction, *and*
- Professional learning does *not* reinforce the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning deepens understanding of the positive impact of inclusive implementation of HQIM on all students
- Instances in which professional learning supports teachers in continued examination of their beliefs and biases around whether students with disabilities are capable of the rigorous, grade-level-appropriate work embedded in HQIM

- Instances in which professional learning references research that shows that students with disabilities can achieve at similar levels as their peers with the correct supports and opportunities for reflection on the research
- Instances in which professional learning addresses common misconceptions about students with disabilities, including the misconception that students who are academically behind cannot access grade-level content or that students with disabilities operate from a deficit
- Instances in which professional learning deepens understanding of how assumptions about students with disabilities can impact the delivery of an HQIM in a way that negatively impacts students with disabilities
- Instances in which resources and/or facilitator notes state that students with disabilities deserve high-quality instruction and access to rigorous, grade-level work and opportunities to reflect on this position
- Instances in which professional learning references research that illustrates how assumptions and biases can impact student achievement

Indicator SWD.T2: Professional learning provides opportunities to reflect on the value of **collaboration** and the impact of strategically **leveraging educator strengths** in collaborative partnership.

2 points:

- Professional learning promotes teacher belief in the value of collaboration in the classroom, *and*
- Professional learning builds teacher understanding that strategically leveraging educator strengths in co-teaching partnerships improves outcomes for students with disabilities.

1 point:

Professional learning includes one of the following:

- Professional learning promotes teacher belief in the value of collaboration in the classroom, *or*
- Professional learning builds teacher understanding that strategically leveraging educator strengths in co-teaching partnerships improves outcomes for students with disabilities.

0 points:

- Professional learning does *not* speak to the value of collaboration in the classroom, *and*
- Professional learning does *not* build teacher understanding that strategically leveraging educator strengths in co-teaching partnerships improves outcomes for students with disabilities.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds understanding of what collaboration is and

how it impacts both teacher and student growth and development

- Instances in which professional learning references research that establishes the relationship between collaboration and student achievement and/or other student outcomes
- Instances in which professional learning highlights strategies for co-teaching using HQIM
- Instances in which professional learning highlights opportunities for teachers to leverage their strengths in the process of co-teaching using HQIM
- Instances in which professional learning identifies how inflexible use of co-teaching models can disadvantage some students. For example:
 - Teachers grouping students with IEPs together despite different strengths and needs within the content area
 - The special education teacher being assigned to teach only students with IEPs despite a lack of deep content knowledge

Indicator SWD.T3: Professional learning explicitly teaches how to flexibly apply **co-teaching models** and **structures** when implementing HQIM.

2 points:

- Professional learning promotes understanding of how various co-teaching models can be used to increase access to HQIM for *all* students, *and*
- Professional learning develops teachers' ability to strategically identify which co-teaching models to use when implementing HQIM, based on knowledge of their own strengths, their students' strengths, and the content.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how one or more co-teaching models can be used to increase access to HQIM for *all* students, *or*
- Professional learning develops teachers' ability to strategically identify which co-teaching models to use when implementing HQIM, based on knowledge of their own strengths, their students' strengths, and the content.

0 points:

- Professional learning does *not* promote understanding of how co-teaching models can be used increase access to HQIM for *all* students, *and*
- Professional learning does *not* develop teachers' ability to strategically identify which co-teaching models to use when implementing HQIM.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on how various co-teaching models might be used during specific lessons in service of HQIM-embedded objective

mastery

- Instances in which professional learning supports teachers to strategically leverage their knowledge of self, students, and content to select a co-teaching model for a particular lesson
- Instances in which professional learning supports teachers to consider what it would look like to implement a lesson in a small group vs. a larger group context

Indicator SWD.T4: Professional learning explicitly teaches the use of **collaborative planning protocols** that encourage practitioners to implement HQIM in a way that is **aligned** with their **students' strengths and needs**.

2 points:

- Professional learning promotes understanding of how to collaboratively plan to differentiate HQIM at the unit and lesson levels, *and*
- Professional learning shares examples of and/or criteria for collaborative planning protocols that encourage practitioners to use knowledge of student strengths and needs to prepare instruction.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how to collaboratively plan to differentiate HQIM at the unit and lesson levels, *or*
- Professional learning shares examples of and/or criteria for collaborative planning protocols that encourage practitioners to use knowledge of student strengths and needs to prepare instruction.

0 points:

- Professional learning does *not* promote understanding of how to collaboratively plan to differentiate HQIM at the unit level and/or lesson levels, *and*
- Professional learning does *not* share examples of and/or criteria for collaborative planning protocols that encourage practitioners to use knowledge of student strengths and needs to prepare instruction.

Sample Evidence Collection
Reviewers look for and record:

- Instances in which professional learning shares criteria to evaluate existing protocols to determine their effectiveness for use in collaborative planning
- Instances in which professional learning shares examples of high-quality collaborative planning protocols that encourage practitioners to use knowledge of student profiles to prepare instruction
- Instances in which professional learning provides opportunities to use collaborative planning protocols to meaningfully adjust delivery of HQIM for individuals or subgroups of students at the unit and lesson levels

Indicator SWD.T5: Professional learning provides opportunities to reflect on the **variance** in how learners best **demonstrate learning** and the importance of **monitoring progress** for students with disabilities on HQIM-embedded assessments.

2 points:

- Professional learning promotes teacher belief in the value of monitoring progress of students with disabilities in the classroom, *and*
- Professional learning builds teacher understanding that students with disabilities vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

1 point:

Professional learning includes one of the following:

- Professional learning promotes teacher belief in the value of monitoring progress of students with disabilities in the classroom, *or*
- Professional learning builds teacher understanding that students with disabilities vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

0 points:

- Professional learning does *not* speak to the value of monitoring progress of students with disabilities in the classroom, *and*
- Professional learning does *not* build teacher understanding that students with disabilities vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds understanding of what progress monitoring is and how it impacts a student's academic achievement
- Instances in which professional learning highlights opportunities for student choice or the flexible use of scaffolds in the HQIM assessment process
- Instances in which professional learning highlights the importance of using what is known about a student to identify how best to gather formative or summative data on content

mastery using HQIM-embedded assessments

- Instances in which professional learning identifies how implementing HQIM-embedded assessments without appropriate IEP accommodations can disadvantage students with disabilities

Indicator SWD.T6: Professional learning supports the use of **students' IEPs** to systematically implement **testing accommodations** when evaluating content mastery using HQIM-embedded assessments.

2 points:

- Professional learning promotes understanding of how to leverage the student's IEP to understand how they best demonstrate their learning, *and*
- Professional learning promotes understanding of how to implement testing accommodations on students' IEPs when administering HQIM-embedded formative and summative assessments.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how to leverage the student's IEP to understand how they best demonstrate their learning, *or*
- Professional learning promotes understanding of how to implement testing accommodations on students' IEPs when administering HQIM-embedded formative and summative assessments.

0 points:

- Professional learning does *not* promote understanding of how to leverage the student's IEP to understand how they best demonstrate their learning, *and*
- Professional learning does *not* promote understanding of how to implement testing accommodations on students' IEPs when administering HQIM-embedded formative and summative assessments.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on how to utilize the IEP to understand how students are best able to demonstrate or communicate what they know on HQIM-embedded assessments
- Instances in which professional learning emphasizes that data collected using HQIM-embedded assessment is not valid unless the testing accommodations on a student's IEP are in place
- Instances in which professional learning supports teachers to implement testing accommodations to meet varied students' needs when administering HQIM-embedded

assessment. This could include helping teachers:

- Understand the HQIM-embedded assessment recommendations for how accommodations should be used with fidelity
- Understand which testing accommodations should be used during informal and formative HQIM-embedded assessments of particular skills
- Understand how testing accommodations can be systematically tracked and implemented for all summative HQIM-embedded assessments at the class or grade level

Indicator SWD.T7: Professional learning supports the use of **data analysis protocols** that encourage practitioners to **look at and respond to the data** of students with disabilities on HQIM-embedded assessments.

2 points:

- Professional learning promotes understanding of how to analyze assessment data to understand what students with disabilities did and did not master from the HQIM, *and*
- Professional learning promotes understanding of how to use the data to plan instructional next steps for students with disabilities.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how to analyze assessment data to understand what students with disabilities did and did not master from the HQIM, *or*
- Professional learning promotes understanding of how to use the data to plan instructional next steps for students with disabilities

0 points:

- Professional learning does *not* promote understanding of how to analyze assessment data to understand what students with disabilities did and did not master from the HQIM, *and*
- Professional learning does *not* address how to use the data to plan instructional next steps for students with disabilities.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on how to utilize data analysis protocols that will help teachers understand the performance of students with disabilities, specifically, on HQIM-embedded assessments
- Instances in which professional learning builds teachers' ability to identify the knowledge and skills within the HQIM-embedded formative assessments so that they are able to engage in a disaggregated analysis of student mastery
- Instances in which professional learning supports teachers to make decisions about how to

respond to the data for individuals and small groups of students with disabilities that are collected from HQIM-embedded assessments. This might include training on strategies for:

- Maintaining mastery of key knowledge or skills
- Giving targeted and actionable feedback
- Pulling a small group to reteach key knowledge or skills

Indicator SWD.T8: Professional learning provides opportunities to reflect on the **value of student agency** in the classroom and identify how offering students the **UDL-aligned options and scaffolds** embedded within the HQIM **can increase agency** for all students.

2 points:

- Professional learning promotes teacher belief in the value of student agency in the classroom, *and*
- Professional learning builds teacher understanding that letting students make choices and decide which scaffolds they utilize in the learning process fosters self-directed learning.

1 point:

Professional learning includes one of the following:

- Professional learning promotes teacher belief in the value of student agency in the classroom, *or*
- Professional learning builds teacher understanding that letting students make choices and decide which scaffolds they utilize in the learning process fosters self-directed learning.

0 points:

- Professional learning does *not* speak to the value of student agency in the classroom, *and*
- Professional learning does *not* explicitly connect student choice and student ability to decide which scaffolds they utilize to self-directed learning.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning builds understanding of what student agency in the learning process is and how it impacts a student's learning experience in one or more of a variety of ways
- Instances in which professional learning references research that establishes the relationship between agency in the learning process and student achievement and/or other student outcomes
- Instances in which professional learning highlights UDL-aligned, HQIM-embedded opportunities for student choice or the flexible use of scaffolds in the learning process that support student agency
- Instances in which professional learning highlights the relationship between making choices and self-selecting scaffolds in the learning process and developing students as self-directed

learners

- Instances in which professional learning identifies how inflexible delivery of supports and scaffolds can disadvantage some students. For example:
 - Overuse of scaffolds by offering the same scaffolds to all students, including students who don't need them
 - Underuse of scaffolds by offering students the opportunity to self-select scaffolds without guidance on how to make an informed decision
 - Missed opportunities for students to learn about themselves as learners by deciding for students which options they should choose and which scaffolds they should utilize vs. letting students make and reflect on their own decisions

Indicator SWD.T9: Professional learning develops teachers' skill in **supporting student agency** and **self-directed learning** through the **effective use** of HQIM-embedded **options** for **engagement, representation, and action and expression**.

2 points:

- Professional learning promotes understanding of how to use options embedded in the HQIM to increase access to rigorous, grade-level-appropriate work for *all* students, *and*
- Professional learning develops teachers' ability to support students to make decisions on which HQIM-embedded scaffolds they want to leverage, and when, in order to promote student agency through self-directed learning.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of how to use options embedded in the HQIM to increase access to rigorous, grade-level-appropriate work for *all* students, *or*
- Professional learning develops teachers' ability to support students to make decisions on which HQIM-embedded scaffolds they want to leverage, and when, in order to promote student agency through self-directed learning.

0 points:

- Professional learning does *not* promote understanding of how to use options embedded in the HQIM to increase access to rigorous, grade-level-appropriate work for *all* students, *and*
- Professional learning does *not* explicitly develop teachers' ability to support students to make decisions on which HQIM-embedded scaffolds they want to leverage, and when, in order to promote student agency through self-directed learning.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on how to utilize the HQIM-embedded options for engagement, understanding, and action and expression in a

way that facilitates student decision-making

- Instances in which professional learning supports teachers to provide students access to HQIM-embedded supports for them to leverage in alignment with their needs and preferences. This could include helping teachers:
 - Understand how specific HQIM-embedded supports increase engagement, enhance representation, and improve action and expression for varied learners
 - Use formative and summative assessment data, especially “in the moment” checks for understanding, to evaluate varied students’ progress toward the objective and respond to data by providing scaffolding outlined in the HQIM,
 - Reflect on the effectiveness of the provided HQIM-embedded supports for varied students and plan aligned instructional next steps
- Instances in which professional learning supports teachers to guide students through the process of choosing options or scaffolds that align with what they know about themselves to promote self-directed learning in service of learner agency

Indicator SWD.T10: Professional learning builds teachers’ skill around **adapting HQIM**, when required by a **student’s IEP**, to **integrate additional options** for **engagement, representation, and action and expression**.

2 points:

- Professional learning promotes understanding of when it is appropriate to adapt HQIM based on the information on a student’s IEP, *and*
- Professional learning develops teachers’ ability to adapt HQIM for students with disabilities without compromising rigor.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of when it is appropriate to adapt HQIM based on the information on a student’s IEP, *or*
- Professional learning develops teachers’ ability to adapt HQIM for students with disabilities without compromising rigor.

0 points:

- Professional learning does *not* promote understanding of when it is appropriate to adapt HQIM based on the information on a student’s IEP, *and*
- Professional learning does *not* develop teachers’ ability to adapt HQIM for students with disabilities without compromising rigor.

Sample Evidence Collection
Reviewers look for and record:

- Instances in which professional learning provides training on what specialized instruction is and when students with disabilities are entitled to the specialized instructional strategies articulated on their IEPs
- Instances in which professional learning provides training on how to analyze HQIM for embedded supports that align with a student's IEP
- Instances in which professional learning engages teachers in discussion around potential harm caused by adapting HQIM for students with disabilities in a way that compromises rigor
- Instances in which professional learning deepens understanding of how one might implement scaffolds in ways that do and do not lower the rigor of the lesson
- Instances in which professional learning supports teachers to strategically adapt HQIM integrate additional options for engagement, representation, and action and expression in alignment with a student's IEP without compromising rigor

Indicator SWD.T11: Professional learning builds teachers' skill around using **evidence-based practices** for students with disabilities to **maintain mastery** of HQIM-aligned objectives.

2 points:

- Professional learning promotes understanding of the importance of maintaining mastery of HQIM content for *all* students, including students with disabilities, *and*
- Professional learning develops teachers' ability to use evidence-based practices for students with disabilities to review and reinforce HQIM content.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of the importance of maintaining mastery of HQIM content for *all* students, including students with disabilities, *or*
- Professional learning develops teachers' ability to adapt HQIM for students with disabilities without compromising rigor.

0 points:

- Professional learning does *not* promote understanding of the importance of maintaining mastery of HQIM content for *all* students, including students with disabilities, *and*
- Professional learning does *not* develop teachers' ability to use evidence-based practices for students with disabilities to review and reinforce HQIM content.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning discusses the relationship between short- and long-term mastery of the content
- Instances in which professional learning discusses the ways that individuals vary in terms of their active, short-term, and long-term memory

- Instances in which professional learning provides training on how to engage in systematic review of already taught content
- Instances in which professional learning supports teachers to strategically leverage evidence-based best practices to engage in spiral review of HQIM content. This could include helping teachers:
 - Establish a daily routine for spiral review of material
 - Use materials that offer information in multiple modalities
 - Use data to make decisions about what to target during spiral review and for whom

Indicator SWD.T12: Professional learning builds teacher skill around using **evidence-based intervention methods** to **reteach** HQIM-aligned content.

2 points:

- Professional learning promotes understanding of when it is appropriate to reteach HQIM-aligned content, *and*
- Professional learning develops teachers' ability to plan interventions that leverage evidence-based methods for students with disabilities, in alignment with students' IEPs.

1 point:

Professional learning includes one of the following:

- Professional learning promotes understanding of when it is appropriate to reteach HQIM-aligned content, *or*
- Professional learning develops teachers' ability to plan interventions that leverage evidence-based methods for students with disabilities, in alignment with students' IEPs.

0 points:

- Professional learning does *not* promote understanding of when it is appropriate to reteach HQIM-aligned content, *and*
- Professional learning does *not* develop teachers' ability to plan interventions that leverage evidence-based methods for students with disabilities, in alignment with students' IEPs.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides training on how to use HQIM to reteach content that students did not demonstrate mastery of. This could include helping teachers:
 - Hold routine time in their scope and sequence for reteaching content
 - Identify what types of trends in student performance would warrant reteaching a lesson
 - Identify which key concepts and skills in a unit are most important to reteach if the criteria for reteaching are met, and why
- Instances in which professional learning provides training on how to use evidence-based

methods when designing a reteach lesson for students with disabilities

- Instances in which professional learning providing training on how to use information in a student's IEP when designing a reteach lesson