

SWD Badge Rubric for Leaders: Indicators & Evidence Look-Fors

Suggested Use: This document describes the evidence that providers might submit to demonstrate that they are meeting the criteria by training leaders around the key components. These look-fors describe examples of evidence that would effectively demonstrate that the knowledge, skills, and mindsets in the indicators are adequately covered in professional learning. These evidence look-fors are not exhaustive, and should be referenced when providers are selecting their own evidence from their existing professional learning. Providers who have additional questions about what evidence to select and submit should visit the hyperlinks to learn more about the concepts covered, consult the [Students with Disabilities Badge Rubric](#) webpage, and/or connect with a member of RivetEd.

Indicator	Key Idea	Descriptor
SWD.L1	Beliefs	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.
SWD.L2	Collaboration	Professional learning provides opportunities to reflect on the value of collaboration and the impact of strategically leveraging educator strengths in collaborative partnership.
SWD.L3	Co-Planning	Professional learning guides leaders in implementing collaborative teaching and planning structures that support inclusive implementation of HQIM.
SWD.L4	Assessment	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.
SWD.L5	Data Use	Professional learning guides leaders in implementing inclusive assessment and data analysis systems aligned with HQIM.
SWD.L6	Student Agency	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.
SWD.L7	HQIM	Professional learning increases leaders' capacity to develop

	Embedded Scaffolds	teachers' use of HQIM-embedded UDL techniques through coaching, observation/feedback, and/or data analysis meetings.
SWD.L8	Adapting HQIM	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.
SWD.L9	Review & Reteach	Professional learning increases leader capacity to implement systems and structures for reviewing and reteaching HQIM-aligned content.

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.

Review Row 1 in the Application Template/Executive Summary

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.**
 - Instances in which professional learning supports leaders 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 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 *including over-scaffolding or modifying content in ways that lower the rigor of the objective*
 - Instances in which professional learning references research that illustrates how assumptions and biases can impact student achievement
- **Professional learning reinforces the belief that students with disabilities can be successful with rigorous, grade-level-appropriate work when given appropriate support.**
 - Instances in which professional learning deepens understanding of the positive impact of inclusive implementation of HQIM on all students *(e.g. some scaffolds that benefit students with disabilities benefit other students in the class as well, due to learner variability)*
 - 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 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

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.

Review Row 2 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes leader belief in the value of collaboration in the classroom.**
 - Instances in which professional learning builds understanding of what collaboration is and how it impacts both teacher and student growth and development ([in particular, collaboration between educators](#))
 - Instances in which professional learning references [research](#) that establishes the relationship between collaboration and student achievement and/or other student outcomes ([in particular, collaboration between educators](#))
- **Professional learning builds leader understanding that strategically leveraging educator strengths in co-teaching partnerships improves outcomes for students with disabilities.**
 - Instances in which professional learning highlights strategies for co-teaching using HQIM [in a way that leverages each teacher's strengths](#)
 - Instances in which professional learning highlights opportunities for teachers to leverage their strengths in the process of co-teaching using HQIM [by making connections between specific co-teaching models and various educator profiles](#)
 - 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 [can lead to a mismatch between the support provided and the student profile](#)
 - The special education teacher being assigned to teach only students with [IEPs](#) despite a lack of deep content knowledge [can limit student ability to develop deep understanding of the content](#)

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

Review Row 3 in the Application Template/Executive Summary

2 points:

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

Review Row 4 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes leader belief in the value of [monitoring progress](#) of students with disabilities in the classroom.**
 - Instances in which professional learning builds understanding of what progress monitoring is and how it impacts a student's academic achievement [by ensuring teachers have access to data and the knowledge and skills needed to interpret it and adjust their instructional approaches](#)
- **Professional learning builds leader understanding that students with disabilities**

vary in how they best demonstrate what they have learned on HQIM-embedded assessments.

- Instances in which professional learning highlight opportunities for student choice or the flexible use of scaffolds in the HQIM assessment process [by making connections to the Universal Design for Learning guideline related to Expression and Communication](#)
- 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 [by identifying a student's preferred modality of communication](#)
- Instances in which professional learning identifies how implementing HQIM-embedded assessments without appropriate [IEP](#) accommodations can disadvantage students with disabilities [by limiting their ability to adequately demonstrate what they know \(e.g. what looks like lack of understanding is just a mismatch between the learner and the way the data is being collected\)](#)

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

Review Row 5 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes understanding of the [enabling conditions](#) for inclusive practice when using HQIM-embedded assessments.**
 - 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
- **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.**
 - 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.

Review Row 6 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes leader belief in the value of [student agency](#) in the classroom.**
 - 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 ([such as increasing student engagement, deepening student understanding of themselves, and supporting students to engage in the learning process in a way that is aligned with their strengths](#))
 - 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 ([such as increasing student engagement, deepening student understanding of themselves, and supporting students to engage in the learning process in a way that is aligned with their strengths](#))
- **Professional learning builds leader understanding that letting students make choices and decide which scaffolds they utilize in the learning process fosters [self-directed learning](#).**
 - 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 [can decrease rigor and undermine student achievement](#)

- Underuse of scaffolds by offering students the opportunity to self-select scaffolds without guidance on how to make an informed decision [can introduce barriers to objective mastery](#)
- 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 [limits students' ability to be self-directed in the learning process](#)

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.

Review Row 7 in the Application Template/Executive Summary

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.**
 - 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](#) for varied learners [by looking for alignment between HQIM-embedded supports and the Universal Design for Learning guidelines](#)
 - 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. [This might look like using data to identify when a student is struggling in-the-moment and point them toward an available scaffold.](#)
 - Reflect on the effectiveness of the provided HQIM-embedded supports for varied students and plan aligned instructional next steps [by identifying barriers to learners \(as reflected in formative and summative assessment data\) and choosing aligned UDL choices or scaffolds to integrate into future lessons.](#)
- **Professional learning develops leaders' ability to observe for the flexible use of scaffolds in the learning process.**

- 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

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.

Review Row 8 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes understanding of when it is appropriate to [adapt](#) HQIM based on the information on a student's [IEP](#).**
 - 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](#) and identify where the student is likely to encounter barriers due to misalignment between the lesson design and the student's IEP
- **Professional learning develops leaders' ability to provide planning guidance around how to [adapt](#) HQIM for students with disabilities without compromising rigor.**
 - 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 by looking at the relationship between the scaffold and the objective (e.g. a screen reader is not appropriate if the objective is related to

decoding)

- 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.

Review Row 9 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes understanding of the [enabling conditions](#) for systematic review and reteaching during implementation of HQIM.**
 - 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
- **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](#).**
 - 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