

SWD Badge Rubric for Teachers: 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 teachers 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.T1	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.T2	Collaboration	Professional learning provides opportunities to reflect on the value of collaboration and the impact of strategically leveraging educator strengths in collaborative partnership.
SWD.T3	Co-Teaching Models	Professional learning explicitly teaches how to flexibly apply co-teaching models and structures when implementing HQIM.
SWD.T4	Co-Planning	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.
SWD.T5	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.T6	IEPs	Professional learning supports the use of students' IEPs to systematically implement testing accommodations when evaluating content mastery using HQIM-embedded assessments.
SWD.T7	Data Use	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.
SWD.T8	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.T9	Embedded Scaffolds	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 .
SWD.T10	Adapting HQIM	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 .
SWD.T11	Evidence-Based Practices	Professional learning builds teachers' skill around using evidence-based practices for students with disabilities to maintain mastery of HQIM-aligned objectives.
SWD.T12	Evidence-Based Interventions	Professional learning builds teacher skill around using evidence-based intervention methods to reteach HQIM-aligned content.

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.

Review Row 1 in the Application Template/Executive Summary

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.**
 - 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 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.T2: 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 teacher 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 teacher 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.T3: Professional learning explicitly teaches how to flexibly apply [co-teaching models](#) and structures when implementing HQIM.

Review Row 3 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes understanding of how various [co-teaching models](#) can be used to increase access to HQIM for all students.**
 - 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 consider what it would look like to implement a lesson in a small group vs. a larger group context
- **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.**
 - 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

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.

Review Row 4 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes understanding of how to [collaboratively plan to differentiate](#) HQIM at the unit and lesson levels.**
 - 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
- **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.**
 - 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 shares criteria to evaluate existing protocols to determine their effectiveness for use in collaborative planning (such as the components that a planning process should include and/or strategies for implement each component of the process effectively)

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.

Review Row 5 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes teacher 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 teacher understanding that [students with disabilities vary](#) in how they best demonstrate what they have learned on HQIM-embedded assessments.**
 - Instances in which professional learning highlights 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 is known 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.T6: Professional learning supports the use of students' [IEPs](#) to systematically implement [testing accommodations](#) when evaluating content mastery using HQIM-embedded assessments.

Review Row 6 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes understanding of how to leverage the student's IEP to understand how they best demonstrate their learning.**
 - 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 (specifically, looking at [testing accommodations](#) listed on an [IEP](#))
 - 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
- **Professional learning promotes understanding of how to implement testing accommodations on students' IEPs when administering HQIM-embedded formative and summative assessments.**
 - 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 without undermining the validity of the data collected](#)
 - 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.

Review Row 7 in the Application Template/Executive Summary

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.**
 - 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
- **Professional learning promotes understanding of how to use the data to plan instructional next steps for students with disabilities.**
 - 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.

Review Row 8 in the Application Template/Executive Summary

2 points:

- **Professional learning promotes teacher 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 teacher 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.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](#).

Review Row 9 in the Application Template/Executive Summary

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.**
 - 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 & 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, to evaluate varied students’ progress toward the objective and respond to data by providing scaffolding outlined in the HQIM. [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 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](#).**
 - Instances in which professional learning provides training on how to utilize the HQIM-embedded options for [engagement](#), [representation](#), and [action and expression](#) in a way that facilitates student decision-making. [This might look like:](#)
 - Clarifying that the goal of Universal Design for Learning is that students are electing to use particular scaffolds, not forced to use particular scaffolds
 - Clarifying the connection between choosing which tools and resources you need to help you in the learning process and student agency
 - 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. [This might look like:](#)
 - Demonstrating to teachers how to roll out options to students in a way that helps them understand the benefits and pitfalls of each option.
 - Helping students evaluate the choices that they made during the lesson and switch course as necessary

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](#).

Review Row 10 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 [IEPs](#)
 - Instances in which professional learning provides training on how to analyze HQIM for embedded supports that align with a student's IEP [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 teachers' ability to [adapt](#) HQIM for students with disabilities without compromising rigor.**
 - 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 [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 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.

Review Row 11 in the Application Template/Executive Summary

2 points:

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

Review Row 12 in the Application Template/Executive Summary

2 points:

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