

CHECKLIST: CLASSROOM CRITICAL COMPONENTS

Evidence-Based Practices for Students with Significant Cognitive Delays

Teacher:

Campus:

Date:

Observer:

AREAS OF FOCUS	T-TESS LINKS	SUPPORTING DOCUMENTATION
I. A. Classroom Climate (Organization)		
1) Areas are clearly defined for different types of activities <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident	Planning Domain: 1.3, 1.4 Instruction Domain: 2.1, 2.2, 2.4, 2.5 Learning Environment Domain: 3.1	
2) Areas are clearly labeled in ways that students understand <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
3) Areas are designated for group work [large & small] <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
4) Areas are designated for individual work <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
5) Areas are designated for break/sensory activities <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
I. B. Classroom Climate (Schedules)		
1) Class schedule is posted in a format that students understand <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident	Planning Domain: 1.3 Learning Environment Domain: 3.1, 3.2	
2) Individual schedules are in place for students that need additional structure beyond the class schedule <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
3) Mini-schedules/checklists are in place for specific activities <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
4) Work systems are in place for some students <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
5) Organizational strategies are implemented consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
I. C. Classroom Climate (Positive Behavioral Supports)		
1) Positive behaviors are reinforced consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident	Planning Domain: 1.2, 1.3 Instruction Domain: 2.1, 2.3, 2.4, 2.5 Learning Environment Domain: 3.1, 3.2, 3.3	
2) Expectations are clarified visually in ways students understand <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
3) Visual strategies are readily available and used consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
4) Preventive strategies are implemented consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
5) Instructive consequences are implemented consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
6) Data is collected on antecedents, behavior and consequences [ABC] <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
7) Strategies are revised based on data and outcomes <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		

II. Alignment with State Standards

1) Curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident	Planning Domain: 1.1, 1.2 Instruction Domain: 2.3	
2) Curriculum is aligned with state assessment concepts and skills <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
3) IEPs are developed by aligning student strengths, needs and interests with grade level standards <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
4) Staff collects data routinely to measure growth on IEP/BIP goals <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
5) The teacher communicates progress in a meaningful and routine way with parents <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
6) Assessment is evident in the following ways: <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher made tests <input type="checkbox"/> Checklists <input type="checkbox"/> Inventories <input type="checkbox"/> Rubrics <input type="checkbox"/> Student work <input type="checkbox"/> Portfolios <input type="checkbox"/> Other: _____		

III. Differentiated Instruction

1) Lesson plans include a variety of differentiated instructional strategies <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident	Planning Domain: 1.4 Instruction Domain: 2.2, 2.4, 2.5	
2) Lesson plans are aligned with grade level standards <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
3) Lesson plans incorporate IEP goals and objectives meaningfully <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
4) Visual supports are implemented consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
5) Instructional and assistive technology is integrated throughout instruction <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
6) Students have access to typical peers and general ed settings <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		

IV. Social Communication

1) Communication attempts are honored and interpreted as best as is possible <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident	Planning Domain: 1.3 Learning Environment Domain: 3.1, 3.2, 3.3	
2) Communication goals are integrated throughout instruction <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
3) Communication systems are in place for all students that lack functional expressive language <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		
4) Communication systems & strategies are implemented consistently <input type="checkbox"/> Not evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly evident		

ACTION PLAN FOR CONTINUOUS IMPROVEMENT

Teacher:
Date:

Campus:
District:

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed