Checklist: Classroom Critical Components
Evidence-Based Practices for Students with Significant Cognitive Delays

LISN Low Incidence Statewide Network

Teacher: **Date:**

Campus: **Observer:**

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

	Planning/Instruction Domain	
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 ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Curriculum is aligned with state assessment concepts and skills ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) IEPs are developed by aligning student strengths, needs and interests with grade level standards ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Staff collects data routinely to measure growth on IEP/BIP goals. ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) The teacher communicates progress in a meaningful and routine way with parents ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 6) Assessment is evident in the following ways: ☐ Anecdotal records ☐ Teacher observation ☐ Teacher made tests ☐ Checklists ☐ Photos/Video ☐ Inventories ☐ Rubrics ☐ Student work ☐ Portfolios ☐ Other:_____	**Planning Domain: 1.1, 1.2** **Instruction Domain: 2.3**	
III. Differentiated Instruction 1) Lesson plans include a variety of differentiated instructional strategies ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Lesson plans are aligned with grade level standards ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Lesson plans incorporate IEP goals and objectives meaningfully ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Visual supports are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) Instructional and assistive technology is integrated throughout instruction ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 6) Students have access to typical peers and general ed settings ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain: 1.4** **Instruction Domain: 2.2, 2.4, 2.5**	
IV. Social Communication 1) Communication attempts are honored and interpreted as best as is possible ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Communication goals are integrated throughout instruction ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Communication systems are in place for all students that lack functional expressive language ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Communication systems & strategies are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain: 1.3** **Learning Environment Domain: 3.1, 3.2, 3.3**	

Action Plan for Continuous Improvement

Teacher: _____ **Date:** _____

Campus: _____ **District:** _____

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