

Checklist: Classroom Critical Components

Evidence-Based Practices for Students with Significant Cognitive Delays



Teacher:

Date:

Campus:

Observer:

Areas of Focus	T-TESS Links	Supporting Documentation
<p>I. A. Classroom Climate [Organization]</p> <p>1) Areas are clearly defined for different types of activities <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>2) Areas are clearly labeled in ways that students understand <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>3) Areas are designated for group work [large & small] <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>4) Areas are designated for individual work <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>5) Areas are designated for break/sensory activities <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3.1.4 Instruction Domain: 2.1, 2.2, 2.4, 2.5 Learning Environment Domain: 3.1</p>	
<p>I. B. Classroom Climate [Schedules]</p> <p>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</p> <p>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</p> <p>3) Mini-schedules/checklists are in place for specific activities <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>4) Work systems are in place for some students <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>5) Organizational strategies are implemented consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3 Learning Environment Domain: 3.1, 3.2</p>	
<p>I. C. Classroom Climate [Positive Behavioral Supports]</p> <p>1) Positive behaviors are reinforced consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>2) Expectations are clarified visually in ways students understand <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>3) Visual strategies are readily available and used consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>4) Preventive strategies are implemented consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>5) Instructive consequences are implemented consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>6) Data is collected on antecedents, behavior and consequences [ABC] <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>7) Strategies are revised based on data and outcomes <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p>	<p>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</p>	

<p>II. Alignment with State Standards</p> <p>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</p> <p>2) Curriculum is aligned with state assessment concepts and skills <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>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</p> <p>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</p> <p>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</p> <p>6) Assessment is evident in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher made tests <input type="checkbox"/> Checklists <input type="checkbox"/> Photos/Video <input type="checkbox"/> Inventories <input type="checkbox"/> Rubrics <input type="checkbox"/> Student work <input type="checkbox"/> Portfolios <input type="checkbox"/> Other: _____ 	<p>Planning Domain: 1.1, 1.2 Instruction Domain: 2.3</p>	
<p>III. Differentiated Instruction</p> <p>1) Lesson plans include a variety of differentiated instructional strategies <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>2) Lesson plans are aligned with grade level standards <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>3) Lesson plans incorporate IEP goals and objectives meaningfully <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>4) Visual supports are implemented consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>5) Instructional and assistive technology is integrated throughout instruction <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>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</p>	<p>Planning Domain: 1.4 Instruction Domain: 2.2, 2.4, 2.5</p>	
<p>IV. Social Communication</p> <p>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</p> <p>2) Communication goals are integrated throughout instruction <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p> <p>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</p> <p>4) Communication systems & strategies are implemented consistently <input type="checkbox"/> Not Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3 Learning Environment Domain: 3.1, 3.2, 3.3</p>	

Action Plan for Continuous Improvement



Teacher: _____

Date: _____

Campus: _____

District: _____

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