

Early Childhood Education for Children with Disabilities

Effective Practices Observation Tool Scoring Rubric

Assessment-Based IEP						
	Practice In Place	✓	More Development Needed	✓	Practice Not In Place	✓
1.	All IEP goals/objectives are based on current individual formal and informal assessment.		Most of the IEP goals/objectives are based on current formal assessment. There's limited evidence that informal assessment is also considered.		IEP goals/objectives are based on what the service provider usually teaches. There is not a link to individual student assessment.	
2.	All IEP goals/objectives align with state PK Guidelines and show evidence of increasing student independence over time.		Some IEP goals/objectives show a correlation to state PK Guidelines and evidence of fading prompts.		IEP goals/objectives are written with no consideration of state PK Guidelines and no evidence of fading prompts.	
3.	All IEP objectives are written in measurable terms specifying the: learner, target behavior, condition(s) of intervention, and criteria for mastery.		Most of the IEP objectives are written in measurable terms so that progress data can be collected.		IEP objectives are not written in measurable terms making it difficult to determine progress toward mastery.	
4.	The service provider uses a data collection system linking to IEP objective mastery criteria. Evidence exists to show small group/individual instruction consistently links to data collection findings.		The service provider collects data on a routine basis, but there is minimal evidence that instruction is linked to data collection.		The service provider does not collect data on a consistent basis and does not inform instruction.	
5.	Service provider anecdotal records show a direct link between classroom tasks/activities and IEP objectives.		Service provider(s) collect anecdotal information inconsistently and occasionally use it to inform classroom tasks/activities.		Classroom tasks/activities are based on weekly thematic units with a limited link toward IEP objectives.	
6.	Service provider(s) intentionally plan and implement critical IEP objectives in the least restrictive environment on a scheduled basis.		Service providers implement critical IEP objectives in the least restrictive environment as the opportunity presents itself.		Service providers do not intentionally plan or implement critical IEP objectives in the least restrictive environment.	
Total	✓s x 2=		✓s x 1=		✓s x 0=	

Component: Assessment-Based IEP (Add up the total points given for indicators 1-6)

Total of 8-12 = Practice in Place

Total of 3-7 = More Development Needed

Total of 0-2 = Practice Not in Place

Early Childhood Education for Children with Disabilities

Effective Practices Observation Tool Scoring Rubric

Environment, Engagement, Inclusion						
	Practice In Place	✓	More Development Needed	✓	Practice Not In Place	✓
1.	The classroom is divided into well-defined areas with adequate workspace for individual students, and large/small groups of students.		The classroom has some defined areas, but the majority of space is not clearly defined and/or is not adequate to accommodate a variety of student groups.		The classroom is not divided into workspace areas and it is not clear where large group, small group, and individual student instruction takes place.	
2.	There is a wide variety of real and representational materials reflecting student interests, learning levels, and cultures. Materials/shelves are labeled and can be accessed by students.		There are some real and representational materials that reflect student learner characteristics. Some materials/shelves are labeled and some can be accessed by students.		There are minimal representational materials reflecting student learner characteristics. Materials/shelves are not within student reach and are not labeled.	
3.	All students follow classroom routines without dependence upon adults. Transition signals are given and students respond to engage in transition routines.		Some students need adult assistance to engage in classroom routines and respond to transition signals and routines.		Students do not follow classroom routines. There's no evidence of transition signals or routines for managing transitions.	
4.	Students are observed independently moving their schedule icons and schedule task strips to reflect current activities. Schedules are portable and accompany students to different locations as appropriate.		Students come to large group area to take turns manipulating the class schedule to reflect current activities. There are no individual student schedules.		There is one class schedule that is in a fixed location out of student reach. The service provider announces the different activities/routines throughout the daily schedule.	
5.	Throughout the daily routine there's a balance of large/small group and individual instruction as well as active/outdoor and reflective/indoor activities.		Students receive large/small group and individual instruction on an inconsistent basis. Active/outdoor and reflective/indoor activities are not on the daily class schedule.		Students only experience large group instruction with limited opportunities for active/outdoor and reflective/indoor activities.	
6.	Students are observed actively engaged with materials, peers, and adults the majority of the time throughout the day.		Students are observed engaging with materials, peers, and adults a minimal amount of time.		Student engagement is not planned and occurs infrequently.	

Early Childhood Education for Children with Disabilities

Effective Practices Observation Tool Scoring Rubric

7.	All students receive instruction with their peers according to their individual strengths and needs based on the least restrictive curriculum and environment.	Some students receive instruction with their peers according to their individual strengths and needs based on the least restrictive curriculum and environment. Some students may receive instruction in the general education setting, but may not have access to same-age peers.	Students receive instruction in a self-contained specialized support classroom without typically developing peers. Opportunities to interact with typical peers are infrequent and are not planned or scheduled.
8.	General education and special education service providers collaboratively plan the implementation of services within the least restrictive environment based on individual student strengths and needs.	General education and special education service providers share information infrequently during spontaneous encounters.	General education and special education service providers plan and deliver instruction in isolation.
Total	✓s x 2=	✓s x 1=	✓s x 0=

Component: Environment, Engagement, Inclusion (Add up the total points given for indicators 1-8)

Total of 11-16 = Practice in Place

Total of 4-10 = More Development Needed

Total of 0-3 = Practice Not in Place

Early Childhood Education for Children with Disabilities

Effective Practices Observation Tool Scoring Rubric

Communication and Technology Support						
	Practice In Place	✓	More Development Needed	✓	Practice Not In Place	✓
1.	A weekly schedule designates both staff/student locations and activities are visible and consistently followed.		A general schedule is visible, but is not specific to staff/student locations and is inconsistently followed.		A weekly class schedule is not visible. It's unclear which staff are working with which students throughout the day.	
2.	All students observed using an individual daily schedule to direct to classroom activity/location without adult assistance.		All students have an individual schedule but there's no evidence of differentiation for student learner characteristics.		There is only a whole class schedule visible. Students do not use an individual daily schedule.	
3.	Students are observed using visually based work systems, which are individualized per student learner characteristics, moving from left to right and from top to bottom.		There is only one work system set up in the classroom where students rotate through it doing the same work.		There are no work systems. Students select independent work from center areas and shelves.	
4.	Students are observed using their individual work system that visually tells them what work to do, how much work, when they are finished, and what to do next.		Students have visually based work systems that tell them what work to do, but not what to do when they are finished.		There are no visually based work systems.	
5.	Students are observed using individual schedules and work systems in other settings outside of the classroom.		Although student schedules and work systems are portable, they are not observed in use in other settings outside the classroom.		Student schedules and work systems are not portable and are used in a fixed location within the classroom.	
6.	Communication systems are used by students throughout their daily routine that support engagement, choice, and language with peers and adults.		Students use communication systems only during parts of the daily routine resulting in minimal engagement, choice, and language with peers and adults.		Students are not observed using communication systems. Adults do the majority of the communication and there is limited engagement and choice.	
Total	✓s x 2=		✓s x 1=		✓s x 0=	

Component: Communication and Technology Support (Add up the total points given for indicators 1-6)

Total of 8-12 = Practice in Place

Total of 3-7 = More Development Needed

Total of 0-2 = Practice Not in Place

Early Childhood Education for Children with Disabilities

Effective Practices Observation Tool Scoring Rubric

Behavioral Support and Social Skills						
	Practice In Place	✓	More Development Needed	✓	Practice Not In Place	✓
1.	Environmental accommodations that prevent or minimize problematic behavioral patterns are observed such as: boundary markers, visual schedules, labeling, choice/communication boards, transition/activity completion signals, etc.		Some environmental accommodations are in place and observed being used in certain areas of the classroom, but not throughout.		No environmental accommodations are observed in place or being used in areas throughout the classroom.	
2.	All team members contribute to functional behavioral assessment that results in holistic interventions used to decrease challenging behavior patterns.		Some team members contribute to functional behavioral assessment, which results in partial interventions used to decrease challenging behavioral patterns.		The functional behavioral assessment reflects the thinking of individuals and lacks holistic interventions as a result of a non-collaborative process.	
3.	All service providers implement the least intrusive positive behavior supports to decrease the target behavior and increase the replacement behavior.		Some service providers implement the least intrusive positive behavior supports resulting in a lack of consistency across settings and compromising success.		Few or no service providers implement the least intrusive positive behavior supports resulting in the increase of challenging problematic behavior patterns.	
4.	Instruction is observed to support student acquisition of social skills as students use these skills with adults and peers for a range of occasions/environments.		Instruction in social skills is only provided during scheduled times resulting in students using these skills only during certain activities.		Instruction is only provided in academic oriented areas. Students are not provided formal social skills instruction.	
Total		✓ s x 2=		✓ s x 1=		✓ s x 0=

Component: Behavioral Support and Social Skills (Add up the total points given for indicators 1-4)

Total of 6-8 = Practice in Place

Total of 3-5 = More Development Needed

Total of 0-2 = Practice Not in Place

Early Childhood Education for Children with Disabilities

Effective Practices Observation Tool Scoring Rubric

Family Involvement and Transition						
	Practice In Place	✓	More Development Needed	✓	Practice Not In Place	✓
1.	Families and service providers work together on a routine basis as active participants across all areas to assess, plan, and deliver services.		Families and service providers work together only in some areas at a minimal level above what is required.		Families and service providers seldom work together beyond what is required.	
2.	Service providers demonstrate an awareness/respect for the culture and language of families.		Some service providers demonstrate an awareness/respect for the culture and language of families.		Cultural and language responsiveness is not in practice when service providers interact with families.	
3.	Families receive regular and meaningful communication regarding their child's progress on a frequent basis.		Families receive communication regarding their child's progress at set intervals (i.e. progress reports and report cards).		Families receive communication regarding their child's progress at the annual ARD.	
4.	Transition planning begins while the student is in the current placement and begins to incorporate skills into the current setting that are needed in the next setting.		Meetings are held prior to the end of the school year to plan for transition to the next setting. There's minimal support for transferring skills to the next setting.		Transition planning takes place at the annual ARD or end of the year ARD with little thought of the skills required in the next setting.	
5.	Transition planning includes the student (when appropriate) and all current and receiving service providers.		There is some inclusion of the student and receiving service providers with the current service providers when planning for student transition.		There is no inclusion of the student or receiving service providers when current service providers plan for student transition.	
6.	Transition activities include both receiving teacher and student support to ensure student success in the new setting.		Transition activities are cursory in implementation and do not provide sufficient receiving teacher and student support to achieve success.		Transition activities do not take place for receiving teachers and for the student.	
Total	✓s x 2=		✓s x 1=		✓s x 0=	

Component: Family Involvement and Transition (Add up the total points given for indicators 1-6)

Total of 8-12 = Practice in Place

Total of 3-7 = More Development Needed

Total of 0-2 = Practice Not in Place