

Administrator Companion Document to RUBRIC OF EFFECTIVE PRACTICES for Students with Significant Cognitive Disabilities

Teacher/Team: _____

Date: _____

Campus: _____

District: _____

This companion document to the Rubric of Effective Practices for Students with Significant Cognitive Disabilities provides administrators with best practices to facilitate learning for students with the most complex access needs and the evidence that they should see if practices are implemented.

While the document makes note of where Rubric Indicators may align with the T-TESS Dimensions, it SHOULD NOT be used as the sole source of evidence for determining teacher performance, as it guides planning and growth for a campus/district team and does not focus on only the role of the teacher. For in-depth information on each indicator, please enroll in the course [Building a Foundation for Supporting Students with Significant Cognitive Disabilities](#).

Quality Indicator I: Alignment with State Standards *T-TESS Dimensions: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 4.4*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|---------------------|--|--|-------|
| 1. Instruction is aligned with state standards at grade level (TEKS), focusing on priority concepts and skills relevant to student needs. | 1.1, 2.4 | <input type="checkbox"/> Lesson plans reference grade-level TEKS through prerequisites <input type="checkbox"/> Collaborative general education/special education PLC meeting agendas/minutes <input type="checkbox"/> Collaborative lessons between special education and general education teachers <input type="checkbox"/> Instructional materials from general education are integrated and adapted into activities <input type="checkbox"/> IEP goals and objectives align to TEKS through prerequisites | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 2. Instruction is aligned with state assessment concepts and skills throughout the entire year. <i>For teachers who service ONLY students grade 2 and below, this is not applicable.</i> | 1.1, 1.2 | <input type="checkbox"/> Lesson plans reference STAAR Alternate 2 Essence Statements <input type="checkbox"/> Instructional materials are integrated into activities that address STAAR Alternate 2 Essence Statements <input type="checkbox"/> IEP goals and objectives align to STAAR Alternate 2 Essence Statements when related to student areas of critical need | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A | |
| 3. IEPs are developed by aligning student strengths, needs, and interests with grade-level standards. | 1.1, 1.2, 1.3, 2.2 | <input type="checkbox"/> IEP PLAAFP references multiple data sources and lists student strengths, needs, and interests <input type="checkbox"/> IEP goals and objectives are based on areas of critical need identified in the PLAAFP integrating supports for the student to be successful <input type="checkbox"/> Student interest surveys/preference surveys | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| a. IEPs consistently incorporate family concerns. | 4.4 | <input type="checkbox"/> Family questionnaire/surveys <input type="checkbox"/> IEP PLAAFP includes family input <input type="checkbox"/> IEP goals and objectives incorporate family input on student's areas of critical need | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| b. Students are included in the IEP process as much as is possible. | 2.1, 2.5 | <input type="checkbox"/> Student interest/preference surveys <input type="checkbox"/> Student IEP meeting PowerPoints, handouts, or portfolios <input type="checkbox"/> Student attendance at IEP meetings | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

Total: ____ of 5*

*Score N/A (not applicable) as "evident" when recording total.

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Quality Indicator II: Effective Teams *T-TESS Dimensions: 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 4.4*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|---------------------|---|--|-------|
| 1. Team members (administrators, teachers, paraprofessionals, parents, instructional/related services staff, and students) have clear roles and responsibilities that contribute to effective instruction and consistent preventive behavioral strategies. | 4.3, 4.4 | <input type="checkbox"/> Class manual to guide paraprofessionals <input type="checkbox"/> Class staff schedules (include duties, locations, assigned students, lunch breaks) <input type="checkbox"/> Set meeting time reflected in daily staff schedule <input type="checkbox"/> Team meeting agendas/minutes | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 2. Team members advocate for the needs of students. | 4.1 | <input type="checkbox"/> Staff ARD meeting input surveys <input type="checkbox"/> Deliberations in IEP paperwork reflect staff input <input type="checkbox"/> Lessons and supports reflect collaboration between general education teachers and special education teachers <input type="checkbox"/> Delivery of services by related service providers reflect collaboration with teachers; for example, students are served in the least restrictive settings with appropriate supports <input type="checkbox"/> Lessons and student work samples reflect connections to activities outside of school and to the world at large, indicating the teacher advocates for the inclusion of the student beyond the walls of the school | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 3. Administrators support the specific needs of students across instructional environments (such as scheduling, staff assignments, assistive technology, and other supports). | | <input type="checkbox"/> After ARD committee meetings, administrators work with staff to meet student inclusion needs, locate appropriate instructional materials, and provide recommended assistive technology <input type="checkbox"/> General education instructional materials and equipment are available to students receiving special education | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 4. Administrators support staff in obtaining professional development related to the unique needs of their students. | | <input type="checkbox"/> Professional development certificates of teachers and paraprofessionals <input type="checkbox"/> Agendas from campus or district-wide training days showing topics related to support of students with significant cognitive disabilities <input type="checkbox"/> Documented visits from ESC Educational Specialists or other qualified coaches/consultants <input type="checkbox"/> Training flyers shared with staff <input type="checkbox"/> Receipts and certificates for training opportunities specific to students with significant cognitive disabilities | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 5. Teachers, paraprofessionals, and instructional/related services staff participate in professional development related to the unique needs of their students. | 4.2, 4.3 | <input type="checkbox"/> Professional development certificates of teachers and paraprofessionals <input type="checkbox"/> Documented visits from ESC Educational Specialists and other qualified coaches/consultants <input type="checkbox"/> Training flyers shared between staff members to address student needs | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 6. Special education and general education teachers collaborate on pacing, materials, and instructional strategies for the TEKS. | 4.3, 4.4 | <input type="checkbox"/> PLC meeting agendas/minutes <input type="checkbox"/> Collaborative lessons between special education and general education staff <input type="checkbox"/> Special education teacher lesson plans correlate with general education pacing calendar <input type="checkbox"/> Students receiving special education participating with peers in general education classrooms or other inclusive settings | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator II: Effective Teams *T-TESS Dimensions: 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 4.4*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|---|---------------------|--|--|-------|
| 7. Teachers, paraprofessionals, and instructional/related services staff collect data routinely (through methods such as anecdotal records, teacher observations, teacher-made tests, checklists, photos/videos, inventories, rubrics, student work samples, portfolios, etc.) to measure progress. | 1.2 | <input type="checkbox"/> Data tracking visible throughout instruction, for example, task analysis data sheets <input type="checkbox"/> Measurable numbers, graphs, and/or trends available on each student <input type="checkbox"/> Student portfolios <input type="checkbox"/> Grading rubrics in place <input type="checkbox"/> Organized student work samples | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 8. Teachers, paraprofessionals, and instructional/related services staff collaborate on a regular basis to analyze data to improve instructional and behavioral decisions. | 1.2, 4.3 | <input type="checkbox"/> Regular data review meetings reflected on calendar <input type="checkbox"/> Data tracking materials used during data review meetings <input type="checkbox"/> Adjustments to intervention or instruction are reflected within data <input type="checkbox"/> Behavior Intervention Plans and positive behavior supports for students are adjusted frequently based on data <input type="checkbox"/> Instructional changes are made based on data <input type="checkbox"/> Low turnover of classroom paraprofessionals | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 9. Team members collaborate to solve problems proactively. | 4.1 | <input type="checkbox"/> Behavior Intervention Plans and positive behavior supports for students are adjusted frequently based on data <input type="checkbox"/> Instructional changes are made based on data <input type="checkbox"/> Student data collection reveals reduction in challenging behavior <input type="checkbox"/> End of day debriefing between staff members is reflected on the daily schedule to review data and address programming proactively | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 10. Team members maintain the confidentiality of the student. They avoid discussing the student (disability, personal care, academic performance, behavior, etc.) around other students/adults outside of the team. | 4.1 | <input type="checkbox"/> Team meetings occur in private locations <input type="checkbox"/> Teachers do not talk about student challenges in front of student, any staff not directly related to service delivery for the student <input type="checkbox"/> Student's personal and medical needs are handled discreetly | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 11. Teachers regularly communicate (both progress and general information) with families in positive and productive ways. | 4.4 | <input type="checkbox"/> Class newsletters <input type="checkbox"/> Teacher webpage <input type="checkbox"/> Take home notebooks/journals <input type="checkbox"/> Phone call logs <input type="checkbox"/> Email/text logs | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 12. Transitions to new educational settings are facilitated for student success: a. Student portfolios are sent to the next educational setting. | 1.3 | <input type="checkbox"/> Student portfolios <input type="checkbox"/> Plans for transitions documented in IEP paperwork | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator II: Effective Teams *T-TESS Dimensions: 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 4.4*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|---------------------|--|--|-------|
| b. Prior to a planned transition within the same school or district, current staff accompanies the student on a visit to the next educational setting. | 3.1 | <input type="checkbox"/> Plans for transitions documented in IEP paperwork <input type="checkbox"/> Experience stories created from the visit to the new environment <input type="checkbox"/> Phone call logs between sending and receiving teacher <input type="checkbox"/> Email logs between sending and receiving teacher | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| c. After the transition occurs, prior setting staff consults with new setting staff for a follow-up. | 1.3, 4.3 | <input type="checkbox"/> Phone call logs between sending and receiving teacher <input type="checkbox"/> Email logs between sending and receiving teacher <input type="checkbox"/> Consult agendas/notes | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator III: Classroom Climate *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|---|---------------------|--|--|-------|
| ORGANIZATION | | | | |
| 1. Classrooms are organized into clearly defined areas that promote different types of learning experiences (such as spaces for a large group, small group, individual work, break/sensory activities). | 3.1 | <input type="checkbox"/> Strategic use of furniture, carpets, tape and other visual cues to clearly define key areas with physical and/or visual boundaries: <input type="checkbox"/> Large group <input type="checkbox"/> Small group <input type="checkbox"/> Stations (Literacy, Math, Science, Social Studies, Drama, Computer, etc.) <input type="checkbox"/> Break area <input type="checkbox"/> Sensory area <input type="checkbox"/> Independent work area <input type="checkbox"/> Work with Teacher direct instruction area <input type="checkbox"/> Adult work areas minimized; classroom is student centered | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 2. Areas are clearly labeled in ways that students understand. | 3.1 | <input type="checkbox"/> Labels in areas around the room using any of the following (or any combination): <input type="checkbox"/> Words <input type="checkbox"/> Graphics <input type="checkbox"/> Photographs <input type="checkbox"/> Objects | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 3. Organizational strategies to maintain a clutter-free age-appropriate classroom are consistently implemented (storage of instructional materials, sensory/leisure items, data tracking systems). | 3.1 | <input type="checkbox"/> Materials organized into bins/buckets/boxes <input type="checkbox"/> Visual labels of areas/objects/work systems <input type="checkbox"/> Classroom décor and materials are age-appropriate <input type="checkbox"/> No extraneous visual clutter — visuals limited to instructional and functional needs <input type="checkbox"/> Data tracking systems in binders/bins/folders | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| SCHEDULES | | | | |
| 4. Each class schedule is posted in terms that most, if not all students, understand. | 2.3, 3.1 | <input type="checkbox"/> Visual classroom schedule posted <input type="checkbox"/> Staff and students can point out class schedule <input type="checkbox"/> Minimal unstructured time within school day <input type="checkbox"/> Schedule promotes natural transitions between activities <input type="checkbox"/> Transitions supported with cues (such as visuals, music, objects) <input type="checkbox"/> Focus on “first”, “then”, “finished” and “next” <input type="checkbox"/> Schedule rotates between different types of instruction (whole group, small group, independent tasks, individual work with teacher, etc.) | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator III: Classroom Climate *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|-------------------------|---|--|-------|
| 5. The class schedule is referred to throughout the day as activities are completed. | 2.3, 3.1 | <input type="checkbox"/> Visual classroom schedule posted <input type="checkbox"/> Movement through schedule is noted visually and verbally <input type="checkbox"/> Staff and students can point out where they are currently in the class schedule | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 6. Beyond the class schedule, individual schedules are in place for students that need additional structure. | 1.3, 2.4, 3.1 | <input type="checkbox"/> Individual visual schedules posted (check all that apply) <input type="checkbox"/> Object <input type="checkbox"/> Graphic <input type="checkbox"/> Photograph <input type="checkbox"/> Word <input type="checkbox"/> Ability to manipulate <input type="checkbox"/> Staff and students can point out student individual schedules <input type="checkbox"/> Movement through schedule is noted visually and verbally <input type="checkbox"/> Student schedules are unique to their own needs | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A | |
| 7. Mini-schedules/checklists are in place for specific activities for students that need additional structure. | 1.3, 2.3, 2.4, 3.1 | <input type="checkbox"/> Activity schedules posted (check all that apply) <input type="checkbox"/> Object <input type="checkbox"/> Graphic <input type="checkbox"/> Photograph <input type="checkbox"/> Word <input type="checkbox"/> Ability to manipulate <input type="checkbox"/> Staff and students can point out student activity schedules <input type="checkbox"/> Movement through activity schedule is noted visually and verbally | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A | |
| 8. Work systems are in place for students that need additional structure. | 1.3, 2.1, 2.3, 2.4, 3.1 | <input type="checkbox"/> Work system steps posted (check all that apply) <input type="checkbox"/> Object <input type="checkbox"/> Graphic <input type="checkbox"/> Photograph <input type="checkbox"/> Word <input type="checkbox"/> Ability to manipulate <input type="checkbox"/> Staff and students can point out work systems <input type="checkbox"/> Movement through work system is noted visually and verbally <input type="checkbox"/> Finished box <input type="checkbox"/> Staff disassembles work systems after student has left area | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A | |
| 9. Schedules are consistently implemented. | 2.3, 3.1 | <input type="checkbox"/> Staff and students can point out schedules <input type="checkbox"/> Staff and students can point out where they are within the schedule <input type="checkbox"/> Students and staff transition smoothly between activities <input type="checkbox"/> Minimal unstructured time within school day | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator III: Classroom Climate *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|---|---------------------|--|--|-------|
| POSITIVE BEHAVIOR SUPPORTS | | | | |
| 10. Staff consistently interacts with all students in positive and respectful ways. | 3.3, 4.1 | <input type="checkbox"/> Commands (both visual and gestures) are non-threatening and do not draw extreme attention to the student <input type="checkbox"/> Positive reinforcement is frequent and specific | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| a. Staff does not talk about a student in front of the student. | 3.3, 4.1 | <input type="checkbox"/> Adults include students in conversations when they are present <input type="checkbox"/> When needing to discuss information with other adults regarding the student, these conversations occur out of the presence of the child <input type="checkbox"/> Student vocabulary development shows growth | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| b. Staff uses age-appropriate tone, language, and vocabulary with students. | 3.3, 4.1 | <input type="checkbox"/> Use of age-appropriate tone, vocabulary with students is apparent and observed <input type="checkbox"/> Appropriate terminology is used for feeding, toileting, other daily living skills, reinforcers <input type="checkbox"/> Constant supervision and instruction by the adults in the classroom is apparent | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| c. Staff refrains from personal conversations and phone use. | 3.3, 4.1 | <input type="checkbox"/> Staff are engaged in activities and conversations with the students <input type="checkbox"/> Family communication is reserved for conference periods, before, and after school <input type="checkbox"/> Personal conversations are reserved for lunch, before, and after school | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 11. Expectations are clarified visually in ways students understand. | 3.1, 3.2 | <input type="checkbox"/> Classroom rules are posted <input type="checkbox"/> Situational specific behavior expectation visuals are readily accessible <input type="checkbox"/> Staff and students can point out class rules <input type="checkbox"/> Visual supports are used in conjunction with verbal reminders of expectations | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 12. Positive behaviors are consistently reinforced. | 3.2, 3.3 | <input type="checkbox"/> Student interest/preference surveys linked to reinforcers <input type="checkbox"/> Token boards, first/then boards, point systems, behavior contracts clearly visible and being used <input type="checkbox"/> Frequent verbal/visual praise | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 13. Data is collected on antecedents, behavior, and consequences (ABC). | 1.2, 3.2 | <input type="checkbox"/> ABC Data Sheets <input type="checkbox"/> Environment, structures, and consequences are adjusted frequently based on data | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 14. Teachers and paraprofessionals prevent problematic behaviors most of the time through antecedent-based interventions and a variety of positive behavioral strategies. | 1.2, 3.2, 3.3 | <input type="checkbox"/> Token boards, first/then boards, point systems, behavior contracts clearly visible and being used <input type="checkbox"/> Environment, structures, and consequences are adjusted frequently based on data <input type="checkbox"/> Instructional changes are noted in data records <input type="checkbox"/> Student data collection reveals a reduction in challenging behavior | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator III: Classroom Climate *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|---|---------------------|--|--|-------|
| 15. Visual strategies are consistently used to support difficult or unexpected transitions. | 2.3, 3.1, 3.3 | <input type="checkbox"/> Situational specific behavior expectation visuals are readily accessible <input type="checkbox"/> Visual supports are used in conjunction with verbal reminders of expectations <input type="checkbox"/> Data documenting that during surprise transitions students are able to effectively and efficiently move to the new activity and back again | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 16. Teachers and paraprofessionals consistently respond to problematic behaviors with strategies that teach alternative and/or replacement behaviors. | 1.2, 3.2, 3.3 | <input type="checkbox"/> Instructional changes are noted in data records <input type="checkbox"/> Staff can all articulate current strategy <input type="checkbox"/> Staff are observed teaching replacement behavior | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 17. Strategies are revised based on data and outcomes. | 1.2, 2.5 | <input type="checkbox"/> Data tracking visible throughout instruction <input type="checkbox"/> Measurable numbers, graphs, and/or trends available on each student <input type="checkbox"/> Instructional changes are noted in data records | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

Total: ____ of 20*

*Score N/A (not applicable) as "evident" when recording total.

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Quality Indicator IV: Differentiated Instruction *T-TESS Dimensions: 1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.4*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|---------------------|--|--|-------|
| 1. Lesson plans aim for Universal Design for Learning (UDL) and incorporate a variety of differentiated instructional and assessment strategies to meet a wide range of student interests, abilities, and needs. | 1.1, 1.3, 1.4, 2.4 | <input type="checkbox"/> Students are actively involved in learning through a combination of both: <ul style="list-style-type: none"> <input type="checkbox"/> Interactive small group activities and one-on-one instruction with a teacher or a paraprofessional <input type="checkbox"/> Independent task completion for reinforcing skills already learned with support from a teacher or a paraeducator <input type="checkbox"/> The students are doing the work: <ul style="list-style-type: none"> <input type="checkbox"/> Students are attending to meaningful instruction related to grade-level standards <input type="checkbox"/> Students are actively participating in hands-on instruction designed according to their individual strengths, interests, and needs <input type="checkbox"/> Students are actively engaged through the use of adapted techniques and technology | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 2. IEP goals and objectives are consistently incorporated in meaningful ways within lesson plans. | 1.3, 2.4 | <input type="checkbox"/> Lesson plans reference IEP goals and objectives <input type="checkbox"/> Data indicates that students practice their goals in a variety of ways | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 3. Visual supports and accommodations (such as checklists, work systems, graphic organizers, etc.) are implemented consistently to promote focus, engagement, and independence during instructional activities. | 1.4, 2.2, 2.3, 2.4 | <input type="checkbox"/> Visual supports are referred to often during instruction <input type="checkbox"/> Supports and accommodations are noted in lesson plans <input type="checkbox"/> Students independently access work systems | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 4. Instructional and assistive technology is integrated throughout instruction. | 1.1, 1.4, 2.4 | <input type="checkbox"/> Teachers instruct and students respond using technology often during instruction <input type="checkbox"/> Technology use is noted in lesson plans <input type="checkbox"/> Documentation of AT determinations are in student IEPs | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 5. Teachers and paraprofessionals consistently provide specific and frequent feedback to students, including positive reinforcement. | 3.2, 3.3 | <input type="checkbox"/> Positive reinforcement is frequent and specific <input type="checkbox"/> Feedback on performance is specific to the task <input type="checkbox"/> Feedback includes visual, gestures, and verbal | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 6. Student sensory needs are met to engage positively with instructional activities. | 1.3, 1.4, 2.4 | <input type="checkbox"/> Sensory equipment and areas are available in the classroom <input type="checkbox"/> Staff can identify which sensory strategies are used with which students | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A | |
| 7. Special education students have access to peers without disabilities and general education settings. | 4.1, 4.4 | <input type="checkbox"/> Students receiving special education services participate with peers without disabilities in general education settings and in campus special events <input type="checkbox"/> Students receiving special education services refer to students without disabilities as their friends <input type="checkbox"/> Students without disabilities greet students receiving special education services by name | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

Total: ____ of 7*

*Score N/A (not applicable) as "evident" when recording total.

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Quality Indicator V: Social Communication *T-TESS Dimensions: 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|---------------------|--|--|-------|
| 1. Teachers, paraprofessionals, and instructional/related service providers consistently interact with students in ways that each student understands (such as AAC, sign language, visual cue, verbal, etc.). | 1.3, 2.3, 2.4 | <input type="checkbox"/> Students have IEP goals that target communication <input type="checkbox"/> Alternate forms of communication are present in the classroom – picture symbols, communication boards, communication devices <input type="checkbox"/> Staff actively use the same communication systems as their students in conversation and instruction | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 2. Teachers, paraprofessionals, and instructional/related service providers consistently explain to students what is about to happen to them before they perform any task related to the student (e.g., “I’m going to put your shoes on now.” “This towel might feel wet on your face.” “It’s time for a snack, I’m going to move your wheelchair to the table.”). | 2.3, 3.3 | <input type="checkbox"/> Students participate in self-care activities to the maximum extent possible <input type="checkbox"/> Visual and verbal preparation for transitions is apparent | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 3. Teachers, paraprofessionals, and instructional/related service providers consistently honor communication attempts and interpret student gestures and vocalizations for meaning. | 2.3, 2.4 | <input type="checkbox"/> Staff consistently reinforce and encourage student communication <input type="checkbox"/> Staff are consistent in the interpretation of meaning, and integrate the use of a personal dictionary which can help new communication partners interpret the student’s gestures and sounds more effectively <input type="checkbox"/> Staff pairs student gestures or vocalization with verbal recognition, provides meaning, and responds accordingly | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 4. Teachers, paraprofessionals, and instructional/related service providers coach other staff and students on how to communicate with each student (such as speak directly to the student - not “through” a staff member, allow time for a response, accept responses in their communication mode, etc.). | 2.3, 4.1 | <input type="checkbox"/> Students’ conversations with general education teachers and other students (with or without disabilities) are encouraged <input type="checkbox"/> Alternate forms of communication (such as picture icons, communication boards, AAC devices) are visually seen in general education settings <input type="checkbox"/> Staff actively use the same communication systems as their students in conversation and instruction <input type="checkbox"/> Other students actively use the same communication systems in conversations and classroom activities as students that require special supports | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 5. Teachers, paraprofessionals, and instructional/related service providers ensure that individual communication systems are available and consistently used across environments for all students who lack expressive language. | 2.3, 3.1 | <input type="checkbox"/> Alternate forms of communication (such as picture icons, communication boards, AAC devices) are visually seen across environments <input type="checkbox"/> Staff actively use the same communication systems as their students in conversation and instruction | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

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Quality Indicator V: Social Communication *T-TESS Dimensions: 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 3.1, 3.3*

| | T-TESS Dimension(s) | Evidence of Implementation | Status | Total |
|--|---------------------|---|--|-------|
| 6. Teachers consistently create opportunities to promote functional and spontaneous communication throughout the day. | 1.4, 2.3, 2.4 | <input type="checkbox"/> Teachers stage opportunities to elicit communication (e.g., placing materials in sight but out of reach) <input type="checkbox"/> Open-ended questions are used during instruction <input type="checkbox"/> Social opportunities are used to promote communication (such as snack, lunch, playground, etc.) <input type="checkbox"/> Communication methods allow students to comment, describe, exclaim, and engage in social conversations — not just answer questions or name items | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |
| 7. Teachers, paraprofessionals, and instructional/related service providers consistently use data to plan for systematic integrated instruction on individual student communication goals. | 1.2, 2.5 | <input type="checkbox"/> Students have communication goals in their IEPs <input type="checkbox"/> Data tracking visible throughout instruction <input type="checkbox"/> Measurable numbers, graphs, and/or trends available on each student <input type="checkbox"/> Instructional changes are noted in data records | <input type="checkbox"/> Not evident <input type="checkbox"/> Evident | |

Total: ____ of 7