

*** ADMINISTRATOR USE***

Program "Look For" Tool: Self-Contained Autism/Intellectual Disabilities

Purpose

The *Program "Look For" Tool* is a rating scale that provides school administrators with a structured and systematic approach to observe and evaluate AU/ID program teachers. This tool aims to enhance the effectiveness of self-contained AU/ID programs by offering a clear framework of the programs' core components.

Observation Details

Date:		School:	
Teacher:		Program:	
Start Time:		End Time:	

Key: **A:** 100%(all) **B:** 75-99%(most) **C:** 50-74% (some) **D:** 49-1% (few) **E:** 0% (none)

TKES Standard	Domain	Indicator	Rating				
PS1: Professional Knowledge PS2: Instructional Planning	Instructional Tools	TeachTown					
		Current TeachTown program in use: <input type="checkbox"/> Basics <input type="checkbox"/> Encore <input type="checkbox"/> Social Skills <input type="checkbox"/> Transition to Adulthood D Health and Wellness					
		Teacher or paraprofessional is engaged in a teacher-led technology lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
		Students are engaged in a student-led technology lesson.	DA	DB	DC	DD	DE
PS7: Positive Learning Environment PS9: Professionalism PSIO: Communication	Relationships and Routines	Students are utilizing the manipulative kits, leveled books, and/or student workbooks.	DA	DB	DC	DD	DE
		Teacher draws students' attention to daily schedule.	DA	DB	DC	DD	DE
		Teacher or student marks schedule to show the time of day.	DA	DB	DC	DD	DE
		Teacher reviews rules with the whole class.	DA	DB	DC	DD	DE
		Teacher provides positive feedback to all students.	DA	DB	DC	DD	DE
		Paraprofessional(s) understands and follows zone plans.	<input type="checkbox"/> Yes D No				
PS3: Instructional Strategies PS4: Differentiated Instruction	Standards Based Instruction	Paraprofessional(s) is actively engaged with students.	<input type="checkbox"/> Yes D No				
		Teacher has appropriate materials for the lesson/instruction is readily available for all students.	DA	DB	DC	DD	DE
		Teacher states the learning objective.	<input type="checkbox"/> Yes D No				
		Teacher introduces the lesson.	<input type="checkbox"/> Yes D No				
		Teacher models the skill.	DA	DB	DC	DD	DE
		Teacher guides the students to participate in shared practice of the skill.	DA	DB	DC	DD	DE
		Teacher cues the students to take control of the learning process.	DA	DB	DC	DD	DE
		Teacher provides appropriate error correction to all students.	DA	DB	DC	DD	DE
		Teacher provides appropriate level of prompting to all students.	DA	DB	DC	DD	DE
		Teacher differentiates the lesson for all students.	DA	DB	DC	DD	DE
		Teacher expands on the lesson's objective.	<input type="checkbox"/> Yes D No				

PS2: Instructional Planning PS7: Positive Learning Environment PSIO: Communication	Specially Designed Instruction #1 <u>Planning</u> <i>Teacher collaborates with colleagues to plan explicit and systematic specially designed instruction that targets students' IEP goals/objectives and provides access to standards-based instruction.</i>	Instruction is specially designed and aligned to grade-level Standards Mastery Framework.	<input type="checkbox"/> Yes	D	No		
		Teacher plans and prepares accommodations/modifications aligned with the students' IEPs.	DA	DB	DC	DD	DE
		Teacher plans and prepares materials for life skills instruction for all students.	DA	DB	DC	DD	DE
		Zone plans are created, posted, followed, and provided to all classroom staff members.	<input type="checkbox"/> Yes	D	No		
		Teacher plans for SDI by utilizing the Caseload Learning Plan specific to each student.	DA	DB	DC	DD	DE
		Behavior interventions are prepared and readily available.	DA	DB	DC	DD	DE
		Behaviors interventions are aligned to students' BIPs (if applicable).	<input type="checkbox"/> Yes	D	No	D	N/A
		Teacher collaborates with key stakeholders (e.g., related service providers) on supports for all students.	DA	DB	DC	DD	DE
		Teacher plans for progress monitoring through IEP goals and objectives (G/O), diagnostic, and/or formative assessments for all students.	DA	DB	DC	DD	DE
		A classroom management system is created with clear expectations and procedures.	<input type="checkbox"/> Yes	D	No		
		A classroom management system is created to address the individual behavior needs of students.	DA	DB	DC	DD	DE
		PS3: Instructional Strategies PS4: Differentiated Instruction PSS: Academically Challenging Environment PSIO: Communication	Specially Designed Instruction #2 <u>Implementation</u> <i>Teacher provides, and adjusts as necessary, explicit and systematic specially designed instruction that targets students' IEP goals/objectives and provides access to standards-based instruction.</i>	Task boxes are created and individualized for all students.	DA	DB	DC
Teacher utilizes various strategies and methodologies to allow students to access grade-level standards.	DA			DB	DC	DD	DE
Teacher provides accommodations/modifications aligned with the students' IEPs.	DA			DB	DC	DD	DE
Teacher provides explicit and systematic instruction targeting students' IEP goals/objective.	DA			DB	DC	DD	DE
Teacher references SDI lesson plans during instruction.	DA			DB	DC	DD	DE
Teacher provides explicit and systematic instruction targeting life skills for all students.	DA			DB	DC	DD	DE
Teacher makes individualized adjustments during instruction based on each student's response.	DA			DB	DC	DD	DE
Teacher utilizes a variety of resources and materials (outside of the use of videos) to increase engagement.	<input type="checkbox"/> Yes			D	No		
Paraprofessionals and other stakeholders are actively engaged with students and utilizing prepared materials.	DA			DB	DC	DD	DE
Prepared behavior supports and interventions are actively being used.	DA DB DC DD DE						
<input type="checkbox"/> Token Economy							
<input type="checkbox"/> Forced breaks/brain breaks							
<input type="checkbox"/> Timers							
<input type="checkbox"/> Transition music							
<input type="checkbox"/> Choice boards	DA DB DC DD DE						
<input type="checkbox"/> Positive feedback/Verbal praise							
<input type="checkbox"/> Rewards							
<input type="checkbox"/> First/Then							
<input type="checkbox"/> Planned Ignoring							
<input type="checkbox"/> Redirection	DA DB DC DD DE						
<input type="checkbox"/> Other: _____							

		Teacher is actively progress monitoring through IEP G/0, diagnostic, and/or formative assessments.	DA	DB	DC	DD	DE
		Classroom management system is implemented with clear expectations and procedures.	DA	DB	DC	DD	DE
		Classroom management system is implemented to address the individual behavior needs of students.	DA	DB	DC	DD	DE
		Student behavioral supports are intentionally faded to promote student independence.	DA	DB	DC	DD	DE
		Task boxes are actively being used independently by all students.	DA	DB	DC	DD	DE
<p>PS7: Positive Learning Environment</p> <p>PSS: Academically Challenging Environment</p> <p>PS9: Professionalism</p> <p>PSIO: Communication</p>	<p>Specially Designed Instruction #3</p> <p>Classroom Environment and Management</p> <p><i>Teacher creates a positive learning environment by implementing a classroom management system that includes positive and constructive feedback and addresses the individual behavior needs of students.</i></p>	Classroom is clearly defined with uncluttered area/stations and visual boundaries.	<input type="checkbox"/> Yes D No				
		Student work is posted to help create a sense of pride and classroom community.	DA	DB	DC	DD	DE
		Age-appropriate materials are prepared and accessible for all students.	DA	DB	DC	DD	DE
		Classroom layout allows for the supervision of all students at all times.	<input type="checkbox"/> Yes D No				
		Classroom visual schedule and cues are posted for all students to see.	<input type="checkbox"/> Yes D No				
		Individual student visual supports are created and posted as needed.	DA	DB	DC	DD	DE
		Classroom environment caters to sensory needs of all students (mark all that apply). <input type="checkbox"/> Low lighting or natural lighting <input type="checkbox"/> Soft music, white noise <input type="checkbox"/> Avoidance of strong and/or unpleasant scents <input type="checkbox"/> Calming corner <input type="checkbox"/> Flexible seating <input type="checkbox"/> Optimal temperature (69°-75° Summer, 73°-79° Winter)	DA	DB	DC	DD	DE
		Seating arrangements allow opportunities for students to engage in individual, small group, and whole group activities.	DA	DB	DC	DD	DE
		Teacher and paraprofessionals have designated workstations.	<input type="checkbox"/> Yes D No				
<p>PSS: Assessment Strategies</p> <p>PSG: Assessment Uses</p> <p>PS9: Professionalism</p> <p>PSIO: Communication</p>	<p>Specially Designed Instruction #4</p> <p>Monitoring</p> <p><i>Teacher utilizes ongoing progress monitoring data and diagnostic assessment data to inform adjustments to specially designed instruction.</i></p>	Medical action plans are posted and easy to find.	<input type="checkbox"/> Yes D No				
		Data collection system exists and is easily accessible.	DA	DB	DC	DD	DE
		Data collection system is consistently utilized to track student progress on IEP goals and objectives.	DA	DB	DC	DD	DE
		Data collection system contains tools and protocols that align to students' goals and objectives.	DA	DB	DC	DD	DE
		Data collection is utilized to inform adjustments to specially designed instruction.	DA	DB	DC	DD	DE
		Evidence suggests students are demonstrating progress towards mastery.	DA	DB	DC	DD	DE
		Student work samples are analyzed to describe level of prompting needed to complete task.	DA	DB	DC	DD	DE
		Data is organized in a format that is easily shared with multiple stakeholders.	<input type="checkbox"/> Yes D No				

Domain	Total of each Rating									
Instructional Tools	A	B	C	D	E	and	Yes	No	Unsure	
Relationships and Routines	A	B	C	D	E	and	Yes	No	Unsure	
Standards Based Instruction	A	B	C	D	E	and	Yes	No	Unsure	
SDI 1: Planning	A	B	C	D	E	and	Yes	No	Unsure	
SDI 2: Implementation	A	B	C	D	E	and	Yes	No	Unsure	
SDI 3: Classroom Environment and Management	A	B	C	D	E	and	Yes	No	Unsure	
SDI 4: Monitoring	A	B	C	D	E	and	Yes	No	Unsure	

Additional Notes:

Observer: _____ Position: _____