

**Program “Look For” Tool:  
Preschool Special Education (PSE)**

**Purpose**

The *Program “Look For” Tool* is a means to provide SEC personnel and school administrators with a structured and systematic approach to observe and evaluate Preschool Special Education (PSE) programs. This tool aims to enhance the effectiveness of PSE programs by offering a clear framework of the programs’ core components.

**Observation Details**

Date		School	
Teacher		Program	
Start Time:		End Time:	

**Prior to observation complete the following steps:**

Schedule Components to be observed:	
Current theme:	
GELDS for lesson:	

- 1. Determine which part(s) of the day will be observed.**
- 2. Calibrate observers on what the part(s) of the day should look like using the following tools:**
  - a. PSE Scope and Sequence to determine current theme.
  - b. PSE Overview to gain a clear picture of what instruction should look like during each segment of the day and which Instructional Tools should be utilized.
  - c. PSE Exemplar Lesson Plans to determine specific plan for instruction during this segment of the day. Please note, staff may vary tools and activities from the exemplar, but should be addressing the identified standard in the lesson plan.
  - d. GELDS Standards & Indicators tool

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TKES Indicators	Domain	Indicator	Rating
<b>PS1: Professional Knowledge</b> <b>PS2: Instructional Planning</b>	<b>Instructional Tools</b>	Instruction is evident.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Instruction is aligned to lesson plans for the day.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher on correct pace. If not, teacher has sufficient reasoning.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>PS7: Positive Learning Environment</b> <b>PS9: Professionalism</b>	<b>Relationships and Routines</b>	Teacher has a visual schedule posted and marks the passing of time.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher has behavioral expectations and rules visible and reviews them often with the whole class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides positive and specific feedback to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>PS10: Communication</b>		Families are visually represented in the classroom (photos posted, class book, etc).	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Paraprofessional(s) understands and follows zone plans.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Paraprofessional(s) is actively engaged with students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>PS3: Instructional Strategies</b> <b>PS4: Differentiated Instruction</b>	<b>Standard Based Instruction</b>	Teacher has appropriate materials for the lesson/instruction readily available for all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher states the learning objective.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher introduces the lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher models the skill.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher guides the students to participate in shared practice of the skill.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher cues the students to take control of the learning process.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides appropriate error correction to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides appropriate level of prompting to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>PS2: Instructional Planning</b> <b>PS7: Positive Learning Environment</b> <b>PS10: Communication</b>	<b>Specially Designed Instruction #1</b>  <b>Planning</b>  <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 <input type="checkbox"/> No
		Teacher plans and prepares accommodations/modifications aligned with the students' IEPs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Zone plans are created, posted, followed, and provided to all classroom staff members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Behavior interventions are prepared and readily available.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Behavior interventions are aligned to students' BIPs (if applicable).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
		Teachers collaborates with key stakeholders (i.e. related service providers) for all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher plans for progress monitoring through IEP goals and objectives (G/O), diagnostic, and/or formative assessments for all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>PS3: Instructional Strategies</b> <b>PS4: Differentiated Instruction</b> <b>PS8: Academically Challenging Environment</b> <b>PS10: Communication</b>	<b>Specially Designed Instruction #2</b>  <b>Implementation</b>  <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>	Teacher utilizes various strategies and methodologies to allow students to access grade-level standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides accommodations/modifications aligned with the students' IEPs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides explicit and systematic instruction targeting students' IEP goals/objective.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides explicit and systematic instruction targeting adaptive functioning skills for all students, as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher makes individualized adjustments during instruction based on each student's response.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Paraprofessionals and other stakeholders are actively engaged with students and utilizing prepared materials.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Prepared behavior supports and interventions are actively being used. See examples below: <input type="checkbox"/> Token Economy	<input type="checkbox"/> Yes <input type="checkbox"/> No

		<input type="checkbox"/> Forced breaks/brain breaks <input type="checkbox"/> Timers <input type="checkbox"/> Transition music <input type="checkbox"/> Choice boards <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 <input type="checkbox"/> Other: _____	
		Teacher is actively progress monitoring through IEP G/O, diagnostic, and/or assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Age- appropriate materials are prepared and accessible by all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><b>PS7: Positive Learning Environment</b></p> <p><b>PS8: Academically Challenging Environment</b></p> <p><b>PS9: Professionalism</b></p> <p><b>PS10: Communication</b></p>	<p><b>Specially Designed Instruction #3</b></p> <p><b>Classroom Environment and Management</b></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>	Physical environment is designed to promote engagement.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom layout allows for the supervision of all students at all times.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom is clearly defined with uncluttered area/stations and visual boundaries.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom visual schedule and cues are posted for all students to see.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Individual student visual supports are created and posted as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom environment caters to sensory needs of all students. See examples below: <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"/> Access to fidgets toys <input type="checkbox"/> Flexible seating <input type="checkbox"/> Optimal temperature (69° -75° Summer, 73° -79° Winter) <input type="checkbox"/> Weighted blanket	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom management system is positive, not punitive.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom management system is implemented with clear expectations and procedures.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Classroom management system is implemented to address the individual behavior needs of students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		Seating arrangements allow opportunities for students to engage in individual, small group, and whole groups activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher and paraprofessionals have designated workstations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Medical action plans are posted and easy to find	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student work is posted to help create a sense of pride and classroom community.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>PS5: Assessment Strategies</b>	<b>Specially Designed Instruction #4</b>	Data is organized in a format that is easily shared with multiple stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Student work samples are analyzed to describe level of prompting needed to complete task.	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>PS6: Assessment Uses</b>  <b>PS9: Professionalism</b>  <b>PS10: Communication</b>	<b>Monitoring</b>  <i>Teacher utilizes ongoing progress monitoring data and diagnostic assessment data to inform adjustments to specially designed instruction.</i>	Data collection system contains tools and protocols that align to students' goals and objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Data collection is utilized to inform adjustments to specially designed instruction.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Data collection system is consistently utilized to track student progress on IEP goals and objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Evidence suggests that students are demonstrating progress towards mastery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Additional Notes**

**PSE Required Schedule Components  
Look-for Tool**

Observer: \_\_\_\_\_ Position: \_\_\_\_\_

**Prior to observation complete the following steps:**

Schedule Components to be observed:	
Current theme:	
GELDS for lesson:	

**3. Determine which part(s) of the day will be observed.**

**4. Calibrate observers on what the part(s) of the day should look like using the following tools:**

- a. PSE Scope and Sequence to determine current theme.
- b. PSE Overview to gain a clear picture of what instruction should look like during each segment of the day and which Instructional Tools should be utilized.
- c. PSE Exemplar Lesson Plans to determine specific plan for instruction during this segment of the day. Please note, staff may vary tools and activities from the exemplar, but should be addressing the identified standard in the lesson plan.
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Domain	Indicator
<b>Greeting Circle</b>	<u>Instructional Tools:</u> <u>Essential:</u> <input type="checkbox"/> Frog Street <input type="checkbox"/> Feeling Buddies / Conscious Discipline
	<u>Intervention:</u> <input type="checkbox"/> Teachtown Social Skills
	<u>Preparation</u> <input type="checkbox"/> Teacher has appropriate materials for the lesson
	<u>Parts of the Lesson:</u> <b>1. Unite</b> <input type="checkbox"/> Sing Frog Street thematic song or hello song of choice
	<b>2. Calm</b> <input type="checkbox"/> Frog Street destressing activity <input type="checkbox"/> Practice breathing strategy ( <input type="checkbox"/> Star <input type="checkbox"/> Drain <input type="checkbox"/> Bunny Breathing <input type="checkbox"/> Balloon <input type="checkbox"/> Pretzel)
	<b>3. Connect</b> <input type="checkbox"/> Children acknowledge their friends who are absent <input type="checkbox"/> Children welcome returning friends who have been absent <input type="checkbox"/> Children greet each other <input type="checkbox"/> Children sing “We wish you well” song for students who are absent
	<b>4. Commit</b> <input type="checkbox"/> Teacher reviews rules <input type="checkbox"/> Children identify what class rule they will commit to for the day
<b>5. Feelings Check-In</b> <input type="checkbox"/> Students will identify how they are feeling	
<b>6. Other (time permitting)</b> <input type="checkbox"/> Teacher choice <input type="checkbox"/> TeachTown Social Skills lesson	
<b>7. Review Visual Schedule &amp; Rules</b>	

	<input type="checkbox"/> Teacher draws students' attention to daily schedule <input type="checkbox"/> Teacher or student marks schedule to show the time of day <input type="checkbox"/> Teacher or student reviews rules with whole class
<b>Literacy Block</b>	<u>Instructional Tools:</u> <u>Essential:</u> <input type="checkbox"/> Frog Street Morning Message from current unit week <input type="checkbox"/> Frog Street literacy activity identified in PSE Scope and Sequence <input type="checkbox"/> TeachTown Basics Generalization lesson identified in PSE Scope and Sequence <input type="checkbox"/> Boardmaker Core First Learning Curriculum  <u>Intervention/Enrichment:</u> <input type="checkbox"/> Pre-k Instructional Spiral Literacy Block lesson planned for this week <input type="checkbox"/> Alternate activity aligned to IEP goals/objectives Supplemental PPTs
	<u>Preparation</u> <input type="checkbox"/> Teacher has appropriate materials for the lesson  <u>Parts of the Lesson</u> <b>1. Morning Message</b> <input type="checkbox"/> Students are provided instruction in whole or small group unless otherwise planned for SDI <input type="checkbox"/> Teacher writes the Morning Message saying each word as it is written <input type="checkbox"/> Teacher reads the Morning Message moving hand under each word as it is read  <b>2. Vocabulary Instruction Routine</b> <input type="checkbox"/> Students are provided instruction in whole or small group unless otherwise planned for SDI <input type="checkbox"/> Core Words are used <input type="checkbox"/> All steps of the Core Word Activity are followed <input type="checkbox"/> All steps of the Vocabulary Instruction Routine are followed  <b>3. Modeled Writing</b> <input type="checkbox"/> All steps of the <input type="checkbox"/> Picture Story/Word Story Routine, or <input type="checkbox"/> Predictable Chart Writing Activity (with Core Words) are followed <input type="checkbox"/> Students are encouraged to share their Picture Story/Word Story  <b>4. Other (time permitting)</b> <input type="checkbox"/> All steps of the Explicit Alphabet Knowledge Instructional Routine are followed
<b>Story Time 1</b>	<u>Instructional Tools:</u> <u>Essential:</u> <input type="checkbox"/> Frog Street  <u>Enrichment:</u> <input type="checkbox"/> PreK Instructional Spiral <input type="checkbox"/> PreK story time book list for the week. <u>Preparation</u> <input type="checkbox"/> Teacher has appropriate materials for the lesson  <u>Parts of the Lesson:</u> <input type="checkbox"/> Provided in large group unless otherwise planned for SDI <input type="checkbox"/> Teacher states main purpose of goal for the lesson. <input type="checkbox"/> All steps of Repeated Reading Plan are followed <input type="checkbox"/> Teacher utilizes <input type="checkbox"/> Questioning Routines, <input type="checkbox"/> Interactive Story Routines, and/or <input type="checkbox"/> Vocabulary

	<input type="checkbox"/> Teacher utilizes an engaging manner while reading (using expression, changes in voice, rhythm, and or volume) <input type="checkbox"/> Teacher models concepts of print during reading <input type="checkbox"/> Students are given the opportunity to interact with the book (label pictures, turn pages, make comments, answer questions, etc.)
<b>Math Block</b>	<u>Instructional Tools:</u> <u>Essential:</u> <input type="checkbox"/> Teachtown Basics Generalization lesson identified in PSE Scope and Sequence <input type="checkbox"/> Frog Street Morning Message from current unit week <input type="checkbox"/> Frog Street math activity identified in PSE Scope and Sequence  <u>Intervention/Enrichment:</u> <input type="checkbox"/> Alternate activity aligned to IEP goals/objectives <input type="checkbox"/> Pre-k Instructional Spiral Math Block lesson planned for this week Enrichment bundles
	<u>Preparation</u> <input type="checkbox"/> Teacher has appropriate materials for the lesson  <u>Parts of Lesson:</u> <input type="checkbox"/> 1. Teacher introduces activity by explicitly stating learning target. <input type="checkbox"/> 2. Teacher models skill/concept <input type="checkbox"/> 3. Teacher provide opportunities for guided practice of target skill/concept with students <input type="checkbox"/> 4. Students practice of skill/concept <input type="checkbox"/> 5. Teacher reviews skill/concept <input type="checkbox"/> 6. Guided Exploration of skill/concept/material used by students <input type="checkbox"/> 7. Teacher checks for understanding at the end of the lesson
<b>Phonological Awareness</b>	<u>Instructional Tool:</u> <u>Essential:</u> <input type="checkbox"/> Heggerty Lesson of the Day  <u>Intervention:</u> <input type="checkbox"/> Zoo Phonics
	<u>Preparation</u> <input type="checkbox"/> Teacher has appropriate materials for the lesson  <u>Parts of the Lesson:</u> 1. <u>Heggerty Lesson of the Day</u> <input type="checkbox"/> Teacher uses Heggerty lesson for this week and day identified in PSE Scope and Sequence <input type="checkbox"/> Teacher follows lesson outlined in Heggerty Teacher Edition, including correct hand motions, right to left movement and correct pronunciation of letter sounds  2. <u>Zoo Phonics:</u> <input type="checkbox"/> Teacher follows lessons outlined in Scope and Sequence <input type="checkbox"/> Teacher uses the appropriate hand Signals consistent with each letter card <input type="checkbox"/> Teacher uses correct pronunciation of letter sounds
	<u>Instructional Tool:</u> <input type="checkbox"/> Music of teacher's choosing aligned to Frog Street Unit theme or student preference

<p><b>Music and Movement</b></p>	<p><u>Preparation:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has appropriate materials for the lesson</li> </ul> <p><u>Parts of the Lesson:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adults model movements</li> <li><input type="checkbox"/> Gross motor activity is paired with music or rhythm</li> <li><input type="checkbox"/> Activity reinforces other areas of the curriculum</li> <li><input type="checkbox"/> Classroom environment includes area where students can experiment with, listen to, and be creative with music</li> <li><input type="checkbox"/> Multiple types of music are offered</li> </ul>
<p><b>Social Emotional Development</b></p>	<p><u>Instructional Tools:</u></p> <p><u>Essential:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feeling Buddies lesson aligned to PSE Scope and Sequence</li> <li><input type="checkbox"/> I Love You Rituals</li> </ul> <p><u>Intervention:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TeachTown Social Skills lesson aligned to PSE Scope and Sequence</li> </ul> <p><u>Preparation:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has appropriate materials for the lesson</li> </ul> <p><u>Parts of the Lesson:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher states the Learning Objective</li> <li><input type="checkbox"/> Teacher introduces the lesson</li> <li><input type="checkbox"/> Teacher models the skill</li> <li><input type="checkbox"/> Teacher provides guided practice</li> <li><input type="checkbox"/> Student practices the skill</li> <li><input type="checkbox"/> Teacher provides appropriate <input type="checkbox"/> error correction or <input type="checkbox"/> level of prompting for student (prompt hierarchy)</li> <li><input type="checkbox"/> Teacher reinforces the student</li> </ul>
<p><b>Story Time 2 (Full Day Only)</b></p>	<p><u>Instructional Tools:</u></p> <p><u>Essential:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planned story time lesson related to the Frog Street Unit Theme</li> <li><input type="checkbox"/> Teacher selected <input type="checkbox"/> Student selected</li> </ul> <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Story in Pre-K Instructional Spiral for this week</li> <li><input type="checkbox"/> TeachTown Social Skills Suggested Reading</li> </ul> <p><u>Parts of the Lesson:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provided in large group unless otherwise planned for SDI</li> <li><input type="checkbox"/> Teacher states main purpose of goal for the lesson.</li> <li><input type="checkbox"/> All steps of Repeated Reading Plan are followed</li> <li><input type="checkbox"/> Teacher utilizes <input type="checkbox"/> Questioning Routines, <input type="checkbox"/> Interactive Story Routines, and/or <input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Teacher utilizes an engaging manner while reading (using expression, changes in voice, rhythm, and or volume)</li> <li><input type="checkbox"/> Teacher models concepts of print during reading</li> <li><input type="checkbox"/> Students are given the opportunity to interact with the book (label pictures, turn pages, make comments, answer questions, etc.)</li> </ul>

<b>Centers</b>	<p><u>Instructional Tools:</u></p> <input type="checkbox"/> Frog Street <input type="checkbox"/> TeachTown Basics <input type="checkbox"/> TeachTown Social Skills <input type="checkbox"/> TeachTown Meta-Play <input type="checkbox"/> Conscience Discipline
	<p><u>Preparation</u></p> <input type="checkbox"/> Teacher has appropriate materials for the lesson
	<p><u>Required Center Areas:</u></p> <input type="checkbox"/> 1. Dramatic Play <input type="checkbox"/> 2. Math/Science <input type="checkbox"/> 3. Art/Writing <input type="checkbox"/> 4. Reading <input type="checkbox"/> 5. Trucks/blocks <input type="checkbox"/> 6. Sensory (table, bins) <input type="checkbox"/> 7. Active Calming (Conscience Discipline)
	<p><u>Center Components:</u></p> <input type="checkbox"/> Organized with ample, engaging materials <input type="checkbox"/> Materials are rotated to maintain interest <input type="checkbox"/> Students are taught how to clean up each area <input type="checkbox"/> Evidence that center expectations have been explicitly taught for each center (purpose and expectations of the center) <input type="checkbox"/> Students indicate their starting center by identifying which center they will go by using visuals (Student pictures, student name, choice board, check in/check out, etc.) <input type="checkbox"/> There is a system in place for students to choose/transition from center to center <input type="checkbox"/> ECSE staff are actively involved in instruction and facilitation (i.e., modeling play, sharing, turn taking, how to join friends in play, etc.) within centers. <input type="checkbox"/> Indication that it is time to transition-time to clean up (timer, clean up song, visual, task analysis, first/then, etc.)
<b>Closing Circle</b>	<p><u>Instructional Tools:</u></p> <input type="checkbox"/> Frog Street <input type="checkbox"/> I Love You Ritual
	<p><u>Parts of the Lesson:</u></p> <input type="checkbox"/> 1. Reflect on students' daily commitment <input type="checkbox"/> 2. Other -If time is allotted teachers can add additional parts of the lesson. (i.e. Today we learned... Who can tell me about...? How will you go home?, etc.) <input type="checkbox"/> 3. Goodbye Song/I Love You Ritual

**Additional Notes**

Observer: \_\_\_\_\_ Position: \_\_\_\_\_