TKES Standards	Domain	Characteristics that strengthen classroom effectiveness	Characteristics that weaken classroom effectiveness	Tools for aligning understanding of effective classroom characteristics	Support Source
☐ PS1: Professional Knowledge ☐ PS2: Instructional Planning	☐ Instructional Tools			□ District approved instructional guidance □ District approved instructional tools □ Grade Level SMF Learning Map	☐ Peer Model ☐ Grade Level Chair ☐ Department Chair ☐ Math/Lit Coach ☐ CST ☐ Other:
☐ PS7: Positive Learning Environment ☐ PS9: Professionalism ☐ PS10: Communication	☐ Relationships and Routines	ful	on,	□ Daily schedule □ Visuals for daily schedule □ Visuals for daily rules □ Student feedback tool □ Zone Plan □ Reinforcer Inventory □ Positive Classroom Management System □ Request for Assistance: Behavior Support Classroom Observation	□ Peer Model □ Grade Level Chair □ Department Chair □ Math/Lit Coach □ CST □ IST □ SDI Coach □ BI □ Other:
☐ PS3: Instructional Strategies ☐ PS4: Differentiated Instruction	☐ Standards Based Instruction	Stude	nts C	□ Grade Level SMF Learning Map □ Grade Level Curriculum Map □ Grade Level Scope & Sequence □ Grade Level Lesson Plans □ Teacher's Lesson Plan □ w/ differentiation □ Small Group Lesson Plan □ Co-Teaching Manual/Modules □ Grade Level planning meeting attendance □ Grade Level PLC attendance □ Error Correction strategies □ Prompt Hierarchy □ Assessment Plan	□ Peer Model □ Grade Level Chair □ Department Chair □ Math/Lit Coach □ CST □ IST □ SDI Coach □ Other:

				☐ Assessment Data Analysis	
				☐Student Eligibility Information	□Peer Model
				☐Student IEP	☐Grade Level Chair
				□CLP	☐Department Chair
				□Classroom Planning Routine	☐Math/Lit Coach
				□Teacher's Lesson Plan	□CST
				\square w/ accom/modification	□IST
				\square w/ explicit instruction	
	Charletty Designed			of g/o's	□Other:
	☐ Specially Designed Instruction #1	400		□Small Group Lesson Plan	
☐ PS2: Instructional Planning				\square w/ accom/modification	
rtaillilig	Planning			\square w/ explicit instruction	
☐ PS7: Positive	- 			of g/o's	
Learning	Teacher collaborates with			□Zone Plan	
Environment	colleagues to plan explicit and systematic specially designed			☐Transition cues	
□ PS10:	instruction that targets students'			□Co-Teaching	
Communication	IEP goals/objectives and provides access to standards-based instruction.	/ /11111		Manual/Modules	
		/		\square Behavior Intervention Plan	
		/ 1.4 1.1		Fidelity Check	
		1000000		\square Data Collection System	
				☐ Positive Classroom	
				Management System	
		10111		☐ Individual Student Behavior	
				Management System	1115-2
		73 7 1 1 1		☐ Analyzed Progress Monitoring	
			<u> </u>	Data	J 46 5 J
				□Zone Plan	□Peer Model
☐ PS3: Instructional Strategies	☐ Specially Designed			□Teacher's Lesson Plan	☐Grade Level Chair
				☐ w/ accom/modificati <mark>on</mark>	Department Chair
□ PS4:	Instruction #2	s. Till Min.		w/ explicit instruction	☐ Math/Lit Coach
Differentiated		3111111		of g/o's	CST
Instruction	<u>Implementation</u>	20 1 No. 100 No. 100		□Small Group Lesson Plan	□IST
☐ PS8: Academically Challenging	Teacher provides, and adjusts as			☐ w/ accom/modification	□SDI Coach
	necessary, explicit and systematic specially designed instruction that targets students' IEP			☐ w/ explicit instruction	□BI
				of g/o's	□Other:
Environment	goals/objectives and			☐ Small Group Lesson Plan	
	provides access to standards-			☐ Co-Teaching	
☐ PS10:	based instruction.			Manual/Modules	
Communication				☐ Error Correction strategies	

				□Prompt Hierarchy		
]	\square Data Collection System		
]	□Student Reinforcement		
			7	Tracker		
] [□Positive Classroom		
			1	Management System		
]	□Individual Student Behavior		
			1	Management System		
_			[□Individual Daily schedule	□Peer Model	
☐ PS7: Positive	\square Specially Designed			□Visuals for daily schedule	□Grade Level Chair	
Learning Environment	Instruction #3]	□Visuals for daily rules	□Department Chair	
				□Student feedback tool	☐Math/Lit Coach	
☐ PS8:	Classroom			□Zone Plan	□CST	
Academically	Environment and			☐Reinforcer Inventory	□IST	
Challenging Environment	Management			☐ Positive Classroom	□SDI Coach	
Liviloiiiiciit			1	Management System	□ві	
☐ PS9:	Teacher creates a positive		T 100 TO THE REAL PROPERTY.	☐ Request for Assistance:	□Other:	
Professionalism	learning			Behavior Support Classroom		
	environment by implementing a classroom management system			Observation		
П	that includes positive		of the state of			
☐ PS10: Communication	and constructive feedback and			Self-real field		
Communication	addresses the individual behavior needs of students.			1		
			na decrete at the	3 0 10 O 1	5. 0.0	
				☐ Behavior Intervention Plan	☐Peer Model	
☐ PS5: Assessment				Fidelity Check	☐ Grade Level Chair	
Strategies	☐ Specially Designed			□ Data Collection System	☐Department Chair	
□ poo. 4	Instruction #4			☐ Positive Classroom	☐Math/Lit Coach	
☐ PS6: Assessment Uses	Monitoring			Management System	□CST	
	Piolitoring			☐ Individual Student Behavior	□IST	
☐ PS9:	Teacher utilizes ongoing progress		and the second of the	Management System	□SDI Coach	
Professionalism	monitoring data and diagnostic assessment data to inform			□ <mark>Anal</mark> yzed Progress Monit <mark>or</mark> ing	□BI	
□ DC40.	adjustments to specially		The state of the s	Data	□Other:	
☐ PS10: Communication	designed instruction.					
School:		Date:		Time:		
	4		0.10.0			
	ntary: AU Self-Contained		Iiddle: □ AU Self-Contained □ AU Support High: □ ID Self-contained			
	Support D DHH D ID Self-Cont	ained DHH DMI/I	MO DOL DID Self-Contained	Transition Services Job Site		

☐ KSE ☐ MID ☐ OI ☐ PSE ☐ PK Inclusion ☐ IRR ☐ General Education			☐ LIFE/Project Search Site☐ IRR		
SEC Team Members School-Based Team Members		Topics Covered During Visit			
Lead Teacher:	☐ Community Teacher:	☐ Teacher:	☐ behavior support	☐ lesson plans	
			☐ classroom environment	☐ materials	
☐ Zone Program Specialist:	☐ Building IST:	Para:	classroom management	program information	
		-	☐ communication/visuals	☐ technology	
☐ Coordinator:	☐ Program IST:	Other:	☐ data	☐ zone plan/schedules	
			☐ instruction	☐ Other:	
Other:	☐ SDI Coach:	Other:	Other:	☐ Other:	
- L	- / / //		Other:	☐ Other:	
		<u>Notes</u>			
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		<u>Needs</u>			
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		Next Steps/ Recommend			
<u>Item</u>		Person Responsible	Due	e Date:	
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