

**Program “Look For” Tool:  
Kindergarten Special Education (KSE)**

**Purpose**

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

**Observation Details**

Date		School	
Teacher		Program	
Start Time:		End Time:	

TKES Indicators	Domain	Indicator	Rating
<b>PS1: Professional Knowledge</b>  <b>PS2: Instructional Planning</b>	<b>Instructional Tools</b>	<b>Wonders</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>Heggerty</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
		Teacher is using the hand movements and gestures as appropriate.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<b>Core 95</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>Math</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>Science</b>	
		Instruction is evident	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Instruction is aligned to lesson plans for the day	<input checked="" 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>Social Studies</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
		Student Success Skills: Rethink Ed		
		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>PS10: Communication</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 feedback to all students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		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
		Teacher differentiated the lesson for all students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Teachers expands on the lesson's objective.	<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 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
		Behaviors interventions are aligned to students' BIPs (if applicable).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		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
		Task boxes are created and individualized for all students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>PS3: Instructional Strategies</b>	<b>Specially Designed Instruction #2</b>	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

<p><b>PS4:</b> Differentiated Instruction</p> <p><b>PS8:</b> Academically Challenging Environment</p> <p><b>PS10:</b> Communication</p>	<p><b>Implementation</b></p> <p><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></p>	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. <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 <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: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No		
		Teacher is actively progress monitoring through IEP G/O, diagnostic, and/or formative assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
		Task boxes are actively being used independently by all students.	<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:</b> Academically Challenging Environment</p> <p><b>PS9:</b> Professionalism</p> <p><b>PS10:</b> Communication</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</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 (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 Optimal temperature (69°-75° Summer, 73°-79° Winter)	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Classroom management system is positive, not punitive.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E				
Classroom management system is implemented with clear expectations and procedures.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E				
Classroom management system is implemented to address the individual behavior needs of students.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E				
Student behavioral supports are intentionally faded to promote student independence.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E				

	<i>positive and constructive feedback and addresses the individual behavior needs of students.</i>	Seating arrangements allow opportunities for students to engage in individual, small group, and whole groups activities.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		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"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
<b>PS5: Assessment Strategies</b>  <b>PS6: Assessment Uses</b>  <b>PS9: Professionalism</b>  <b>PS10: Communication</b>	<b>Specially Designed Instruction #4</b>  <b>Monitoring</b>  <i>Teacher utilizes ongoing progress monitoring data and diagnostic assessment data to inform adjustments to specially designed instruction.</i>	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"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		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"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		Data collection system is consistently utilized to track student progress on IEP goals and objectives.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		Evidence suggests that students are demonstrating progress towards mastery.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E

**Additional Notes**

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