

Rubric: Evidence-Based Practices for Students with Significant Cognitive Delays



Statement of Purpose

The rubric for evidence-based practices for students with significant cognitive delays has been developed to promote quality instruction consistently throughout the State of Texas. The desired outcome is to improve programs and services for individuals with special needs by reflecting on current practices in light of best practices.

The rubric is organized in the following categories:

- I. Alignment with State Standards
- II. Effective Teams
- III. Classroom Climate
- IV. Active Learning
- V. Social Communication

The scale includes the following:

1	2	3	4
Best Practice is Not Evident	Best Practice is Emerging	Best Practice is Somewhat Evident	Best Practice is Clearly Evident

Although each category has a number associated with its descriptor, the focus is on continuous improvement and program development. Therefore, the numbers are to help organize the content of the rubric and do not constitute an overall score.

Instructions

- Review the items in each column in the rubric from 1 through 4.
- Determine which category reflects the current practice in the classroom most accurately. All items in the column should be evident in order to score that particular category. For example, if most but not all of the items in category 4 are evident, then do not score a 4. Instead, move to the category 3 and ensure that at least each of those items is evident.
- Check off the box at the top of the column and include the date.
- Provide supporting documentation in the right hand column.
- Use the findings to develop an action plan for ongoing program development and improvement.

Rubric: Evidence-Based Practices for Students with Significant Cognitive Delays



Team Members: _____

Campus/District: _____

Date: _____

I. Alignment with State Standards [T-TESS Dimensions 1.1, 1.2, 1.3, 2.2, 2.4, 2.5]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____ a) There is no identified curriculum in place. b) There is no clear connection between ongoing instruction and assessment concepts and skills. c) Individual Educational Plans [IEPs] are developed with little or no consideration for grade level standards. d) Staff does not collect data to measure growth on IEP/BIP goals. e) The teacher does not communicate progress in meaningful ways with parents.	<input type="checkbox"/> Current level as of _____ a) The curriculum is based on student IEPs with some connections to state standards. b) Instruction is somewhat aligned with state assessment concepts and skills. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. d) Staff collects data inconsistently to measure growth on IEP/BIP goals. e) The teacher communicates progress in meaningful ways with parents inconsistently.	<input type="checkbox"/> Current level as of _____ a) The curriculum is aligned with state standards. b) The curriculum is aligned with state assessment concepts and skills at certain times throughout the year. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. IEPs incorporate family concerns in some situations. d) Staff collects data routinely to measure growth on IEP/BIP goals. e) The teacher communicates progress with parents in meaningful ways at specific timelines.	<input type="checkbox"/> Current level as of _____ a) The curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs. b) The curriculum is aligned with state assessment concepts and skills throughout the entire year. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. IEPs incorporate family concerns consistently. Students are included in the IEP process as much as is possible. d) Staff collects data routinely to measure growth on IEP/BIP goals. Staff meets to analyze and interpret the data to make instructional and behavioral decisions. e) The teacher communicates progress in meaningful ways with parents on a consistent basis. f) Student portfolios are sent to the next educational setting to facilitate a successful transition.	

II. Effective Teams [T-TESS Dimensions 1.2, 3.1, 3.2, 3.3]				
1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____ a) Team members do not have a clear understanding of their roles and responsibilities. b) Team members do not collect data on student progress. c) Team members do not meet on a regular basis, but may discuss plans and problems on an informal basis throughout the day. d) Team members do not collaborate effectively. e) Team members mostly address problems in a reactive way. f) Team members communicate with families only when problems arise.	<input type="checkbox"/> Current level as of _____ a) Team members have a limited or unclear understanding of their roles and responsibilities. b) Team members collect data on student progress on an inconsistent basis. c) Team members meet on an inconsistent or as needed basis. d) Team members sometimes discuss ways to solve problems proactively. e) Team members sometimes communicate with families.	<input type="checkbox"/> Current level as of _____ a) Team members somewhat have clear roles and responsibilities that contribute to effective instruction and preventive behavioral strategies. b) Team members collect data on student progress somewhat consistently. c) Team members meet on a regular basis to discuss instructional plans. d) Team members collaborate to solve problems proactively. e) Team members communicate with families on a regular basis.	<input type="checkbox"/> Current level as of _____ a) Team members have clear roles and responsibilities that contribute to effective instruction and consistent preventive behavioral strategies. b) Team members collect data on student progress consistently. c) Team members meet on a regular basis to analyze data to improve instructional and behavioral plans. d) Team members collaborate to solve problems proactively. e) Team members communicate with families in positive and productive ways on a regular basis.	

III. Classroom Climate [T-TESS Dimensions 3.1, 3.2, 3.3]				
1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	
<ul style="list-style-type: none"> a) The classroom does not have clearly defined areas throughout the classroom. b) A class schedule is posted in terms that only adults understand. c) There are no individual schedules in place for students that benefit from additional structure. d) Team members respond to problematic behaviors mostly through punitive consequences. e) Team members do not interact with students in positive and respectful ways. 	<ul style="list-style-type: none"> a) The classroom is organized into few clearly defined areas that promote limited types of learning experiences b) A class schedule is posted in terms that few of the students understand. The schedule is posted, but not referred to throughout the day. c) Individual schedules are in place for a few of the students that benefit from additional structure. d) Team members respond to problematic behaviors mostly through consequences, both instructive and punitive. e) Team members interact with students in positive and respectful ways inconsistently. 	<ul style="list-style-type: none"> a) The classroom is organized into somewhat defined areas that indicate different types of learning experiences. b) A class schedule is posted in terms that some of the students understand. The schedule is referred to throughout the day as activities are completed. c) Individual schedules are in place for some of the students that benefit from additional structure. d) Team members prevent problematic behaviors some of the time through positive behavioral strategies. e) Team members interact with students in positive and respectful ways most of the time. 	<ul style="list-style-type: none"> a) The classroom is organized into clearly defined and labeled areas that promote different types of learning experiences. b) A class schedule is posted in terms that most, if not all students, understand. The schedule is referred to throughout the day as activities are completed. c) Individual schedules are in place for all students that benefit from additional structure. d) Team members prevent problematic behaviors most of the time through a variety of positive behavioral strategies. e) Team members interact with all students in positive and respectful ways consistently. f) Visual strategies are in place to support difficult or unexpected transitions. g) Team members respond to problematic behaviors with instructive consequences that teach alternative and/or replacement behaviors. 	

IV. Active Learning [T-TESS Dimensions 2.1, 2.3, 2.4]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____ a) Lesson plans are not submitted to campus administration on a regular basis. b) Individual Educational Plans are taught in isolation. c) Visual supports are not evident during instructional activities. d) Team members provide specific and frequent feedback to students. e) Team members do not provide feedback to students. a) Team members do not provide positive reinforcement for student engagement in instructional activities.	<input type="checkbox"/> Current level as of _____ a) Lesson plans incorporate few differentiated instructional strategies to meet a wide range of abilities and needs. b) Individual Educational Plans are incorporated within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented inconsistently to promote focus and engagement during instructional activities. d) Team members provide specific feedback to students inconsistently. b) Team members provide limited positive reinforcement for student engagement in instructional activities.	<input type="checkbox"/> Current level as of _____ a) Lesson plans incorporate some differentiated instructional strategies to meet a wide range of abilities and needs. Lesson plans are aligned with grade level standards and assessment. b) Individual Educational Plans are consistently incorporated within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented to promote focus, engagement and independence during instructional activities. d) Team members provide specific feedback to students. c) Team members provide positive reinforcement for student engagement in instructional activities.	<input type="checkbox"/> Current level as of _____ a) Lesson plans incorporate a variety of differentiated instructional strategies to meet a wide range of abilities and needs. b) Individual Educational Plans are consistently incorporated in meaningful ways within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented consistently to promote focus, engagement and independence during instructional activities. d) Team members consistently provide specific and frequent feedback to students, including positive reinforcement. e) Instructional and assistive technology is incorporated throughout instruction. f) When necessary, sensory needs are met in order to engage positively with instructional activities. g) Students have access to typical peers and gen. ed. settings.	

V. Social Communication [T-TESS Dimensions 1.2, 1.3, 2.3, 3.3]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	
<p>a) Team members do not interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.].</p> <p>b) Team members do not 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 fact." etc.]</p> <p>c) Team members do not interpret student gestures and vocalizations for meaning.</p> <p>d) Team members do not create opportunities to promote functional and spontaneous communication.</p> <p>e) Team members do not ensure that individual communication systems are available and used across environments.</p> <p>f) Team members do not use data to plan for instruction on individual student communication goals.</p>	<p>a) Team members inconsistently interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.]</p> <p>b) Team members inconsistently 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 fact." etc.]</p> <p>c) Team members inconsistently interpret student gestures and vocalizations for meaning.</p> <p>d) Team members inconsistently create opportunities to promote functional communication.</p> <p>e) Team members ensure that individual communication systems are available across environments.</p> <p>f) Team members inconsistently use data to plan for instruction on individual student communication goals.</p>	<p>a) Team members interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.].</p> <p>b) Team members 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 fact." etc.]</p> <p>c) Team members interpret student gestures and vocalizations for meaning.</p> <p>d) Team members create opportunities to promote functional and spontaneous communication throughout the day.</p> <p>e) Team members ensure that individual communication systems are available and used across environments.</p> <p>f) Team members use data to plan for systematic instruction on individual student communication goals.</p>	<p>a) Team members consistently interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.].</p> <p>b) Team members 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 fact." etc.]</p> <p>c) Team members interpret student gestures and vocalizations for meaning on a consistent basis.</p> <p>d) Team members create opportunities to promote functional and spontaneous communication throughout the day consistently.</p> <p>e) Team members ensure that individual communication systems are available and used across environments consistently.</p> <p>f) Team members consistently use data to plan for systematic instruction on individual student communication goals.</p>	

Action Plan for Continuous Improvement



Teacher: _____

Date: _____

Campus: _____

District: _____

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed