


ECSE Fieldwork Evaluation Rubric

A Teacher Performance Expectation (TPE)-based developmental continuum
 For use with candidates enrolled in Sacramento State’s ECSE credential program.

 <p>Early Childhood Special Education (ECSE)</p>	<p>Candidate Name: _____ Student ID: _____ Semester (e.g., Fall 2021): _____</p> <p>Fieldwork course: _____ <input type="checkbox"/> Early Fieldwork <input type="checkbox"/> Culminating Experience Program/School: _____</p> <p>Grade: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> PreK <input type="checkbox"/> TK <input type="checkbox"/> Kindergarten Setting: <input type="checkbox"/> Home <input type="checkbox"/> Inclusion <input type="checkbox"/> Special Ed classroom</p> <p>Notes about setting: _____</p>
	<p>Supervisor name: _____ Mentor name: _____ Fieldwork site: _____</p>

Directions

<p>Triad Team - Cooperating Teacher (CT)/Mentor, University Supervisor, Teacher Candidate: Reflect on the candidate’s performance at each semester checkpoint (initial self-assessment, midterm, and final). For each checkpoint, engage in a conversation during the Triad Team Meeting with these three steps:</p> <ol style="list-style-type: none"> 1) <i>Competency Descriptors:</i> record the candidate’s skill level for each competency, 2) <i>Semester Checkpoints:</i> transfer the score for all competencies, and 3) <i>Summary Form:</i> fill in the information about the candidate. 	<p>Competency Levels: It is expected candidates will progress along a developmental continuum across the competencies measured during fieldwork experiences and that they will progress at different times based on their individual experiences and strengths. The developmental continuum progresses from 1 to 5 as indicated below and are based on the Teaching Performance Standards (TPEs) for Early Childhood Special Education Teachers in California. A competency level is mastered when the candidate demonstrates the knowledge and practices defined at that level consistently over time and in different situations/settings.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1:</td> <td style="width: 40%;">Observing</td> <td style="width: 55%;"><i>observes others engaging in the practice, shows interest, identifies practices</i></td> </tr> <tr> <td>2:</td> <td>Exploring</td> <td><i>reflects upon the practice/knowledge and/or engages in part of the practice</i></td> </tr> <tr> <td>3:</td> <td>Building</td> <td><i>becomes more of an active participant and making suggestions</i></td> </tr> <tr> <td>4:</td> <td>Integrating</td> <td><i>takes on the lead role of implementing the full practice within the team</i></td> </tr> <tr> <td>5:</td> <td>Leading</td> <td><i>coaches and/or models for others how to implement the skill/practice</i></td> </tr> <tr> <td>NA:</td> <td>Not Applicable</td> <td><i>not evident in this setting/placement</i></td> </tr> <tr> <td>Not yet:</td> <td colspan="2"><i>not yet demonstrating mastery of the earliest developmental level (score of 0)</i></td> </tr> </table>	1:	Observing	<i>observes others engaging in the practice, shows interest, identifies practices</i>	2:	Exploring	<i>reflects upon the practice/knowledge and/or engages in part of the practice</i>	3:	Building	<i>becomes more of an active participant and making suggestions</i>	4:	Integrating	<i>takes on the lead role of implementing the full practice within the team</i>	5:	Leading	<i>coaches and/or models for others how to implement the skill/practice</i>	NA:	Not Applicable	<i>not evident in this setting/placement</i>	Not yet:	<i>not yet demonstrating mastery of the earliest developmental level (score of 0)</i>	
1:	Observing	<i>observes others engaging in the practice, shows interest, identifies practices</i>																				
2:	Exploring	<i>reflects upon the practice/knowledge and/or engages in part of the practice</i>																				
3:	Building	<i>becomes more of an active participant and making suggestions</i>																				
4:	Integrating	<i>takes on the lead role of implementing the full practice within the team</i>																				
5:	Leading	<i>coaches and/or models for others how to implement the skill/practice</i>																				
NA:	Not Applicable	<i>not evident in this setting/placement</i>																				
Not yet:	<i>not yet demonstrating mastery of the earliest developmental level (score of 0)</i>																					
<p>Taskstream: Following the midterm and/or final Triad Team meetings, the university supervisor will submit the Semester Checkpoint ratings and summary to the corresponding semester fieldwork folder in Taskstream.</p>																						
<p>Statement of Concern/Action Plan: If there are concerns about a candidate’s progress then the team may meet to develop a plan to support the candidate. If the candidate does not meet the deadlines in the action plan, then they will not pass the fieldwork experience.</p>																						

Semester Checkpoints

At three checkpoints in the semester, the triad team will jointly track the candidate’s competency levels using observation, discussion, and reflection. Record the developmental level the candidate has consistently mastered for every competency below.

Competency Number	Competency Name	Initial Self-Assessment	Midterm	Final	Notes
		Date:	Date:	Date:	
TPE 1: Engaging and Supporting Young Children in Learning					
1.1	Becoming an Anti-Biased Educator				
1.2	Integrate Developmentally Appropriate Practices (DAP) into teaching				
1.3	Scaffold Learning				
1.4	Support First and/or Second Language Acquisition				
1.5	Communicate with Families & Colleagues				
TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning					
2.1	Create a Positive Learning Environment				
2.2	Manage Materials to Promote Participation				
2.3	Manage Time to Promote Participation				
2.4	Manage Space to Promote Participation				
TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning					
3.1	Plan Learning Sequences				
3.2	Implement Evidence-based Teaching				
3.3	Adapt Language				
3.4	Plan Multiple Means of Expression				

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children					
4.1	Develop Strengths-based IFSPs and IEPs				
4.2	High Quality Universal Instruction (Tier 1)				
4.3	Targeted Supports: Adaptations (Tier 2)				
4.4	Targeted Interventions: Embedded Learning Opportunities (ELOs) (Tier 2)				
4.5	Intense Interventions: Embedded Systematic Instruction Plans (SIPs) (Tier 3)				
4.6	Implement Positive Behavior Interventions and Supports (PBIS)				
TPE 5: Assessing Young Children’s Learning and Development					
5.1	Partner with Families in Assessment				
5.2	Track Learning Development				
5.3	Progress Monitor IFSP/IEP				
5.4	Communicate Assessment Results				
TPE 6: Developing as a Professional Educator					
6.1	Collaborate with IFSP/IEP Team				
6.2	Co-Plan and Co-teach				
6.3	Develop Transition Plans				
6.4	Explain Rationale for Instruction/Intervention				
6.5	Organizing and Supervising Other Adults				
6.6	Lifelong Learner & Reflective Practitioner				
6.7	Demonstrate Professionalism				

Summary Form

At three checkpoints in the semester, the triad team jointly discusses the candidate’s teaching development according to the competency descriptors. Record below the summary of the candidate’s strengths, competencies they are working on, and recommendations for improvement to advance across the continuum.

Checkpoint	Initial Self-Assessment	Midterm	Final
Strengths			
Working On			
Recommendations for Improvement and Next Steps			

Competency Descriptors

TPE 1: Engaging and Supporting Young Children in Learning

Incorporates knowledge of development into planning and working with young children and their families

1.1 Becoming an anti-bias educator

Actively addresses prejudices (especially racism, ableism, sexism, heterosexism, etc.) through modeling anti-racist practices, teaching using the 4 goals of Anti-Bias education, confronting racist and ableist policies and practices, and continuously reflecting upon experiences and knowledge about racism and ableism.

Resources: [NAEYC 4 Goals of Anti-Bias Education](#), ARTICLE: [Beneke et al. - An Inclusive, Anti-bias Framework for Teaching and Learning about Race with Young Children](#), [Anti-bias Practices by the Illinois Early Learning Project](#), [Anti-Bias Education by Teaching for Change](#).

- N/A
- Not yet
- Initial
- Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes the work of other teachers who integrate anti-bias education and principles into their teaching practices.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Watches a video about anti-racism in early childhood and identifies anti-racist practices. 	<p>Reflects upon the impact of bias on children, families, and educators in early childhood education and their own potential biases.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● In a journal, reflects upon their personal experiences and how these experiences may create biases within their own work with children and families. 	<p>Plans a learning activity that engages children and/or families in discussing their identities, differences and similarities, empathy and fairness, and/or tools to address unfairness.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● In their preschool classroom, creates a Dialogic Reading lesson to celebrate identities using the book The Skin You Live In by Michael Tyler. 	<p>Actively reflects upon their own biases AND makes adjustments in interactions and instruction. Engages families, children, and educators in conversations and instruction integrating the NAEYC 4 goals of anti-bias education.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Intentionally integrates diversity into their practice through books, pictures, toys, conversations, and activities. ● During a home visit, follows the family's lead in engaging in a conversation about how to support their toddler in understanding and celebrating their differences. ● Reflects with their supervisor about making adjustments to mitigate the impact of their own biases. 	<p>Anti-bias education is an active foundation to their teaching and reflective practice whereby they model for others, engage in challenging interactions around bias, and reflect upon their own bias.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads a staff development session. ● Attends workshops and engages in reflective practices to continually address anti-racism. ● Discusses with parents during a home visit or IEP/IFSP meeting. ● Advocates for an anti-bias curriculum for their program.

TPE 1: Engaging and Supporting Young Children in Learning

Incorporates knowledge of development into planning and working with young children and their families

1.2 Integrate Developmentally Appropriate Practices (DAP) into learning activities	<input type="checkbox"/> N/A
<i>Selects universal curriculum and activities that are individually and developmentally appropriate and functional for their students and/or families with a wide range of experiences, interests, cultural backgrounds, linguistic abilities, socioeconomic background, social/emotional abilities, and disabilities.</i>	<input type="checkbox"/> Not yet
Resources: NAEYC DAP checklist for educators , NAEYC DAP for preschoolers , Age-Appropriate play for young children article by the Illinois Early Learning Project	Initial
	Midterm
	Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team members considering activities to support children’s development, interests, and cultures.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes lesson or home visit planning session of their mentor or colleague. ● Starting to use the correct terminology. ● Watches a video about Reggio Emilia and/or DAP. 	<p>Is beginning to challenge and question the appropriateness of activities and curriculum for individual children’s development, interest, and cultural background.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Discusses play-based learning research and how it applies in current program. ● Seeks more information and knowledge about DAP curriculum. ● Reflects on observations and determines whether it is developmentally appropriate. 	<p>Shares in the planning and sharing of ideas for creating activities that are developmentally appropriate (e.g., play-based) that incorporates the child and family’s interests, goals, and cultural experiences.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Co-writes lesson plans with mentor or supervisor that incorporates DAP principles. ● Starting to consider their students’ interests and skills when considering activities. 	<p>Plans and encourages activities using curriculum and evidence-based practices that support developmentally appropriate play-based learning experiences for a wide range of interests and skills. Evaluates and considers the ability of the child and the developmental appropriateness of such activities & curriculums.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Takes the lead on planning and evaluating classroom curriculum. ● Partners with the family to create learning opportunities that reflect the child’s developmental needs. ● Writes a unit plan that considers the community and builds on children’s background experiences (e.g., a unit about the farm nearby). 	<p>Is able to determine and explain the appropriateness of an activity or curriculum for a child according to the child’s individual development and interest to a family or colleague as well as advocate for more developmentally appropriate activities and practices.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads a staff development session on DAP. ● Creates resources for families. ● Discusses with parents during a home visit or IEP/IFSP meeting. ● Advocates for a play-based classroom.

TPE 1: Engaging and Supporting Young Children in Learning

Incorporates knowledge of development into planning and working with young children and their families

<p>1.3 Scaffold learning <input type="checkbox"/> N/A</p> <p><i>While working with a student or coaching a family, makes individualized adjustments and recommendations in the moment to support the child’s learning and communication skills.</i> <input type="checkbox"/> Not yet</p> <p>Resources: for specific scaffolding strategies, see the instructional interactions section of the Head Start ECLKC website: Engaging Interactions and Environments. Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team members scaffolding communication, language, and/or social skills and goals within natural learning experiences that follow the child’s lead during play and routines.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Beginning to identify scaffolding strategies used by others. While watching a video of a mentor teacher working with a student or family, talks about how they went with the child/family’s lead. 	<p>Reflects upon and tries using one scaffolding strategy with a child or when coaching families to develop children’s communication, language, and/or social skills.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Gathers information about different scaffolding strategies used in their program and/or with specific students. Reflects on the effectiveness of one scaffolding strategy in their journal. Inquires into why a mentor used a strategy with a student. 	<p>Uses scaffolding strategies more purposefully using information gathered about the student to target specific IEP/IFSP goals.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Suggests other scaffolding strategies that could be used. Implements a scaffolding strategy like pre-teaching vocabulary or modeling using 2-word sentences when the child uses one word (expansion strategy). 	<p>Consistently scaffolds adult-child and child-child interactions using appropriate levels of prompting, encouragement, and fading procedures with effective questions to encourage student engagement, social, and/or communicative skills.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Offers hints to support a child’s response (or teaches the family to do so). Offers a child choices (or teaches the family how to do so). Moves up or down the hierarchy of supports to adjust to the child’s needs (e.g., adds more physical support when building a block tower). 	<p>Coaches others on how to use scaffolding strategies to increase student engagement, communication, and social skills.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Leads a training on scaffolding techniques. Coaches their paraprofessionals or co-teachers on scaffolding during play. Advocates for more support for colleagues in learning how to scaffold children’s learning. Models the use of various scaffolding strategies and explains the technique with ease.

TPE 1: Engaging and Supporting Young Children in Learning

Incorporates knowledge of development into planning and working with young children and their families

1.4 Provides a supportive learning environment for students' first and/or second language acquisition

N/A

Some strategies include: build on family/child's background knowledge, reinforce vocabulary/concepts through songs and chants, use props and visual supports, pre-teach/pre-read in a child's home language, label the classroom using English and children's home language, use gestures and visuals to convey the meaning of words, learn about your students from them and their families, share with families about what their children are learning at school, promote multilingualism, create vocabulary walls and visual recipes, learn words in the family/children's language, create problem solving activities that don't require language, include child's culture and language in the classroom (e.g., family photos, books, items, etc.).

Not yet

Initial

Midterm

Final

Resources: see [Colorin Colorado's strategies to support DLLs](#), [Head Start's ECLKC's Dual Language Learner resources](#) with ideas for adults who don't speak the same language as multilingual children (including [tips for home visiting](#) and [supporting English language development](#)), [IRIS Module: Dual Language Learners](#).

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Closely follows curriculum guidelines for reading, writing and oral language use.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● labels the classroom centers and materials in English, Hmong, and pictures. ● Adds multilingual and multicultural books to the class library. ● During a home visit, notices the child is interested in trucks so encourages the family to check out from the library books about trucks in their home language. 	<p>Extends/ enhances opportunities for language rich experiences.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● Invites one of your children's grandfather to read the Gingerbread boy in their home language, Spanish. ● During a home visit, encourages the family to speak in their home language while also attending story time at the library to support English development. 	<p>Incorporates two instructional approaches.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● During a home visit, uses a baby doll to model how to hold their child to support their core when walking. ● Sings songs for transitions like the clean-up song and/or made-up tunes for lining up. ● Partners with family to create a book using their family pictures to support new vocabulary. 	<p>Incorporates three or more instructional approaches.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● Adjusts their language to match the child's language cues. ● When reading a story, previews the book highlighting key vocabulary & concepts using picture supports. ● Sends a survey home to families to learn about their children's varied cultural and linguistic experiences and interests (e.g., favorite activities, songs, books). 	<p>Is a leader in their program for how to support English Learners (ELs).</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● Builds a project on Dumplings based on the children's interests that integrates their own cultural experiences and language. ● Joins the program's leadership team and advocates for multilingualism and DLL strategies.

TPE 1: Engaging and Supporting Young Children in Learning

Incorporates knowledge of development into planning and working with young children and their families

<p>1.5 Communicate in Culturally and Linguistically Appropriate Manner with Families and Colleagues Initial <input type="checkbox"/> N/A</p> <p><i>Demonstrates cultural humility within interactions with families and colleagues by committing to critical self-reflection, recognition of challenging power imbalances, and being accountable for engaging in respectful ways with others.</i> Midterm <input type="checkbox"/> Not yet Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes colleagues and family members engaging in respectful interactions.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● Observes a parent conference and identifies culturally responsive interaction strategies. ● Looks at communications with families and colleagues (e.g., newsletter, email, online platform, phone, etc.). 	<p>Expresses curiosity about ways to be more culturally and linguistically appropriate when interacting with families and colleagues.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● In their journal, recognizes the need to make adjustments in communication and asks questions about how to do so. ● Talks about the challenges of power imbalances in the education system. ● Dialogues about a challenging interaction with a family or colleague. 	<p>Is reflective about being a culturally and linguistically appropriate communicator and beginning to integrate practices across interactions.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● During conversations, talking about how they need to make changes in their communication with families with some initial ideas. ● Seeking out support from others on how to make adjustments to interactions with adults that are more responsive. ● Shares some ideas about how they might make adjustments next time during a challenging interaction. 	<p>Engages with families and colleagues in an effective and respectful manner that considers the experiences, linguistic backgrounds, and cultural backgrounds of themselves and others by taking their perspective and recognizing their own potential biases.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● Communication shared with families who are multilingual utilizes accessible language (jargon-free, 3rd grade reading level, visual information). ● When sharing knowledge, draws upon others' experiences. ● During challenging interactions, uses Skilled Dialogue to prioritize the relationship over control by asking more reflective open-ended questions rather than solutions. 	<p>Models cultural humility by integrating it into daily interactions, expressing curiosity about the experiences of others, and self-reflects on the power imbalances evident in the education system.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> ● During conversations with colleagues about families, consistently considers why a family may behave in a certain way (e.g., "well maybe the family is stressed due to a new baby"). ● Conducts trainings on cultural humility. ● Seeks out further learning on what it means to be culturally and linguistically responsive. ● Maintains a consistent reflective journal that reflects upon injustices, power imbalances, cultural differences, and experiences.

TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning

Establishes relationships as the foundation for learning and organizes a responsive environment

2.1 Create a Positive Learning Environment Through Respectful Relationships

Develops strong relationships with families, children, and staff as the basis for learning.

Resources: [SEEDS of Partnership High Quality Early Learning Environments](#), [Walking up the CA Teaching Pyramid strategies](#), [NCPMI Pyramid Practices Implementation Checklist](#), [Positive Descriptive Feedback](#).

Initial

N/A

Midterm

Not yet

Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Integrating
<p>Observes team members developing relationships with families, children, and staff as well as makes note of the strategies that were used by the team to build the relationships. Is approachable to children.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Observes other specialists interacting in positive ways. • Notes the positive (or negative) tone that is in the program. • Physically in the space of children’s play (standing near them) and appears interested in them. 	<p>Participates in family visits and team meetings utilizing relationship building strategies (listening, asking reflective, open-ended questions). Reflects with the team on what went well or next steps for future interactions. Engages positively with children.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • During a visit, asks the family about their weekend. • During a team meeting, smiles with the team and engages in back-and-forth conversations. • Gets down to the level of children when engaging in play and conversations. 	<p>Reflects on the impact of one’s interactions with families, children and staff and sees success in building relationships. Seeks feedback on ways to improve.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Meets with parents ahead of an IFSP/IEP to discuss their experiences. • Posts pictures of student families in the room - students comment on seeing their photos or other student photos. • In their journal, they wonder how they can build their relationship with a family with whom they find it hard to connect. • Checks in with someone from a similar culture as a child to learn more about how to connect with them. 	<p>Adapts their relationship to all families, children, and staff to ensure responsive, warm and friendly interactions that create connection as the basis for learning & teaching. Creates opportunities for children & families to build positive relationships.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Adjusts in the moment to prioritize the relationship. • Takes the time to greet each child and connect so they feel comfortable. • Teaches children how to greet one another in positive ways as they arrive. • Consistently uses positive descriptive feedback with children & families. • Intentionally connects with families to share joy about their child (e.g., sends pictures home, talks with families, celebrates their child’s growth) • Meets with staff consistently to chat and reflect. 	<p>Builds a positive community by creating systems to ensure that time is taken to build relationships and intentionally connect with ALL families, children, and staff.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Connects via shared experiences (e.g., “How’s your son’s broken arm?” “how’s fluffy?”) • Plans family events and sets up class website to share pictures, resources, ideas. • Goes out of their way to learn about a staff’s language and culture and brings these into daily interactions. • Implements a plan to meet with all families using person-centered planning tools (Eco-Map, MAPS, surveys).

TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning

Establishes relationships as the foundation for learning and organizes a responsive environment

2.2 Manage materials to promote participation

Creates culturally, linguistically, and ability relevant visual supports, adapts materials, and identifies assistive technology that effectively increases children’s access to learning experiences.

Resources: : [DR Access assessment adaptations](#), [SEEDS of Partnership Preschool Planning Tool](#) and [HQELE: Materials](#).

- N/A Initial
- Not yet Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes and identifies materials (toys, books, projects, handouts, etc.) used with children and/or families to promote participation. Notes adaptations and types of materials used.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes the use of visual schedules to help children participate in daily activities. ● Describes a handout given to a Spanish speaking family in their native language that listed intervention strategies to prevent biting. ● Shares a photo of an adaptation to a paintbrush that allows a child with Cerebral Palsy to hold the brush and paint. 	<p>Participates in planning sessions regarding appropriate materials that could be used to promote skill acquisition. Reflects on how organization and choice of materials affects a student’s ability to participate.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Reflects on how adding a ring to the zipper of a student’s jacket allowed him to independently zip it up. ● During a planning meeting, wonders aloud if there are children’s books that feature children who use AAC. ● Notices that a student who is visually impaired might be missing visual cues and asks the team for advice. 	<p>Uses common materials and adaptations to promote participation with support of the team. Begins to utilize background knowledge about culture, ability levels and linguistic background in discussions about materials.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Students are encouraged to review the schedule during arrival. ● During a conversation with a parent and mentor teacher, gives additional suggestions for materials that might help to work on pincer grasp. ● Seeks an Occupational Therapist (OT) for ideas on how to support students’ sensory needs. 	<p>Collaborates with the team to Implement the use of common and creative adaptations to support individual students’ needs, interests, strengths, and cultural & linguistic experiences.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Implements a total communication approach to support the variety of ways children communicate (e.g., sign language, pictures, body language, etc.). ● Adapts the tray of a child’s wheelchair with sticky shelf paper so materials don’t slide off. ● Provides parent with a set of core vocabulary icons and explains how to use them to promote communication with their child who is non-verbal. ● Encourages child to bring a transition item from home to help ease the transition to school. ● Works with co-teacher to adapt the question of the day felt board so it is visually easier to scan and respond. 	<p>Makes recommendations to and/or models for other team members about possible adapted and/or relevant materials.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Works with the speech therapist to develop core boards. ● Attends Physical Therapy (PT) home visit session to provide the service provider with tools to use in their work with the child. ● Notices a speech therapist might be struggling to engage the child and suggests some developmentally appropriate play-based materials of interest to the child that might engage them with greater success (e.g., try offering just two choices, try playing on the floor, etc.).

TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning

Establishes relationships as the foundation for learning and organizes a responsive environment

<p>2.3 Manage time to promote participation <input type="checkbox"/> N/A</p> <p><i>Creates a sequence of activities that encourages participation, successfully paces activities that maximizes engagement, and effectively manages transitions between activities.</i> <input type="checkbox"/> Not yet</p> <p><i>Resources: Teaching Pyramid What Works Brief 3: Helping Children Understand Routines and Classroom Schedules & Brief 4: Helping Children Make Transitions Between Activities, NCPMI Resource Library (search transitions/schedules).</i> Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes activities noting pacing and when activities are slowed or repeated to allow for more participation or engagement or when they are sped up to maintain interest. Observes effective transitions between activities and class schedules that guide children’s learning.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes a teacher as they slow to emphasize key vocabulary during a lesson. ● Observes a teacher who pivots to talk about interesting dinosaur facts in a book when students show interest. ● Identifies that a teacher sings a song to transition between activities. 	<p>Looks for and identifies strategies that make transitions, sequence of activities, and/or pacing more successful.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Reflects on what goes well and how to make changes to improve difficult transitions. ● Comments on a teacher’s use of choices to move like different animals during a transition helped motivate students to return to the classroom from outside play. 	<p>Reflects on time management and begins to make adjustments to timing during transitions and activities.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Uses some cues to transition students such as a timer or clean up song and is beginning to embed learning activities into transitions. ● Discusses how a transition could be improved with more direction or play. 	<p>Timing between and within activities effectively engages children as well as is adjusted while engaging with children to promote participation.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Suggests to a family how they might integrate learning into transitions throughout the day (e.g., try putting a box in the hallway to encourage them to practice motor skills when moving between activities). ● Reflects upon student learning during an activity and identifies a need to adjust pacing during a lesson or uses a fingerplay (Open Shut Them) to regain their interest. ● Adjusts the daily schedule so that activities are well balanced between calm and active so as to maximize student engagement (e.g., story time, then outdoors). 	<p>Advocates for and coaches colleagues on how to make adjustments to schedules, transitions, and pacing.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● During a community of practice meeting, suggests to colleagues a change in the sequence of activities might be helpful to address challenges. ● Meets with program principal to advocate for more play-based transition activities.

TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning

Establishes relationships as the foundation for learning and organizes a responsive environment

2.4 Manage space to promote participation

Organizes the physical environment to be universally accessible, developmentally/age appropriate, and reflective of the culture and experiences of families and the community.

Resources: [IRIS Module: Early Childhood Environments - Designing Effective Classrooms](#), [UDL Checklist for Early Childhood Environments](#).

Initial N/A
 Midterm Not yet
 Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes how a teacher organizes the space in the classroom or home to help promote participation. Notices there’s different ways to organize an environment for children.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Observes discussions with families on routines throughout the home. • Talks about different setups of space like play-based learning centers versus adult-directed center spaces. • In a journal, describes Universal Design for Learning (UDL) as it relates to the physical environment in broad terms (access, independence, etc.). 	<p>Reflects on how the children are participating in different spaces based upon how the environment is organized.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Discusses with a family how their child is participating in home routines and what makes these activities successful. • Talks about the effect of different setups in spaces on children’s learning (e.g., “I noticed the children interacted differently with a center when they had a choice to visit it”). • In a journal, reflects on how UDL strategies within the physical environment impact student learning. 	<p>Utilizes Universal Design for Learning (UDL) strategies to make adjustments to learning spaces to ensure increased access and developmental appropriateness.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Suggests UDL-aligned adjustments that can be made to motivate individual students such as adding different writing materials and adaptive tools to the writing center. • Sets up and organizes a few learning areas in the classroom that encourage young children to participate in activities. • During a home visit, suggests the family modify spaces where routines occur to encourage greater participation (e.g., suggested getting an adapted spoon for meal times). 	<p>Recognizes the environment as the third teacher and collaboratively rearranges learning spaces such that ALL children are represented, interested and can independently access them.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Creates a variety of organized learning spaces where students can easily participate in the activities (e.g., moves furniture wide enough for a child to walk through using their walker). • Collaborates with a family during a home visit to modify spaces where routines occur to increase participation (e.g., jointly finding a stool so that the child can join in dishwashing). • Adds personal touches to the classroom such as framed pictures, photo albums, plants, etc. to create a welcoming environment. • Labels the blocks area so children can clean up easily. 	<p>Advocates for spaces within the home, school, classroom, and community to be universally accessible and developmentally appropriate so that all children are motivated to be curious, independent learners.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Educates others on what it means for the environment to be the 3rd teacher. • Leads a discussion with team members on how to make the school environment more accessible to all students. • Guides families in advocating for increased access to spaces within the community like the library or playground. • Writes a grant to create accessible spaces.

TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning

Utilizes pedagogical discipline-based knowledge to create and implement evidence-based experiences with individual students in mind

3.1 Plan Learning Sequences Using Knowledge About How Children Learn

Develops home visit plans that incorporate principles of routines-based intervention for the family OR school-based units and lesson plans using backward mapping (Understanding by Design: UbD) and the three principles of Universal Design for Learning (UDL: multiple means of engagement, representation, and expression) according to the early learning standards.

Resources: [Sac State Google drive folder: Unit plans, CA Infant/Toddler Learning & Development Foundations, CA Preschool Learning Foundations, CA Common Core State Standards \(Kinder\)](#), Blog: [Basics of Backward Design by Cult of Pedagogy](#)

- N/A
- Not yet
- Initial
- Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Reviews the learning plans of colleagues and/or mentor teacher and identifies Universal Design for Learning (UDL) Strategies.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● With the supervisor, looks at their mentor’s lesson plan and talks about representation strategies they notice (e.g., multi-sensory). 	<p>Reflects on how lesson or home visit plans integrate knowledge about how young children learn. Sees the connection between child development and UDL strategies.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● In a journal, discusses how young children learn through play and considers if their activities are play-based. 	<p>Develops a single lesson/home visit plan that is developmentally appropriate and begins to consider Universal Design for Learning principles (multiple means of engagement, representation, and expression).</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Has an idea for a fun activity for the family or child ● Plans a process-based art lesson plan. 	<p>Effectively develops developmentally appropriate sequences of lesson/home visit plans using knowledge about the child’s prior knowledge, experiences, and strengths for specific skills or units of study that incorporate the principles of Universal Design for Learning (UDL) and tied to the learning standards.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● In preparation for a home visit, reviews previous visit notes to brainstorm ways the child could build on their previous learning. ● Utilizes knowledge of the children’s prior experiences to build a unit based on their interests that is play-based. ● Within the unit plan, each week builds upon the next and leads up to the culminating activity (summative assessment) that is aligned with the unit learning goal and based on the learning standards. 	<p>Coaches colleagues on how to plan developmentally appropriate learning sequences that considers individual student strengths, needs, culture, and language ability.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads a training for colleagues on planning connected learning experiences across home visits. ● Trains paraprofessionals on lesson or unit planning.

TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning

Utilizes pedagogical discipline-based knowledge to create and implement evidence-based experiences with individual students in mind

<p>3.2 Implement Evidence-Based Teaching Methods to Guide Children’s Learning <input type="checkbox"/> N/A</p> <p><i>When working with families, coaches them to guide their children’s learning and in school-based programs intentionally teaches across activities, curricular areas, and developmental domains using Evidence-Based Practices (EBPs).</i> <input type="checkbox"/> Not yet</p> <p>Resources: EBIPs for children with Autism, CONNECT Module EBP handouts, CONNECT Modules - Dialogic Reading & Embedded Interventions, ECTA Evidence-based practice, Best Practices by National Center on Pyramid Model Innovators (NCMPI), DEC Recommended Practices, Autism Focused Intervention Resources & Modules (AFIRM) Modules. Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes and Identifies ideas as evidence-based practices when team members write learning plans for different types of instruction (home visit, small group, whole group, etc.).</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Takes notes during a home-visit observation and notes a connection to EBPs learned in courses like social stories and choice-making. • Identifies EBPs for different skills like behavior, reading, social/emotional skills. 	<p>Reflects upon the impact of being a more intentional teacher by using EBPs to guide one’s practice.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • During conversations, begins to notice the positive impact of using an EBP (e.g., social story, Dialogic Reading) on children’s learning. • In a journal entry, wonders about how to find EBPs and how teachers know about how to use these in practice. 	<p>Provides ideas on using EBPs as team members develop learning plans for children, families, and classes.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • During a planning meeting, suggests 1-2 ideas that are tied to EBPs. • After a meeting with a family, discusses with the team the possibility of suggesting some EBPs they can use from the NCPMI website. 	<p>Effectively draws upon and implements evidence-based teaching methods across activities, curricular areas, and developmental domains.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Effectively reads a story using dialogic reading strategies. • During a home visit, guides the family on identifying routines they would like to work on and integrates learning into these priorities. • Creates a social story and creates a plan to use it with a child who has a hard time transitioning to school. • Collaborates with the occupational therapist to create a calming corner and teach children how to use it to calm down when upset. 	<p>Advocates for and models the use of EBPs for others.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Presents at a conference on how to integrate EBPs into one’s teaching practice. • Constructs and implements a training on how to implement a specific EBP and coaches others to effectively utilize it.

TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning

Utilizes pedagogical discipline-based knowledge to create and implement evidence-based experiences with individual students in mind

3.3 Adapt Language So All Children Can Understand

N/A

Adapts the curriculum content, organization, and planning to support the acquisition and use of academic language using Universal Design for Learning (multiple means of representation) within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

Not yet

Resource: [ECLKC Planned Language Approach website](#) (includes [Big 5 For All: Background Knowledge, Oral Language & Vocabulary, Book Knowledge & Print Concepts, Alphabet Knowledge & Early Writing, and Phonological Awareness](#)), [ECLKC Instructional Interactions strategies](#), the [Center for Early Literacy \(CELL\) practice guides](#) for home or center based work with children, [UDL Strategies in Early Childhood](#) Brookes Publishing website, [CAST website - examples of representation](#), [UDL strategies by the Anita Zucker center](#).

Initial

Midterm

Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes educators use multi-modal communication strategies, emphasize contextual language to support understanding, and use repetition, emphasis, rephrasing, pacing and other strategies to allow for children’s increased understanding.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Notices mentor teacher modeling use of an AAC core vocabulary board and speaking at the same time. Has a discussion about ways to emphasize key vocabulary words using temporal cues (slowing) and vocal emphasis. 	<p>Identifies and reflects on communication and UDL strategies that seek to increase the accessibility of vocabulary used.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> In a journal, notes the use of the UDL multiple means of representation strategy: using visual organizers like a T-Chart to help children understand concepts. Talks about how a toddler was more engaged when the parent narrated what they did when cooking together. 	<p>Begins to work within a team to plan for how vocabulary and concepts can be adapted to promote the knowledge and understanding of all children.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Participates in a team meeting to identify language demands within a lesson and corresponding multiple means of representation strategies (e.g., multisensory approach). Helps to identify “feeling words” alongside mentor teacher and make icons to visually represent them. 	<p>Intentionally plans for and uses UDL multiple means of representation strategies to create accessible learning experiences for all children AND adapts for individual children when necessary.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Works with the Speech pathologist to develop AAC devices specific for each curriculum area in the classroom Uses the one-up concept of providing language that is just above their level (e.g., a child uses one-word sentences and they build on it by saying, “yes, it’s a blue block”). Creates props for a story to increase students understanding. 	<p>Coaches and advocates for the use of UDL and communication strategies to adapt language so all children can understand.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> After attending a conference session, leads a training with colleagues on how to integrate the concepts into daily interactions with children. When co-planning a lesson, brings up the importance of UDL and communication strategies and shares a helpful resource on key strategies to integrate into their lessons.

TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning

Utilizes pedagogical discipline-based knowledge to create and implement evidence-based experiences with individual students in mind

<p>3.4 Collaboratively plan how to provide multiple ways for young learners to express competence <input type="checkbox"/> N/A</p> <p><i>Collaboratively plans UDL strategies to promote the ability of children to express their ideas in multiple ways and allow for greater participation in learning opportunities. Identifies more individualized strategies for students with more extensive support needs.</i> <input type="checkbox"/> Not yet</p> <p>Resources: Textbook: <i>6 Steps to Inclusive Preschool Curriculum</i>, UDL Super Teacher Strategies by Cindy Collado, Paths to Literacy for Children who are Blind or Visually Impaired, Blog: Enhancing Early Education Classrooms with UDL, Article: Stockall et al. Right from the Start: UDL for Preschool, Article: Barton et al. We Can All Participate. Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes instruction that not only utilizes multiple means of representation, but also seeks, accepts and encourages responses from children using any means available.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Notices students using AAC, sign language and spoken language to respond during a lesson on dinosaurs. Shares pictures of different communication systems. Observes a teacher accept a heavily drawn breath from a child with extensive physical needs as an affirmative response to his question. 	<p>Reflects on different UDL strategies used by children to participate in learning opportunities. Begins to identify different ways of participating and how this might impact children’s access.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> In a journal describes strategies a child uses to respond during a song. In a discussion with their supervisor, talks about a child who moved from using an icon to a voice output device. Records strategies used by their mentor when observing their lesson and reflects on the varied ways students communicated their ideas. 	<p>With the support of the team, identifies participation demands of children within activities and begins to consider alternative strategies that demonstrate their ability to meaningfully participate.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Plans with a PT as they work to identify an accommodation to allow a child to access the sink to independently wash hands. Notices that a child with a hearing impairment seems to use gestures during an activity and seeks advice on what they might mean. 	<p>Collaboratively works to identify individualized strategies and plans how to encourage use of multiple ways of participation and demonstration of mastery of skills.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Together with a classroom-based team, attempts to modify a color matching lesson so that all children can participate. Has a discussion with a speech therapist on common cues to look for that might indicate that a legally blind child is attending during activities (e.g., they may not use eye contact or visual connection, but may turn their ear toward the speaker, etc.). During a read aloud lesson, plans and implements a few different ways children can respond (choices, pointing, moving, verbally responding). 	<p>Advocates for acceptance of multiple forms of participation and trains others on how to plan for widespread use of UDL strategies.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Leads a school-wide training on identifying ways that a child with extensive physical support needs may already be participating in activities (e.g., smiling, making sounds, turning ear toward speaker, rate of breath, closing eyes to listen better, etc.). Trains a local librarian on UDL strategies that might increase participation during a story time and suggests appropriate materials.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Uses data about children’s learning to establish a tiered approach to support all learners

4.1 Develop Strengths-based IFSPs and IEPs

Develops IFSP/IEPs with a strengths-based perspective and writes IFSP/IEP outcomes/goals with the family.

Resources: [ECTA Center High-Quality IFSPs/IEPs](#), [IRIS center High Quality IEPs module](#), Blog: [Strengths-based IEPs by Understood](#), Article: [Strengths-based Approach to Equity in Early Childhood](#), [Strengths-based Practices Inventory](#).

- N/A Initial
- Not yet Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes as the team collaborates with a family to develop IFSP outcomes or IEP goals. Notes strategies that are used to encourage parent participation and focus on the child as a whole (strengths-based).</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Attends an in-person or virtual IFSP, transition IFSP or IEP and after the meeting considers where to ask questions or add positive information during the next IFSP or IEP meeting. 	<p>Attends a meeting with a family and team members to discuss an upcoming IFSP/IEP. Reflects on the variety of information discussed.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Writes a journal entry about the topics discussed at this IFSP/IEP preparation meeting and what went well and any ideas to improve interactions to be more strengths-based. ● Reviews several recent IFSP/IEPs and writes a journal entry about the positive, strengths-based language you find. 	<p>Incorporates a strengths-based strategy into their practice and reflecting on how to integrate more.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● During an IFSP/IEP gives time for the family to ask questions and provide input. ● Discusses with a family their interests and priorities for their child and ideas for outcomes/goals for the upcoming IFSP/IEP. ● Reviews team report that will be shared with the family to check for family friendly and strengths-based language. ● Writes a holistic strengths-based description of a child. 	<p>Together with the team, creates an IFSP/IEP that is strengths-based by describing the child and family’s strengths, interests, areas of need and relevant supports. Involves family in understanding assessment results to support them in selecting and writing clear and relevant IFSP outcomes and interventions related to their needs and priorities for their child across developmental domains. IEP goals are SMART such that they are specific, measurable, and observable as well as relevant to the family’s goals and the child’s needs.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Schedules and leads a team meeting to discuss ways to increase parent involvement in IFSP/IEP development. ● Gathers information about the whole child through a family survey. ● Writes SMART goals with the family that develop their child’s functional and meaningful skills like play and language. 	<p>Connects with all families to proactively plan for upcoming IFSP/IEP including sharing assessment results and gathering their insight about their child’s strengths, needs, and priorities. Consistently writes strengths-based documents; writes these efficiently and with ease by providing a holistic picture of the child and family as well as providing meaningful ideas for supports that meet a wide range of needs. Coaches others on a strengths-based approach.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Plans and leads an IFSP/IEP training focused on using a strengths-based perspective as we work closely and engage with families and young children. ● Creates a to-list as a reminder for strengths-based strategies.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Uses data about children’s learning to establish a tiered approach to support all learners

<p>4.2 High Quality Universal Instruction (MTSS Tier 1) <input type="checkbox"/> N/A</p> <p><i>Uses standards and knowledge of Developmentally Appropriate Practices (DAP: knowledge of how children learn, knowledge of individual children, and knowledge of cultural context) to plan and implement learning experiences across developmental and curricular domains for the widest range of learners (UDL strategies) that reflect the children's prior knowledge and interests.</i> <input type="checkbox"/> Not yet</p> <p>Resources: Sample DAP unit and lesson plans, ARTICLE: Myck-Wayne - In Defense of Play, SEEDS of Partnership High Quality Early Learning Environments. Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Reviews learning plans and learning sequences of other professionals in early childhood, highlighting DAP and UDL principles.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> When reviewing a lesson plan, notes the use of songs as both a DAP child development strategy and UDL multiple means of engagement and representation strategy. 	<p>Reflects upon current learning plans and suggests adjustments by integrating DAP and UDL principles.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Reflects upon a Discrete Trial Training (DTT) focused learning plan, wondering how it might be more DAP and UDL friendly by suggesting the activity be integrated into a child-led activity like following the lead when the child chooses to play in the block center. 	<p>Collaboratively develops a learning plan that incorporates DAP and UDL principles with their children in mind.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> During an informal observation with their supervisor, comes up with ways to engage their children during a lesson in play and learning as ways to motivate their children based on their interests and learning needs. 	<p>Consistently develops and implements DAP learning plans and sequences that utilize UDL strategies to teach to the widest range of learners.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Writes plans for all home visits or in-depth lessons and such plans reflect their specific children. Shares insight into why they chose a specific UDL strategy based on the child’s learning style and needs. Sends home surveys, talks to the families about their children, and/or observes children to then integrate their interests into learning plans and sequences. Creates a unit plan about babies after several students express interest in them during play. 	<p>Models and advocates for principles of DAP and UDL to be integrated into learning sequences and experiences for young children.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> Arranges a meeting with the administrator to advocate for an increased focus on play-based child-directed experiences for children in their program. Offers to pilot an inclusion program for young children with disabilities. Leads a community of practice with colleagues on Routines-based intervention (rather than toy-bag activities) in early intervention.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Uses data about children’s learning to establish a tiered approach to support all learners

4.3 Targeted Supports: Adaptations (MTSS Tier 2)

N/A

Uses information collected about students and class to create individualized adaptations within a class and/or individual activity matrix. Nine curriculum modifications (CMs) include: environmental support, materials adaptation, simplify the activity, child preferences, special equipment, adult support, peer support, invisible support.

Not yet

Initial

Resources: *Building Blocks* textbook, [CMs by Type \(Building Blocks\)](#), [CM Modules by the Center for Early Learning Professionals](#), [CMs by the Illinois Early Learning Project](#), [Highly Individualized Teaching and Learning by the Head Start ECLKC](#), [CMs for Infants and Toddlers by Head Start Inclusion](#), [DR Access assessment adaptations](#).

Midterm

Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team collecting information about the family or child and then discussing possible adjustments based on individual needs.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes team planning and implementing curriculum modifications when supporting students with disabilities in the home and classroom environment. ● Reviews a child’s IEP to learn about their accommodations. 	<p>Reflects upon the impact of individual adaptations that could support families and children and increase access to learning.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● In a journal entry notes how a simple adjustment like allowing the child’s sibling to stir the pancake mix first (invisible support) before the child had a turn increase their engagement and success. ● Wonders how to equitably provide a fidget to one student when all students want one. ● After observing their mentor teacher make an adaptation (e.g., simplify an activity), labels it as such and considers how this might work for one of their children. 	<p>Makes suggestions and implements adaptations in some parts of the learning environment and is working on implementing other CMs to support students’ access to learning and peers.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Supports a student to use an AAC device to interact with a read aloud during story circle. ● Suggests adjusting the height of sensory tables to ensure accessibility for students using adaptive equipment. 	<p>Uses information gathered about children and families, to effectively and safely develop a class and/or individual child activity matrix that identifies specific CMs across routines and activities to support optimal learning and development that ensures access to learning.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Conducts an observation (and records anecdotal and ABC table notes) about a child who wanders from group activities; then develops and implements specific adaptations to increase the child’s engagement. ● Posts a class activity matrix on the inside of the cupboard so the paras can see the CMs provided. ● Creates visual supports for a family to help with bed time. 	<p>Coaches others to consider CMs and is able to explain the importance of such strategies for supporting children’s learning as well as how to choose the appropriate supports.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Trains their class staff/team on how to use the activity matrix to implement child-specific curriculum modifications. ● Consistently updates and adjusts their class matrix to their students as their children’s needs change and their staff needs change.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Uses data about children’s learning to establish a tiered approach to support all learners

<p>4.4 Targeted interventions: Embedded Learning Opportunities (ELOs) (MTSS Tier 2) <input type="checkbox"/> N/A</p> <p><i>Identifies when an ELO will be enough to address a child’s outcomes/goals in a matrix and creates plans to increase learning opportunities for specific students informed by students’ strengths, preferences, and socio-cultural & linguistic backgrounds.</i> <input type="checkbox"/> Not yet</p> <p>Resources: <i>Building Blocks textbook; ELOs Training materials by Head Start Inclusion, CONNECT Module Embedded Interventions.</i> Initial Midterm Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team members as they discuss the importance of embedding learning opportunities into a child’s daily routines and developmentally appropriate activities of interest.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Notices teacher using the child’s interest in dinosaurs to encourage more communication. ● Reviews ELO plans of others. 	<p>Reflects upon activities that can then be used to embed learning opportunities being mindful of access and adaptations to encourage new skills and goals.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Reflects upon their mentor talking to a family about times during the day when they can expand on their child’s language by withholding a toy or item during meals to encourage language. ● Engages in conversations about when to create CMs, vs. ELOs vs. SIPs. 	<p>Writes an embedded learning opportunity plan for a student to increase the opportunities a student is provided to practice communication, social/emotional, and/or cognitive skills.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● During a meeting with their supervisor, shares the ELO plan they created and discusses how they will implement it to scaffold a child’s social skills throughout the day in the next observation. ● Reviews the ELO form in the Building Blocks textbook and practices identifying ELO plans with their supervisor by watching these videos. 	<p>Creates a child’s daily routine or class embedded learning matrix /schedule to purposefully plan how skills and goals will be addressed within daily routines and natural environments with a system to collect data on progress; encourages families to apply it or implements it in the classroom.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Per their ELO plan, provides a student engaging in a tantrum with an emotions chart, to help identify how they feel. ● Offers a student a choice board to allow them to pick an activity before the class transitions. ● Creates a class matrix with ELO’s identified and writes ELO plans for students then posts it on the inside of a cupboard to share with paras. ● Creates an ELO to prompt a student to ask for help across the day and shares it with their staff. 	<p>Has developed a system for embedding instruction of skills and goals, and trains others to use the embedded learning matrix/schedule to naturally integrate instruction.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Meets regularly with their class team to reflect upon their ELOs and train them on implementing them. ● Explains to their team the difference between an ELO and CFIS/SIP plan and coaches them on implementing them. ● Writes an ELO plan for all ELOs identified in their class matrix and stores them in a logical system to be used by their team.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Uses data about children’s learning to establish a tiered approach to support all learners

4.5 Intense Interventions: Embedding Systematic Instruction plans (SIPs) into daily routines and activities (MTSS Tier 3)

Plans where individualized interventions are embedded throughout typical routines and activities using a class and/or individual matrix and develops systematic plans to implement interventions based on individual needs that support access, learning & participation across domains & setting

Resources: *Building Blocks textbook, [ECTA Systematic Instruction practices guide](#), [Individualizing instruction by Head Start ECLKC](#), [Response Prompting Strategies](#), [Autism Focused Intervention Resources & Modules \(AFIRM\)](#),*

- N/A
- Not yet
- Initial
- Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes the team creating and/or implementing systematic instructional plans to address IFSP outcomes or IEP goals.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes the team developing a SIP. ● Identifies that the System of Least Prompts response prompting strategy was used to support a child’s learning. 	<p>Reflects upon the effectiveness of individual or class matrices for planning SIPs and/or the impact of SIPs for supporting student learning and addressing IFSP outcomes/IEP goals.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes a child reading with their parent and records descriptive observation notes about the prompts the parent learned to use to encourage their child to use two-word sentences. ● In conversation, talks about how they like their mentor teachers’ way of displaying the activity matrix in support of SIPs. 	<p>Collaboratively writes a systematic plan that is then embedded in natural learning opportunities or daily routines.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● During an informal observation, develops a SIP plan together with their supervisor to support a child in learning to communicate using their AAC device. 	<p>Creates an activity matrix and consistently develops systematic instructional plans using data that target instruction for specific skills that need more focused attention and instruction across developmental domains to support children and families in addressing IFSP outcomes or IEP goals embedded within natural learning opportunities.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Creates an activity matrix with some SIP plans identified to address intense children’s needs & develops the SIP plans (including a data collection tool). ● For a child who doesn’t join circle time, develops a SIP plan to support their increased participation. ● Matches the response prompting strategy to the needs of the child (e.g., uses gradual guidance for toileting routines). 	<p>Articulates and explains written systematic instructional plans and trains/coaches others on how to implement them.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Trains their colleagues on their SIP plans and coaches them to implement them during weekly meetings. ● Coaches colleagues in developing their own SIP plans.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Uses data about children’s learning to establish a tiered approach to support all learners

<p>4.6 Positive Behavior Interventions and Support (PBIS) ☐ N/A</p> <p>Creates positive learning experiences for students and builds informal and formal tiered levels of supports and interventions across the 3 tiers of PBIS (in early childhood, the Teaching Pyramid): (1) universal supports for all children (e.g., clear expectations, teaching social and behavioral skills), (2) focused supports (teaching specific skills to some students) and (3) targeted (individualized support plans). ☐ Not yet</p> <p><i>Resources:</i> California Walking up the Teaching Pyramid strategies, NCMPI Pyramid Practices Implementation Checklist, NCMPI Evidence based practices, California Teaching Pyramid Materials, PBIS World, Teaching Tools for Young Children with Challenging Behaviors Initial</p> <p>Midterm</p> <p>Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team implementing and/or explaining the principles and importance of PBIS and how they apply to working with children and families.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● During a home visit, notes that the team talked about the Teaching Pyramid and how having a secure relationship is part of PBIS Tier 1. 	<p>Reflects on the principles of PBIS within at least one of the three tiers.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Discusses Tier 1 as the foundation for learning: relationships, high quality learning environments, and high-quality instruction. ● Reflects upon how routines and transitions could be improved to increase student success. ● Collects ABC data to examine a child’s dysregulated behavior. ● Shows an awareness of behavior as communication and being connected to quality of life. 	<p>Implements and encourages at least two PBIS tiers to proactively teach or encourage behavior or social/emotional skills and is beginning to understand how to implement strategies at the third tier.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Engages children in conversations throughout the day to learn more about them and build their relationship. ● Intentionally reads books about social skills and emotions to teach more specifically about these skills (uses the Book Nook for ideas). 	<p>Encourages positive behavior in all children and plans for preventative teaching of social, emotional, and behavioral skills at all three levels of PBIS. Uses or encourages families to use behavioral analysis (formal and informal Functional Behavioral Assessments- FBAs) and techniques (including use of positive reinforcement, task analysis, use of cues and prompts, shaping, fading, chaining, and stimulus generalization) generally throughout the day.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Engages in informal FBA type conversations with staff to get to the root of why a child may be dysregulated. ● Creates a welcoming and supportive classroom by posting pictures of the children, having conversations, and celebrating children’s work. ● Leads class team in planning strategies to support a student who is dysregulated and records ideas to create a plan together (<i>Building Blocks worksheet</i> or this form). 	<p>Seamlessly implements or coaches families and colleagues to incorporate PBIS strategies across all three tiers and utilizes resources to consider more ways to support struggling students.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Models for the team the need to move away from blaming and move toward focusing on the foundation of PBIS when the team brings up a child’s challenging behavior (e.g., does this child feel safe and supported in our program? are they missing skills?) ● Consistently shares handouts with families like tips on Positive Descriptive praise. ● Has a consistent set of PBIS forms to record data when students are dysregulated.

TPE 5: Assessing Young Children’s Learning and Development

Establishes an authentic assessment system that appropriately tracks both children’s development and IFSP/IEP progress

5.1 Involve Family in Assessment

Engages families as partners in their child’s assessment. Systematically utilizes and prioritizes formal (i.e., questionnaires, interviews, Eco-mapping, MAPS, DAYC, HELP, etc.) and informal (i.e., on-going, regular conversation with a focus on information sharing and gathering) means to include families in the assessment process.

Resources: [ECTA Practice Guide: Engaging Families as Assessment Partners](#), [Sac State Person-centered planning resources](#), [Sac State Family questionnaires resources](#).

N/A

Not yet

Initial

Midterm

Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team members regularly engaging a child’s family to share assessment information and utilize formal and informal means to gather information from the family about how the child functions within the context of their family.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Observes a person/family centered interview. • Watches as a teacher shares how a child has learned to clean their place at the table after a mealtime and asks his father if the child performs any similar independent tasks at home. 	<p>Recognizes the importance of partnering with families to gain a more complete assessment of a child’s capabilities. Reflects on different strategies that might be used to include families with different backgrounds, comfort levels, parenting and partnering styles in formal and informal assessments.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Reflects upon how a standardized assessment tool did not necessarily include the family or naturally engage the child and thus did not gain a full picture of the child’s abilities. 	<p>Implements a strategy to include the family as a team member in the assessment including strategies to assess a family’s priorities and concerns using formal and informal tools and questions.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Completed a person/family-centered interview and reviewed the results with the family. 	<p>Skillfully and sensitively maintains a relationship with the family that fosters information sharing and elicits their concerns, priorities, and resources in relation to their child’s capabilities. Consistently partners with the family in the assessment of their child, uses formal and informal tools and family questionnaires, which are appropriate and non-biased to gain the family’s perspective of their child’s strengths and needs as well as the family’s priorities and concerns for their child.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • During an evaluation, gathers a variety of information from the family: begins with talking to the family about their child’s upcoming IEP, sends an IEP questionnaire home, and schedules a MAP person-centered planning meeting with their family and friends. 	<p>Shares their tools, systems and strategies for creating and maintaining partnerships with families in regards to on-going assessment with a wide audience through trainings, blogs, publishing, resource sharing, etc.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Creates a handout that can be shared with new families about the importance of partnering in the assessment of their child’s capabilities that is adopted program wide. • Gives a virtual training on a text-based video sharing strategy that encourages families to share videos of their child performing different skills within daily routines at home.

TPE 5: Assessing Young Children’s Learning and Development

Establishes an authentic assessment system that appropriately tracks both children’s development and IFSP/IEP progress

<p>5.2 Track learning development <input type="checkbox"/> N/A Initial</p> <p><i>Utilizes the learning standards, the DRDP learning progressions, and multiple developmentally appropriate tools to identify development and areas of need and uses data collected to inform and adjust instruction.</i> <input type="checkbox"/> Not yet Midterm</p> <p><i>Resources:</i> DR Access assessment adaptations, DRDP Forms, Sac State Assessment resources. Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team members using different assessments of children’s learning throughout daily activities and using the information gathered about each student to inform lesson planning and interventions.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes a team member collecting data on learning standards. ● During an assessment, looks over the same assessment tool that is being used. 	<p>Reflects upon the importance of tracking children’s development utilizing multiple & varied assessments and tools, begins to identify strategies for data collection and reflects on how that data could be used to inform instruction.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● While watching a video of themselves teaching, writes an objective anecdotal observation of a child and reflects on how it helps understand the child’s learning. ● Engages their supervisor in a conversation about how to track development and why we report DRDP scores to the state education system. 	<p>Participates in team discussions and planning sessions about strategies for using different assessments and tools and collects some data to inform scores on the DRDP.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Develops a data collection sheet for a lesson plan by identifying the learning standard and DRDP measure of focus (adapts one of the DRDP checklists to measure the focus standard). ● Discusses with supervisor the child’s learning that occurred during an activity and what tool could have helped to record that information. 	<p>Identifies and consistently utilizes culturally and individually relevant assessments that will provide accurate information about children’s development then uses the information to adjust instruction and/or supports for families and children.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Completes DRDP assessments. ● Recognizes that an assessment tool is designed for children raised in more Euro-centric households and seeks a more reliable and valid assessment for children from other cultures. ● Home visit or lesson plans consistently identify standards and/or DRDP skills that will be observed and a plan to collect the information. ● After writing an anecdotal observation, adds trucks to the block center to encourage the child to play with peers. 	<p>Coaches and mentors colleagues on how to identify and utilize different assessments and tools to track learning and development.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads a program-wide discussion that outlines the benefits and challenges of different assessment and screening tools commonly used by the program. ● Shares a system of tracking learning development with colleagues.

TPE 5: Assessing Young Children’s Learning and Development

Establishes an authentic assessment system that appropriately tracks both children’s development and IFSP/IEP progress

5.3 Progress Monitoring of IFSP/IEP outcomes/goals

Monitors progress of IFSP outcomes and IEP goals and uses information to develop goals and intervention activities and adapts assessments to individual students.

Resources: [Seeds of Partnership Preschool Planning Tool](#), [IRIS Module High Quality IEPs](#), [ECTA Developing High Quality IFSPs and IEPs](#), [Sac State Progress Monitoring resources](#).

N/A

Not yet

Initial

Midterm

Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Reviews a child’s IFSP outcomes or IEP goals and discusses with the team how they monitor their progress.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Reviews information and takes notes on monitoring progress for IFSP outcomes and IEP goals from team discussion and resources. 	<p>Collects data on IFSP outcomes/IEP goals using an established progress monitoring data collection tool and reflects upon their effectiveness.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • While implementing Discrete Trial Training, collects tally data on how many times the child responded correctly. • Takes notes while observing a child and parent during a home routine. Reflects with the mentor on child’s progress towards IFSP outcome and reflects about the experience in their journal. 	<p>Develops a plan to monitor an IFSP outcome or IEP goal and makes suggestions about ways to track different types of outcomes or goals.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Creates a SIP plan and a simple chart to record the words the child said and additional observation notes. • During a meeting, shares with the team an idea for how to digitally track one of the IEP goals using a google survey. 	<p>Develops and utilizes a systematic plan to monitor children’s progress toward IFSP outcomes or IEP goals over time using specific data collection tools with the family and team.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Creates a google form for paraprofessionals who are tech savvy to record data about every observable aspect of a child’s IEP goal: for example, the number of prompts, the activity, and the number of conversational turns with a peer. • Has a binder organized with sections for each student where data sheets for the students’ IEP goals are stored. • Creates a chart to track at least 2 students’ IEP goals and places them on a clipboard for easy recording. 	<p>Shares their tools, systems and strategies for monitoring child’s progress toward IFSP outcomes or IEP goals with a wide audience through emailing, training, blogs, publishing, etc.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Creates an app that can be used easily throughout the day to track data on progress toward IFSP outcomes and/or IEP goals and shares it throughout the program. • Creates an effective system for tracking data and trains their paraprofessionals to use it to track students’ goals.

TPE 5: Assessing Young Children’s Learning and Development

Establishes an authentic assessment system that appropriately tracks both children’s development and IFSP/IEP progress

<p>5.4 Communicate assessment results <input type="checkbox"/> N/A Initial</p> <p><i>Describes the whole child using strengths-based language that is jargon-free, understandable, and useful.</i> <input type="checkbox"/> Not yet Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes assessment results being shared with a family and reflects on the experience.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes the team sharing assessment results at an IFSP meeting. ● Attends a parent-teacher conference and watches how the teacher shares a child’s portfolio to engage the family in positively sharing in their child’s learning and successes. 	<p>Reflects upon how assessment results are commonly shared with families and how this impacts the child’s program and progress.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Reflects in a journal entry about sharing assessment material positively with a family. ● In conversations, wonders about how the family felt at the last Initial IEP meeting when the team members shared a lot of assessment information that might have been hard to hear. 	<p>Along with a team member, shares assessment results with a family in a positive way. Reflects on what went well and what might need to be added.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads a discussion with the family about their child’s developmental assessment. Reflects upon how the family could have more of an equal time for sharing in the discussion. ● Plans with a team member to share assessment results together with another family. ● Leads a parent-teacher conference with families and reflects upon how they could have prepared the families better and opened up the meeting with more of a strengths-based focus using a favorite story about the child. 	<p>Shares information about the whole child in a positive, strength-based way that is jargon-free, understandable and useful to the family and team throughout the IFSP/IEP process.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Creates a Developmental Profile handout and shares with the family to guide a positive IEP meeting. ● Begins a meeting with the family by sharing a lovely story about their child playing in the dramatic play center with their friends. ● Shares a video of the family’s toddler to highlight their communication and learning. ● Develops an effective, positive way of communicating assessment information to families and team before and during the IFSP/IEP and throughout the year. ● During an assessment conversation, checks-in with the family to ensure understanding and to see if they see similar learning and challenges. 	<p>Advocates for a strengths-based approach to sharing assessment results with families throughout the IFSP/IEP process.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads the team in engaging in a challenging conversation about how assessment results are communicated impacts the family and child. ● Before an IFSP meeting, connects with the Occupational Therapist to learn about their assessment results and plan for how to share with the family in an easy to understand way.

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

6.1 Team Collaboration throughout the IFSP/IEP process					<input type="checkbox"/> N/A
Collaborates as a team member with professionals before, during, and after IFSP/IEP meetings according to IDEA guidelines and California Ed Code.					<input type="checkbox"/> Not yet
Resources: ECTA Practice Guides: Helping Families be Full Team Members , Teaming Members Engaging in Quality Communication and Team Members Helping One Another to Learn and Grow AND corresponding ECTA Practice Checklists to help improve your skills aligned with the Practice Guides: Families are Full Team Members Checklist , Communication for Teaming and Collaboration Checklist and Collaboration to Learn and Grow Checklist , Sac State IEP Process tools .					Initial Midterm Final
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading	
Observes team members participating in IFSP/IEP meetings. Possible Examples: <ul style="list-style-type: none"> ● Reviews the various roles in IFSP/IEPs with the team and makes note of them. ● Reviews agendas for an initial versus annual IEP meeting. ● Observes conversations amongst team members about recommended goals and supports for a child. 	Reflects on observations and asks questions and provides input as needed. Possible Examples: <ul style="list-style-type: none"> ● Reflects about what went well and ways to improve collaboration with the team after IFSP/IEP. ● Is considerate toward team members and reviews all parts of a child's upcoming IFSP/IEP. ● Asks the IEP Team about their positive experiences from past IEP meetings. 	Participates in a few parts of IFSP/IEP meetings. Beginning to develop more meaningful relationships with team members and takes an active role during parts of the IFSP/IEP. Possible Examples: <ul style="list-style-type: none"> ● In a journal entry, considers ways to increase participation in an upcoming IFSP/IEPs. ● Writes a strengths-based description of a child and shares with the IFSP team before the meeting. ● Calls the family after a meeting to check-in with them. 	Collaborates and communicates effectively with team members in the design and implementation of IFSPs/IEPs throughout the process about the child's strengths, needs and meaningful ways to support them. Possible Examples: <ul style="list-style-type: none"> ● Creates a collaborative google slide for team meeting to discuss progress about students. ● Developed relationships with team members and shares with supervisor the roles and value each team member brings. ● Follows up with team members to implement co-developed goals- such as part of a unit plan to target CORE word vocabulary. ● Collaborates with families by sending a meeting reminder and an IEP survey about their child's strengths/needs/supports. 	Actively shares in leading the IFSP/IEP meeting, plans with the family and team members prior to the meeting, and has developed respectful relationships with team members that allows for honest conversations and feedback leading to continuous adjustments to the team approach and planning to ensure the family and child are fully supported. Possible Examples: <ul style="list-style-type: none"> ● Collaboratively organizes and leads an IFSP/IEP training with a team member. ● Creates Agenda and parent information packet about IEP progress. 	

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

<p>6.2 Co-Planning and Co-teaching <input type="checkbox"/> N/A</p> <p><i>Works effectively with others to plan instruction (e.g., with related service providers, paras, co-teachers, etc.) and when faced with challenging interactions implements the Skilled dialogue approach to problem solve and prioritize relationships</i> <input type="checkbox"/> Not yet</p> <p>Resources: Sac State Co-Teaching tools, Sac State Skilled Dialogue Guide and resources, Sac State Individualizing Supports & Interventions resources including the Building Blocks Worksheets to support co-teaching: Classroom Action worksheet & Child Action Worksheet to support team planning around classroom or individual student challenges. Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes other team members plan instruction together.</p> <p>Wonders about challenging interactions and scenarios in the collaboration process.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Takes notes during team planning meetings ● Watches a video on Skilled Dialogue with mentor / supervisor. 	<p>Reflects on the co-planning and co-teaching that has been observed.</p> <p>Considers how the Skilled Dialogue approach might support a team when challenging interactions arise.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Takes notes during team meetings and ask questions about why curriculum/strategy choices are made ● Practices skilled dialogue with mentor ● identifies challenging interactions they have encountered and observed in planning or co teaching activity. ● Reflects on resources to use to address challenging behaviors such as Building Blocks. 	<p>Participates in co-planning and co-teaching with the team by providing some input and taking on some co-teaching roles.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Discusses successes and how to approach the challenges that might arise using the Skilled Dialogue approach. ● Suggests instruction methods not currently being used during collaboration meetings such as use of CORE boards. ● In preparation for a home visit, plans with their mentor and decides they will lead the wrap up of the visit. 	<p>Takes an equal role in the collaboration process for co-planning, co-teaching, and co-assessing. When challenges arise, uses Skilled Dialogue strategies to be proactive and reflective.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads a team meeting to discuss each child’s goals and gathers input from all present about how to address the goals in class or during a home visit. ● During a lesson planning meeting, plans how they will use One Teach-One Observe or Team Teaching to teach the lesson. ● Arranges a team meeting to discuss challenges (uses Skilled Dialogue strategies). ● Meets with their class team to create a unit plan. 	<p>Coaches others on how to co-plan and co-teach. Coaches others on how to approach challenging interactions using Skilled Dialogue.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Leads training on skilled Dialogue with team members after a challenging situation. ● Leads staff meetings with multiple teams across disciplines for co-planning a site wide unit. ● After a planning meeting, immediately talks to colleagues using Skilled dialogue strategies to resolve area of conflict.

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

6.3 Create and Implement Transition Plans

Collaborate with the transdisciplinary team, including families, to create and implement formal transition plans (Part C to Part B, transition IFSP and IEP meetings, Interim IEPs) and informal transition plans (change of teacher, classroom, and/or life like a new baby) to support child and family before, during, and after transitions across programs, settings, and experiences.

Resources: [Sac State Transition Planning worksheet](#), California Department of Developmental Services and the California Department of Education (2013). [Effective Early childhood transitions](#), [ECTA Practice Improvement Tools and resources: Transitions](#).

- N/A
- Not yet
- Initial
- Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team and family members engaged in activities related to transition planning.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Reviews information about effective transitioning to preschool and kindergarten ● Makes notes of successful transition strategies observed or reviewed in their readings. 	<p>Reflects on how to increase participation in transition planning with the team and family.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● In a journal entry, notes what went well and what didn't during a child's transition into their program from another district. ● Discusses ways to increase participation in transition planning with mentor teacher. 	<p>Engages in transition planning with the team and offers general recommendations that for the child or family before, during, and after the transition.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● After observing a transition meeting, suggests an Eco Map could help the team understand the family better. ● Practices with their mentor by filling in SEIS paperwork. ● Conducts parent interviews prior to transition meetings and shares with team. ● Shares with family strategies to try over the summer prior to starting kindergarten such as visiting the new school, practice opening and closing snack bag. 	<p>Collaborates effectively with family, team and next program to make the child's transition timely and comprehensive using individualized strategies that consider support for the child and family before, during, and after the transition.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Shares with the family a collaboratively developed transition planning worksheet that includes a description of strategies that would work particularly well with their family and child. ● Invites possible receiving team members to observe child so they can take a more active role in the IEP meeting. ● Reviews all placement options with family/team prior to transition meeting and talks about pros and cons to supports provided at each. 	<p>Actively maintains an effective and timely schedule of transition meetings and engages the family in seeking their input and developing meaningful strategies and supports within their community and school that support them and their child throughout the transition.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Coordinates community partners to improve current transitions. ● Sets up the transition calendar well in advance of transition IFSP with collaboration meetings to allow for time for reflection about transition process.

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

6.4 Explains the rationale for instruction and intervention plans

Integrates research and evidence behind culturally, linguistically, and developmentally appropriate practices in the field.

Resources: [Evidence-based Instructional Practices for young children with autism and other disabilities](#) website, [Pyramid Model Practices Implementation Checklist](#) by National Center for Pyramid Model Innovators (NCPMI), [Practice Improvement Tools](#) by the Early Childhood Technical Assistance Center (ECTA), [Quality Inclusive Practices Checklist](#) by Heartland Equity and Inclusion Project, [NAEYC DAP checklist for educators](#), [NAEYC DAP for preschoolers](#), [Age-Appropriate play for young children article](#) by the Illinois Early Learning Project, **ARTICLE:** [Myck-Wayne - In Defense of Play](#), [Culturally Responsive Teaching Strategies in Early Childhood](#) by NAEYC, .

- N/A
- Not yet
- Initial
- Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes others explaining the rationale for implementing best practices.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Makes notes of rationale for coaching that is presented to family during a home visit. ● Reviews resource information about best practices and discusses with supervisor. 	<p>Engages in conversations with others about the rationale behind various practices in the field.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Reflects with their supervisor about a conversation they had with their principal on how Discrete Trial Training (DTT) is effective for children with Autism. ● After a home visit discusses, with the mentor, the practices observed and how they align with early intervention evidence-based practices. 	<p>Along with other team members and families, makes suggestions based on the evidence-based strategies.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● During team meetings, suggests ways to make adjustments in learning centers or instruction to be more play-based (e.g., can we try setting up materials in our dramatic play center so that children can independently choose materials to play with?). ● During a meeting with a speech pathologist about home visits, suggests perhaps using the family’s toys or materials at home to build language skills. 	<p>Shares ideas and uses evidence to explain the rationale behind implementing various evidence-based practices.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Shares video with staff or family of themselves using a DAP narrating what practice they are using and why they chose to do so. ● Engages in conversations with colleagues about DAP for young children and why it is important for their learning. ● Explains to para how dramatic play addresses their child’s goals. ● During supervisor meeting, explains how and why the CROWD strategies improved their read aloud with the children. ● Suggests to their team adjusting the learning center to be more play-based because it is a DAP. 	<p>Coaches other professionals on the rationale behind specific evidence-based practices and how it impacts one’s mindset and choices.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Arranges to meet with program specialist to discuss other evidence-based practices they would like in implement and the reasons why they feel that practice would be more effective. ● Facilitates conversations about developmentally appropriate practices for young children.

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

<p>6.5 Organizing and Supervising the Work of Other Adults <input type="checkbox"/> N/A</p> <p><i>Organizes, mentors, coaches, and supervises the work of other adults (instructional assistants, paraprofessionals, and volunteers). Utilizes adult learning theory and constructive performance feedback to guide work with other adults and identifies information to support program and staff effectiveness.</i> <input type="checkbox"/> Not yet</p> <p><i>Resources:</i> Sac State Adult learning theory resources, VEIPD resources on Adult Learning Theory in early intervention, CELL Participatory Adult learning Strategy (PALS) checklist. Initial</p> <p style="text-align: right;">Midterm</p> <p style="text-align: right;">Final</p>				
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes team guiding and interacting respectfully with other adults.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Notes the positive team building interactions that are observed and discusses with supervisor. • Engages in a paraprofessional training led by their mentor teacher or other team member. 	<p>Expresses the desire to work respectfully as a team member with other adults. Reflects on strategies that could be used to achieve this partnership.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • In conversations with their supervisor, reflects upon a scenario where it was challenging to partner with paraprofessionals/early intervention assistants. • Uses the PALS checklist to reflect upon a paraprofessional training conducted by their mentor. 	<p>Interacts respectfully with other adults. Reviews information about adult learning theory and how this could be used when working with and organizing the work of other adults.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Takes the time to build relationships with other adults by sharing in conversation and asking about their program strengths and experiences. • Plans a paraprofessional or early intervention assistant training using adult learning principles. • Works with their mentor to create a system for their paraprofessionals to work with young children. 	<p>Demonstrates respect and team work when guiding and interacting with other adults by eliciting their ideas and perspective as well as incorporating these ideas into a system that works for their team regarding instruction, environment, and interactions.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Plans regular times to meet and reflect with paraprofessionals/early intervention assistants after class and home visits. Plans together for future changes. • When planning a paraprofessional or early intervention assistant training, incorporates ways to model and coach specific skills. • Creates a system for supporting the work of their class team (e.g., to do lists of tasks, personal spaces for everyone, scheduling work with the children like small groups, etc.) 	<p>Works exceptionally well to include other adults as part of the team.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Their classroom team/early intervention program has become the model for others to visit and discuss how they developed a supportive and seamless team approach to supporting young children.

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

<p>6.6 Commits to being a Life-long Learner and Reflective Practitioner</p> <p><i>Self-reflects, self-evaluates, integrates feedback, and seeks connections with others and resources; demonstrates leadership qualities such as flexibility and initiative.</i></p>					<input type="checkbox"/> N/A <input type="checkbox"/> Not yet	Initial Midterm Final
(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading		
Observes professionals who commit to life-long learning and reflective practices. Possible Examples: <ul style="list-style-type: none"> ● Gathers information about resources used in the district for professional development. ● Observes the mentor reflecting on lesson with student. 	Identifies reflective practices and opportunities for professional growth. Possible Examples: <ul style="list-style-type: none"> ● Attends reflective groups with others and is observant within these discussions. ● Asks questions about reflective practices used by mentors/ supervisors. ● Sometimes journals about their teaching experiences. 	Reflects on self by journaling and discussing culture, experiences and perspectives with team members. Understands the need to take on a leadership role within the program. Possible Examples: <ul style="list-style-type: none"> ● Maintains a consistent reflective journal. ● Asks great questions and proposes interesting wonderings during weekly reflective conversations with their supervisor and colleagues. ● Talks about how might need to model self-reflection with paraprofessionals or early intervention assistants about children’s challenging behaviors. 	Demonstrates leadership qualities such as flexibility and initiative. Consistently reflects on personal biases and engages in reflection when journaling and discussing with colleagues about different cultures, perspectives, experiences and then makes change in their practice. Possible Examples: <ul style="list-style-type: none"> ● Regularly and independently reflects about wonderings and ideas in their journal or during weekly supervisor conversations and makes changes in their practice. ● When working with families, thinks aloud about their own wonderings (e.g., “wow, it’s funny when he did that it made me wonder if he’s trying to communicate something to us”). 	Demonstrates cultural humility and consistently seeks new perspectives and understandings of others through professional development, conversations, reading, etc. Uses leadership skills in the wider ECSE community. Possible Examples: <ul style="list-style-type: none"> ● Regularly participates in regional, national, and/or international activities, advocacy work and professional organizations. ● Applies to participate in grants. ● Consistently calls a colleague to engage in reflective conversations. 		

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

6.7 Demonstrates Professional Responsibilities

Demonstrates dependability and a positive attitude (e.g., punctuality, attendance, deadlines, and follow-through) in their work with families, children, and colleagues.

- N/A Initial
- Not yet Midterm
- Final

(1) Observing	(2) Exploring	(3) Building	(4) Integrating	(5) Leading
<p>Observes other team members and notices the professional attributes they display.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Observes mentor teacher making a list of all upcoming IFSP meetings and backwards planning how they will get all the relevant assessments, reports, and meetings accomplished in a timely manner. 	<p>Reflects on the importance of maintaining a high standard of professionalism.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Writes a journal entry describing their goals for positively contributing to a child’s team. ● Gathers information from the team about expected professionalism in the program. ● Reflects upon the impact of a team member who may not be displaying professionalism. 	<p>Conveys respect for others by being dependable, accountable and ethical.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Notes the culture of the program and attempts to meet that level of professionalism. ● Calls ahead or makes a plan if they are going to be late or unable to follow through with an assignment. ● Asks if there are ways they can improve in their professional timelines, relationships or communication systems. 	<p>Leads by example using a positive attitude, punctuality, professional presentation, and dependability through the ability to initiate, commit, follow through, and meet timelines with all professional responsibilities.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Initiates a healing conversation after a conflict with a team member. ● Arrives to work each day on time and ready to accomplish the tasks of the day. ● After inadvertently missing a deadline, writes an apology email to the whole team outlining a plan to complete the missing work in a way that doesn’t add to the workload of others. ● Develops a calendar for upcoming IFSP meetings and home-visits. 	<p>Stands out as someone with a very high level of professionalism or ability to set a professional tone and supports others in this practice.</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Is asked by their program supervisor to represent the program when the program is honored with an award for excellence. ● Teaches others about how to organize their yearly calendar and task checklists based on their effective system for staying on top of IEPs, assessments, lessons, etc.