

Driving Questions: Are early childhood students with disabilities making progress toward outcomes? Are the COSFs filled out appropriately?

STAGES OF PRACTICE						
Components	Little or No Knowledge 0	Basic Knowledge 1	Partial Application 2	Regular Practice 3	Best Practice 4	SCORE
Participation in Completion of Child Outcome Summary Forms (COSFs)	COSFs are not completed.	Teachers complete COSFs individually.	All school personnel involved in the student's programming complete COSFs.	All school personnel involved in the student's programming complete COSFs with input from the student's family.	All school personnel involved in the student's programming and the family complete COSFs. <i>COSFs are completed in a formal meeting.</i>	
Evaluation/ Assessment of Skills	Evaluations are not conducted.	Determination is based on observation. Standardized measures are not utilized.	Determination is based on an observation and input from individuals involved in the student's programming. Standardized measures are used inconsistently.	Determination is based on observations, input from individuals involved in programming, family members' input, and at least one standardized measure.	Determination is based on observations <i>in multiple natural settings</i> , input from all individuals in the student's life and programming, and standardized measures <i>that adequately evaluate all five developmental areas.</i>	
Number Rating Scale Determination	Determinations are not made.	Determination of the number rating is arbitrary.	Determination of number rating is based on comparison of the student to same aged peers with disabilities rather than same aged peers without disabilities.	Determination of the number rating is based on comparison of the student to typically developing same aged peers.	Determination of the number rating is based on comparison of the student to typically developing same aged peers and <i>standardized developmental milestone scales.</i>	
Staff Understanding of COSFs	Staff members do not receive information or training on proper completion of the COSFs.	Staff members receive some information on proper completion of the COSFs.	Training and information on proper completion of the COSFs is limited to specific staff.	All school staff involved in the student's programming receive training on the proper completion of the COSFs.	<i>An ongoing staff development program exists to train all school staff involved in the student's programming on the proper completion of the COSFs. Training includes current issues and trends related to Early Childhood.</i>	
Social Emotional Skills	Social emotional skills are not addressed.	Direct instruction is not provided. Foundational and	Staff have differing levels of expectations. Direct instruction	Staff have high expectations for all students. Direct	Staff have high expectations for all students. Direct instruction utilizing a	

		immediate Foundational Skills are not taught.	using a social emotional curriculum is inconsistently implemented. Foundational and Immediate Foundational skills are inconsistently taught.	instruction utilizing a research-based social emotional curriculum is implemented by all staff. Foundational and Immediate Foundational skills are taught.	research-based social emotional curriculum is implemented by all staff. Foundational and Immediate Foundational skills are taught. <i>Daily opportunities to independently practice new skills are provided.</i>	
Acquisition of Knowledge and Skills	Due to the severity of the children's disabilities, only functional skills are taught.	Numeracy, literacy, and communication curricula are inconsistently used. Foundational and Immediate Foundational skills are not taught.	Staff have differing levels of expectations. Instruction in numeracy, literacy, and communication is consistent across staff. Foundational and Immediate Foundational skills are inconsistently taught.	Staff have high expectations for all students. Direct instruction utilizing a research-based numeracy, literacy, and communication curricula are implemented by all staff. Foundational and Immediate Foundational skills are taught.	Staff have high expectations for all students. Direct instruction utilizing a research-based numeracy, literacy, and communication curricula are implemented by all staff. Foundational and Immediate Foundational skills are taught. <i>Daily opportunities to independently practice new skills are provided.</i>	
Appropriate Behaviors to Meet Needs	Due to the severity of the students' disabilities, staff complete most activities.	Direct instruction is inconsistent. Foundational and Immediate Foundational Skills are not taught.	Staff have differing levels of expectations. Direct instruction is inconsistent. Foundational and Immediate Foundational skills are inconsistently taught.	Staff have high expectations for all students. Direct instruction including task analysis if appropriate is implemented by all staff. Foundational and Immediate Foundational skills are taught.	Staff have high expectations for all students. Direct instruction including task analysis if appropriate is implemented by all staff. Foundational and Immediate Foundational skills are taught. <i>Daily opportunities to independently practice new skills are provided.</i>	
COMMENTS:					TOTAL: Points possible = 28	
4 "Best Practice" requires a) observable/measurable evidence and b) documentation of consistent use.						