



## Observation Guide Professional Development Tool

### Guide to Evidence-based Practices



#### Focus on Exceptional Student Education (ESE) Supports:

- Teachers and staff are aware of IEP goals, accommodations, and special needs.
- Teachers meet required deadlines, updates, progress monitoring, and IEP mandates
- Teachers and staff coordinate and plan with service providers (examples: Speech-Language Pathologists, Occupational Therapists, Physical Therapists)

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## 6. ESE supports and services

### 6a. Teachers/staff are aware of IEP goals, accommodations, and special needs.

#### Quality indicators:

- Teachers are aware of the goals written into the IEP for children with special needs.
- Teachers embed IEP goals into daily activities.
- Children with special needs are active participants in class activities with accommodations and modifications as needed.
- Integration of IEP goals is documented in lesson plans.



#### Questions to ask:

- ✓ How do you document integration of IEP goals into the lesson plans?
- ✓ How often do you refer to the IEP and goals?
- ✓ How / when do you collect data toward goals?



#### Supports, Accommodations, Adaptations

[Links to Additional Information](#)  
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#### **Universal Supports**

- Provide the following supports for all children:
  - Differentiated instruction
  - Visually posted schedules, routines, and rules
  - Embedded instruction throughout domains
- Gather information regarding children's progress and areas of need. Include supports in lesson plans.
- Follow district and school guidelines for screening children who experience difficulties.

[Universal Design for Learning \(TATS and FIN\)](#)

[Applying Universal Design in Early Childhood](#)

[Sample Data Collection Sheet](#)

[Resources for Progress Monitoring](#)

[Teacher Tips for Partnering with Families](#)

[Florida Early Learning and Developmental Standards](#)

#### **Targeted/Specialized Supports and**

#### **Intensive Interventions**

- Embed instruction throughout domains into daily routines and indicate specialized supports in lesson plans.
- Provide individual assistance as needed and as indicated in IEP.
- Provide varying levels and modes of support (visual, tactile, auditory, and physical) according to developmental levels and specific disability-related characteristics.
- Maintain an atmosphere of respect, acceptance, and friendship so that children are included in activities and peer buddies are established.

[Supporting Various Developmental Levels in the Classroom](#)

[Sample Data Collection based on Routines](#)

[Guide to Monitoring Progress](#)

**6b. Teachers meet required deadlines, updates, progress monitoring, IEP mandates.**

Quality indicators:

- Teachers are aware of dates for IEP reviews, progress reports, and the paperwork needed for scheduling meetings and sending invitations.
- Teachers provide information about meetings, evaluation/re-evaluation needs to administrator and appropriate district personnel.



Questions to ask:

- ✓ Is the teacher up-to-date on required IEP components?
- ✓ Does the teacher communicate with parents, administrator, and staff as indicated on the IEP?



*Supports, Accommodations, Adaptations*

*[Links to Additional Information](#)  
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**Universal Supports**

- Maintain accurate progress monitoring for all children.
- Follow district and school guidelines for screening children who experience difficulties.
- Refer to developmental checklists, along with Florida Early Learning and Developmental Standards, when considering and discussing children's possible needs for support.

- [Guide to Monitoring Progress](#)
- [Flow Chart for Using Progress Data](#)
- [Resources for Progress Monitoring](#)
- [Developmental Checklists](#)
- [Florida Early Learning and Developmental Standards](#)

**Targeted/Specialized Supports and Intensive Interventions**

- Maintain regular progress monitoring related to children's progress in both classroom activities and specific IEP goals.
- Document levels of supports and prompts needed by children in addressing IEP goals and facilitating participation in classroom activities.
- Provide information related to community and school resources to families.
- Welcome and encourage families to ask questions and provide input regarding classroom performance and needs of their children.

- [Family Involvement Checklist from CEC](#)
- [IEP Toolkit Checklist](#)
- [IEP Tool from Bright Futures](#)
- [IEP Info at a Glance](#)
- [Paperwork Tips for IEP's](#)
- [IPE Outcomes Flow Chart](#)
- [TATS Talks with Families about IEP Process](#)
- [Teacher Tips for Partnering with Families](#)

## 6c. Teachers/staff coordinate and plan with service providers (ex. SLP, OT, PT)

### Quality indicators:

- Teachers/staff coordinate with service providers by sharing information about individual student and classroom needs.
- Teachers/staff provide information, schedules, and planning notes to service providers and assist in providing an integrated model of therapy.



### Questions to ask:

- ✓ Does the teacher coordinate with and include service providers in plans, lessons, and activities?
- ✓ Does the teacher welcome therapists into the classroom and facilitate an inclusion model of service delivery?



### Supports, Accommodations, Adaptations

[Links to Additional Information](#)  
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#### **Universal Supports**

- Follow district and school guidelines for screening children who experience difficulties.
- Refer to developmental checklists, along with Florida Early Learning and Developmental Standards, when considering and discussing children's possible needs for support.

[Resources for an Integrated Therapy Approach](#)  
[TATS Talks about Integrated Therapy Approach](#)  
[Collaboration Skills for Teams](#)

#### **Targeted/Specialized Supports and Intensive Interventions**

- Maintain regular progress monitoring related to children's progress in both classroom activities and specific IEP goals. Collaborate with service providers and therapists regarding progress and needs.
- Document levels of supports and prompts needed by children in addressing IEP goals and facilitating participation in activities. Schedule and collaborate with therapists regarding daily schedule, routines, and needs of children.
- Collaborate with service providers and therapists regarding development of specific plans to address individual needs and supports.

[IEP Goals Chart](#)  
[Service Providers Monthly Logs](#)  
[Teacher Summary Report for IEP Meeting](#)  
[Effective IEP Teams](#)  
[Resources for an Integrated Therapy Approach](#)  
[TATS Talks about Integrated Therapy Approach](#)