Rock Your Classroom

Guide to Evidence-based Practice

What Is "Rock Your Classroom"?

- Program aimed at providing resources associated with Florida Early Learning and Developmental Standards
- Tool for planning developmentally appropriate activities and lessons
- Guide for supporting individual needs of children

Overview of Contents of "Rock Your Classroom"

Administrator's Checklist – a foundation document that can be downloaded to print or accessed as a fillable form.

- Accompanying document has links to "Rock Your Classroom" pages and focus documents

"Rock Your Classroom"

Eight Focus Areas

    Intentional Instruction practices (3 – 5 in each focus area)

        Quality indicators for each practice

        Guiding questions for each practice

        Links to resources

        TATS Talks – detailed information

        TATS Tips and Ideas – brief documents with photo examples

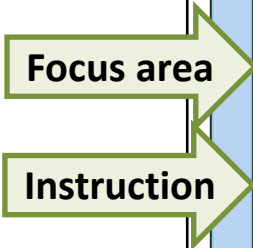   Universal Supports

        Targeted/Specialized Supports

        Intensive Interventions

Administrator's Checklist

Checklist can be downloaded as a document or fillable form

Teachers can use this as a self-check tool

Quality indicators, resources, supports are listed under each Intentional Instruction Strategy in the "Rock Your Classroom" document.

Focus area

Instruction

Observation Guide for Evidence-based Practices in Early Childhood Classrooms

Teacher: _____
Observer: _____
School Year: _____ Observed Activity: _____
Instructional Grouping: ___ Whole Group ___ Small Group ___ Individual ___ Centers

				Notes
Classroom Spaces	1		**Visual supports are used to enhance instruction**	
		a	Daily schedule is posted with pictures and words.	
		b	Schedule is used as a teaching tool to enhance transitions.	
		c	Rules are posted with pictures and words.	
		d	Class displays are child-created and/or related to units.	
		e	Additional visual supports are used to facilitate lessons.	
	2		**Classroom materials are sufficient, in good condition**	
		a	Classroom areas are organized, defined, uncluttered.	
		b	Shelves, bins, areas for personal items are labeled.	
		c	Materials are sufficient in quantity, interest, variety.	
Instructional Strategies	1		**Evidence of Lesson Planning**	
		a	Instruction is meaningful, purposeful, and addresses FL standards.	
		b	Teachers know and can describe instructional objectives and activity purpose.	
		c	Plans and activities accommodate for individual needs, including IEP goals.	
		d	Teachers use ongoing progress monitoring to inform group and individual plans.	
		e	Activities match information in plan book and/or posted schedule.	
	2		**Embedded instructional strategies in developmental domains**	
		a	Independence and self-care skills are incorporated in daily routines	
		b	Gross and fine motor skills are included in daily lessons and activities	
		c	Social/emotional skills instruction is provided throughout the day.	
		d	Emphasis on language and communication.	
		e	Early literacy activities are embedded throughout the routine.	
		f	Children are supported in awareness of and use of learning goals.	
	3		**Engagement and responsiveness**	
		a	Adults and children are engaged in the current activity.	
		b	Conversations (child/child or adult/child) are encouraged and observed.	
		c	Adults demonstrate respect and cooperation in working together.	
		d	Adults are interacting with, or facilitating interaction between children.	
		e	There is evidence of communication and collaboration with families.	
	4		**Differentiated Instruction**	
		a	Teachers conduct ongoing progress monitoring to inform instruction.	
		b	Scaffolding/Universal Design for Learning are demonstrated.	
		c	Accommodations modifications are used as needed and indicated on IEP.	
		d	Varieties of group sizes (whole, small, individual) are used throughout the day.	
		e	All children have opportunities to participate with peers in activities.	

Administrator's Checklist

Links for your Convenience – copies are included in your packet and on your conference thumb drive.

Links in each box:
- Focus Topic document
- Focus Topic page on TATS website
- QR code links to Focus documents

Administrator's Checklist Observation Guide

Evidence-based Practices in Early Childhood Classrooms
"Rock Your Classroom" – A Guide to Evidence-based Practices

Links below are to TATS Focus Topic Pages (pages have links to documents for each quality indicator).

QR codes are to Focus Topic Documents with quality indicators, ESE supports, links for further information.

Classroom Spaces	Evidence of Lesson Planning	Embedded Instructional Strategies in Domains
Classroom Spaces Document Link to Classroom Spaces page	Lesson Planning Document Link to Lesson Planning page	Embedded Instruction Document Link to Embedded Instruction page

Finding the checklist and documents on TATS' website

TOPIC OF THE MONTH

January 2019

https://[Link to Focus areas on TATS website/](#)

TOPIC OF THE MONTH

Administrator Resources

Data Management
State Indicators
Effective Programs

https://[Link to Administrator's Resource Page on TATS website/](#)

Curriculum & Instruction

Communication, Social
Emotional, Adaptive,
Motor, Pre-academic

[Link to Curriculum and Instruction page on website](#)

Focus Topics

https://Link to Focus areas on TATS website/

https://Link to Administrator's Resource Page on TATS website/

Classroom Spaces	Lesson Planning	Embedding All Domains	Engagement & Responsiveness	Individualizing Instruction
Supporting Social Behavior	ESE Supports & Services	Internet Resources for Focus Areas		

Additional →

Classroom Management	Social Skills Instruction	Self-care & Motor Skills	Language & Communication

Admin Info →

Tool Kit for Data Management	Administrators' Walkthrough Checklist	"Rock Your Classroom" Entire Document

Focus Areas

1. Classroom Spaces – Visual Supports

2. Classroom materials

3. Evidence of lesson planning

4. Embedded instructional strategies

5. Engagement and responsiveness

6. Differentiated instruction

7. Facilitation of social behavior

8. ESE supports and services

Intentional Instruction Practices
(examples)

Focus area →

1		Visual supports are used to enhance instruction
a		Daily schedule is posted with pictures and words.
b		Schedule is used as a teaching tool to enhance transitions.
c		Rules are posted with pictures and words.
d		Class displays are child-created and/or related to units.
e		Additional visual supports are used to facilitate lessons.

Instructional Practices →

4		Differentiated Instruction
a		Teachers conduct ongoing progress monitoring to inform instruction.
b		Scaffolding/Universal Design for Learning are demonstrated.
c		Accommodations modifications are used as needed and indicated on IEP.
d		Varieties of group sizes (whole, small, individual) are used throughout the day.
e		All children have opportunities to participate with peers in activities.

6		ESE supports and services
a		Teachers/staff are aware of IEP goals, accommodations, and special needs
b		Teachers meet required deadlines, updates, progress monitoring, and IEP
c		Teachers/staff coordinate and plan with service providers (SLP, OT, PT)

Instructional Practices Sections – Contents

(Total of **38 Instructional Practices** in the Rock Your Classroom document)

Quality indicators for each Practice
Guiding Questions for self-assessment or administrator reference

ESE and Individualized Supports at three general levels:
- **Universal** supports
- **Targeted**/Specialized supports
- **Intense** Interventions

Each level of support includes
- **Suggestions** for accommodations and strategies
- **Links to documents** with examples and photos
- **Links to resources**

1. Choose focus area
https://tats.ucf.edu/rock-your-classroom-facilitation-of-social-skills-and-behavior-management/

	Classroom Spaces	Lesson Planning
	Supporting Social Behavior	ESE Supports & Services

Instructional Practices:

On Checklist

On Focus Page

5		Facilitation of Social Skills and Behavior Management
a		A system is in place for teaching and providing practice for expectations
b		Direct instruction is provided for social skills and replacement behaviors.
c		Additional supports and instruction to students with behavioral difficulties.
d		Transitions are anticipated, taught, and supported throughout the day.
e		Opportunities and instruction for making choices and initiating activities.
f		Teachers' actions provide nurturing and respectful environment.

Teaching Expectations	Direct Instruction	Behavior Supports	Supporting Transitions	Choosing and Initiating	Nurture & Respect

Choose an Instructional Practice
https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/teaching-and-practice5a.pdf

Instructional Practices: Quality Indicators & Guiding Questions

5. Facilitation of Social Skills and Behavior Management

5a. A system is in place for teaching and providing practice for behavior expectations.

Quality indicators:
- Teachers are proactive instead of reactive.
- Teachers promote and recognize positive behavior.
- Teachers review the daily rules throughout the day allowing time for direct instruction and practice.
- Rules are posted with pictures and words.
- There are between 3 – 5 rules that are developed with child assistance.
- Teachers are aware of developmentally appropriate behaviors.

Questions to ask:
- ✓ *How do children know what the rules mean?*
- ✓ *How often do you review the rules and classroom expectations?*
- ✓ *How do you take into account what is developmentally appropriate for typically developing children and children with special needs when addressing behavioral issues?*

Instructional Practices: Levels of Support and Links

Teaching Expectations (continued)

Supports, Accommodations, Adaptations	Links to Additional Information Right click to open in new window
Universal Supports → Display visuals and reminders for routines, schedules, and rules throughout the classroom. → Review rules and expectations regularly and provide individual reminders as needed. → Develop consistent responses for positive feedback and redirection. → Provide opportunities for learning and practicing calming techniques.	*Developing and Displaying Rules* *Providing Rule Reminders and Positive Feedback* *Sharing Rules with Families*
Targeted/Specialized Supports → Provide individualized visuals, including photos of actual situations, to help with understanding of rules. → Provide social scripts and individual checklists for segments of the day's routines. → Encourage self-monitoring by providing checklists, positive statements, and problem-solving strategies. → Reinforce rules with songs and rhymes that include names and photos of children.	*General Classroom Rules with Visuals* *Rules for Specific Activities with Visuals* *Links to Songs about Classroom Rules* *Examples of Visual Displays of Rules* *Circle Time Checklist*
Intensive Interventions → Individualize rules by displaying in varying modalities (visual, tactile) with use of photos or individual child and activity. → Provide individual assistance and monitoring, along with frequent and immediate feedback. → Provide guided practice and repetition of actions in order to help children remember the actions associated with specific rules.	*Developing Individualized Rules* *Making a Classroom Rule Book* *Specialized and Individualized Rules* *Calming-down and Self-regulation Strategies*

Examples

Developing Displaying Rules

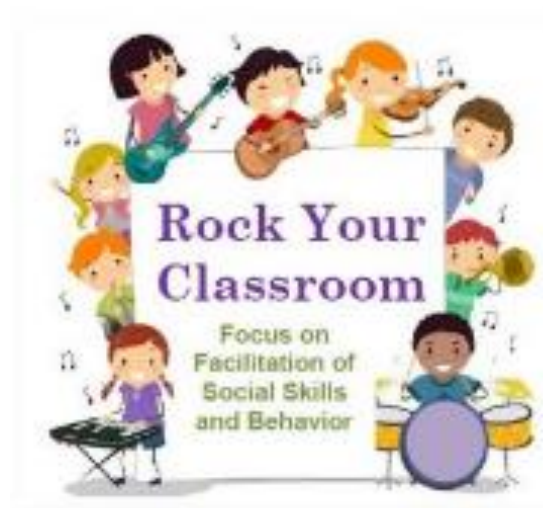Rules for Specific Activities

Developing & Displaying Rules

Specialized & Individualized Rules

Making a Classroom Rule Book

Important Links on Focus Area Pages

TATS Talks about Supports, Adaptations

[Link to ESE Supports document](#)

[Link to All Instruction Practices in Focus Area](#)

[Link to Entire "Rock Your Classroom" Document](#)

[Additional Online Sources of Information](#)   [Checklist for Practices in Focus Area](#)

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Link to Session – Rock Your Classroom – evaluation

Thank you!