Administrator Companion Document to
RUBRIC OF EFFECTIVE PRACTICES for Students with Significant Cognitive Disabilities

Teacher/Team: _____
Date: _____
Campus: _____
District: _____

This companion document to the Rubric of Effective Practices for Students with Significant Cognitive Disabilities provides administrators with best practices to facilitate learning for students with the most complex access needs and the evidence that they should see if practices are implemented.

While the document makes note of where Rubric Indicators may align with the T-TESS Dimensions, it SHOULD NOT be used as the sole source of evidence for determining teacher performance, as it guides planning and growth for a campus/district team and does not focus on only the role of the teacher. For in-depth information on each indicator, please enroll in the TX CAN course Building a Foundation for Supporting Students with Significant Cognitive Disabilities.

Quality Indicator I: Alignment with State Standards *T-TESS Dimensions: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 4.4*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
1. Instruction is aligned with state standards at grade level (TEKS), focusing on priority concepts and skills relevant to student needs.	1.1, 2.4	☐ Lesson plans reference grade-level TEKS through prerequisites ☐ Collaborative general education/special education PLC meeting agendas/minutes ☐ Collaborative lessons between special education and general education teachers ☐ Instructional materials from general education are integrated and adapted into activities ☐ IEP goals and objectives align to TEKS through prerequisites	☐ Not evident ☐ Evident	
2. Instruction is aligned with state assessment concepts and skills throughout the entire year. *For teachers who service ONLY students grade 2 and below, this is not applicable.*	1.1, 1.2	☐ Lesson plans reference STAAR Alternate 2 Essence Statements ☐ Instructional materials are integrated into activities that address STAAR Alternate 2 Essence Statements ☐ IEP goals and objectives align to STAAR Alternate 2 Essence Statements when related to student areas of critical need	☐ Not evident ☐ Evident ☐ N/A	
3. IEPs are developed by aligning student strengths, needs, and interests with grade-level standards.	1.1, 1.2, 1.3, 2.2	☐ IEP PLAAFP references multiple data sources and lists student strengths, needs, and interests ☐ IEP goals and objectives are based on areas of critical need identified in the PLAAFP integrating supports for the student to be successful ☐ Student interest surveys/preference surveys	☐ Not evident ☐ Evident	
a. IEPs consistently incorporate family concerns.	4.4	☐ Family questionnaire/surveys ☐ IEP PLAAFP includes family input ☐ IEP goals and objectives incorporate family input on student's areas of critical need	☐ Not evident ☐ Evident	
b. Students are included in the IEP process as much as is possible.	2.1, 2.5	☐ Student interest/preference surveys ☐ Student IEP meeting PowerPoints, handouts, or portfolios ☐ Student attendance at IEP meetings	☐ Not evident ☐ Evident	

Total: _____ of 5*

*Score N/A (not applicable) as "evident" when recording total.

This document was designed to accompany the Building a Foundation training from TX CAN.

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Quality Indicator II: Effective Teams *T-TESS Dimensions: 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 4.4*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
1. Team members (administrators, teachers, paraprofessionals, parents, instructional/related services staff, and students) have clear roles and responsibilities that contribute to effective instruction and consistent preventive behavioral strategies.	4.3, 4.4	☐ Class manual to guide paraprofessionals ☐ Class staff schedules (include duties, locations, assigned students, lunch breaks) ☐ Set meeting time reflected in daily staff schedule ☐ Team meeting agendas/minutes	☐ Not evident ☐ Evident	
2. Team members advocate for the needs of students.	4.1	☐ Staff ARD meeting input surveys ☐ Deliberations in IEP paperwork reflect staff input ☐ Lessons and supports reflect collaboration between general education teachers and special education teachers ☐ Delivery of services by related service providers reflect collaboration with teachers; for example, students are served in the least restrictive settings with appropriate supports ☐ Lessons and student work samples reflect connections to activities outside of school and to the world at large, indicating the teacher advocates for the inclusion of the student beyond the walls of the school	☐ Not evident ☐ Evident	
3. Administrators support the specific needs of students across instructional environments (such as scheduling, staff assignments, assistive technology, and other supports).		☐ After ARD committee meetings, administrators work with staff to meet student inclusion needs, locate appropriate instructional materials, and provide recommended assistive technology ☐ General education instructional materials and equipment are available to students receiving special education	☐ Not evident ☐ Evident	
4. Administrators support staff in obtaining professional development related to the unique needs of their students.		☐ Professional development certificates of teachers and paraprofessionals ☐ Agendas from campus or district-wide training days showing topics related to support of students with significant cognitive disabilities ☐ Documented visits from ESC Educational Specialists or other qualified coaches/consultants ☐ Training flyers shared with staff ☐ Receipts and certificates for training opportunities specific to students with significant cognitive disabilities	☐ Not evident ☐ Evident	
5. Teachers, paraprofessionals, and instructional/related services staff participate in professional development related to the unique needs of their students.	4.2, 4.3	☐ Professional development certificates of teachers and paraprofessionals ☐ Documented visits from ESC Educational Specialists and other qualified coaches/consultants ☐ Training flyers shared between staff members to address student needs	☐ Not evident ☐ Evident	
6. Special education and general education teachers collaborate on pacing, materials, and instructional strategies for the TEKS.	4.3, 4.4	☐ PLC meeting agendas/minutes ☐ Collaborative lessons between special education and general education staff ☐ Special education teacher lesson plans correlate with general education pacing calendar ☐ Students receiving special education participating with peers in general education classrooms or other inclusive settings	☐ Not evident ☐ Evident	

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Quality Indicator II: Effective Teams *T-TESS Dimensions: 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 4.4*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
7. Teachers, paraprofessionals, and instructional/related services staff collect data routinely (through methods such as anecdotal records, teacher observations, teacher-made tests, checklists, photos/videos, inventories, rubrics, student work samples, portfolios, etc.) to measure progress.	1.2	☐ Data tracking visible throughout instruction, for example, task analysis data sheets ☐ Measurable numbers, graphs, and/or trends available on each student ☐ Student portfolios ☐ Grading rubrics in place ☐ Organized student work samples	☐ Not evident ☐ Evident	
8. Teachers, paraprofessionals, and instructional/related services staff collaborate on a regular basis to analyze data to improve instructional and behavioral decisions.	1.2, 4.3	☐ Regular data review meetings reflected on calendar ☐ Data tracking materials used during data review meetings ☐ Adjustments to intervention or instruction are reflected within data ☐ Behavior Intervention Plans and positive behavior supports for students are adjusted frequently based on data ☐ Instructional changes are made based on data ☐ Low turnover of classroom paraprofessionals	☐ Not evident ☐ Evident	
9. Team members collaborate to solve problems proactively.	4.1	☐ Behavior Intervention Plans and positive behavior supports for students are adjusted frequently based on data ☐ Instructional changes are made based on data ☐ Student data collection reveals reduction in challenging behavior ☐ End of day debriefing between staff members is reflected on the daily schedule to review data and address programming proactively	☐ Not evident ☐ Evident	
10. Team members maintain the confidentiality of the student. They avoid discussing the student (disability, personal care, academic performance, behavior, etc.) around other students/adults outside of the team.	4.1	☐ Team meetings occur in private locations ☐ Teachers do not talk about student challenges in front of student, any staff not directly related to service delivery for the student ☐ Student's personal and medical needs are handled discreetly	☐ Not evident ☐ Evident	
11. Teachers regularly communicate (both progress and general information) with families in positive and productive ways.	4.4	☐ Class newsletters ☐ Teacher webpage ☐ Take home notebooks/journals ☐ Phone call logs ☐ Email/text logs	☐ Not evident ☐ Evident	
12. Transitions to new educational settings are facilitated for student success: a. Student portfolios are sent to the next educational setting.	1.3	☐ Student portfolios ☐ Plans for transitions documented in IEP paperwork	☐ Not evident ☐ Evident	

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Quality Indicator II: Effective Teams *T-TESS Dimensions: 1.2, 1.3, 3.1, 4.1, 4.2, 4.3, 4.4*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
b. Prior to a planned transition within the same school or district, current staff accompanies the student on a visit to the next educational setting.	3.1	☐ Plans for transitions documented in IEP paperwork ☐ Experience stories created from the visit to the new environment ☐ Phone call logs between sending and receiving teacher ☐ Email logs between sending and receiving teacher	☐ Not evident ☐ Evident	
c. After the transition occurs, prior setting staff consults with new setting staff for a follow-up.	1.3, 4.3	☐ Phone call logs between sending and receiving teacher ☐ Email logs between sending and receiving teacher ☐ Consult agendas/notes	☐ Not evident ☐ Evident	

Total: _____ of 14

Quality Indicator III: Classroom Climate *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
ORGANIZATION				
1. Classrooms are organized into clearly defined areas that promote different types of learning experiences (such as spaces for a large group, small group, individual work, break/sensory activities).	3.1	☐ Strategic use of furniture, carpets, tape and other visual cues to clearly define key areas with physical and/or visual boundaries: ☐ Large group ☐ Small group ☐ Stations (Literacy, Math, Science, Social Studies, Drama, Computer, etc.) ☐ Break area ☐ Sensory area ☐ Independent work area ☐ Work with Teacher direct instruction area ☐ Adult work areas minimized; classroom is student centered	☐ Not evident ☐ Evident	
2. Areas are clearly labeled in ways that students understand.	3.1	☐ Labels in areas around the room using any of the following (or any combination): 　☐ Words　　☐ Graphics　　☐ Photographs　　☐ Objects	☐ Not evident ☐ Evident	
3. Organizational strategies to maintain a clutter-free age-appropriate classroom are consistently implemented (storage of instructional materials, sensory/leisure items, data tracking systems).	3.1	☐ Materials organized into bins/buckets/boxes ☐ Visual labels of areas/objects/work systems ☐ Classroom décor and materials are age-appropriate ☐ No extraneous visual clutter — visuals limited to instructional and functional needs ☐ Data tracking systems in binders/bins/folders	☐ Not evident ☐ Evident	
SCHEDULES				
4. Each class schedule is posted in terms that most, if not all students, understand.	2.3, 3.1	☐ Visual classroom schedule posted ☐ Staff and students can point out class schedule ☐ Minimal unstructured time within school day ☐ Schedule promotes natural transitions between activities ☐ Transitions supported with cues (such as visuals, music, objects) ☐ Focus on "first", "then", "finished" and "next" ☐ Schedule rotates between different types of instruction (whole group, small group, independent tasks, individual work with teacher, etc.)	☐ Not evident ☐ Evident	

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Quality Indicator III: Classroom Climate *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
5. The class schedule is referred to throughout the day as activities are completed.	2.3, 3.1	☐ Visual classroom schedule posted ☐ Movement through schedule is noted visually and verbally ☐ Staff and students can point out where they are currently in the class schedule	☐ Not evident ☐ Evident	

6. Beyond the class schedule, individual schedules are in place for students that need additional structure.	1.3, 2.4, 3.1	☐ Individual visual schedules posted (check all that apply)
		  ☐ Object ☐ Graphic ☐ Photograph
		  ☐ Word ☐ Ability to manipulate
		☐ Staff and students can point out student individual schedules
		☐ Movement through schedule is noted visually and verbally
		☐ Student schedules are unique to their own needs
			☐ Not evident
			☐ Evident
			☐ N/A	

7. Mini-schedules/checklists are in place for specific activities for students that need additional structure.	1.3, 2.3, 2.4, 3.1	☐ Activity schedules posted (check all that apply)
		  ☐ Object ☐ Graphic ☐ Photograph
		  ☐ Word ☐ Ability to manipulate
		☐ Staff and students can point out student activity schedules
		☐ Movement through activity schedule is noted visually and verbally
			☐ Not evident
			☐ Evident
			☐ N/A	

8. Work systems are in place for students that need additional structure.	1.3, 2.1, 2.3, 2.4, 3.1	☐ Work system steps posted (check all that apply)
		  ☐ Object ☐ Graphic ☐ Photograph
		  ☐ Word ☐ Ability to manipulate
		☐ Staff and students can point out work systems
		☐ Movement through work system is noted visually and verbally
		☐ Finished box
		☐ Staff disassembles work systems after student has left area
			☐ Not evident
			☐ Evident
			☐ N/A	

9. Schedules are consistently implemented.	2.3, 3.1	☐ Staff and students can point out schedules ☐ Staff and students can point out where they are within the schedule ☐ Students and staff transition smoothly between activities ☐ Minimal unstructured time within school day	☐ Not evident ☐ Evident	

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Quality Indicator III: Classroom Climate   *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
POSITIVE BEHAVIOR SUPPORTS				
10. Staff consistently interacts with all students in positive and respectful ways.	3.3, 4.1	☐ Commands (both visual and gestures) are non-threatening and do not draw extreme attention to the student ☐ Positive reinforcement is frequent and specific	☐ Not evident ☐ Evident	
a. Staff does not talk about a student in front of the student.	3.3, 4.1	☐ Adults include students in conversations when they are present ☐ When needing to discuss information with other adults regarding the student, these conversations occur out of the presence of the child ☐ Student vocabulary development shows growth	☐ Not evident ☐ Evident	
b. Staff uses age-appropriate tone, language, and vocabulary with students.	3.3, 4.1	☐ Use of age-appropriate tone, vocabulary with students is apparent and observed ☐ Appropriate terminology is used for feeding, toileting, other daily living skills, reinforcers ☐ Constant supervision and instruction by the adults in the classroom is apparent	☐ Not evident ☐ Evident	
c. Staff refrains from personal conversations and phone use.	3.3, 4.1	☐ Staff are engaged in activities and conversations with the students ☐ Family communication is reserved for conference periods, before, and after school ☐ Personal conversations are reserved for lunch, before, and after school	☐ Not evident ☐ Evident	
11. Expectations are clarified visually in ways students understand.	3.1, 3.2	☐ Classroom rules are posted ☐ Situational specific behavior expectation visuals are readily accessible ☐ Staff and students can point out class rules ☐ Visual supports are used in conjunction with verbal reminders of expectations	☐ Not evident ☐ Evident	
12. Positive behaviors are consistently reinforced.	3.2, 3.3	☐ Student interest/preference surveys linked to reinforcers ☐ Token boards, first/then boards, point systems, behavior contracts clearly visible and being used ☐ Frequent verbal/visual praise	☐ Not evident ☐ Evident	
13. Data is collected on antecedents, behavior, and consequences (ABC).	1.2, 3.2	☐ ABC Data Sheets ☐ Environment, structures, and consequences are adjusted frequently based on data	☐ Not evident ☐ Evident	
14. Teachers and paraprofessionals prevent problematic behaviors most of the time through antecedent-based interventions and a variety of positive behavioral strategies.	1.2, 3.2, 3.3	☐ Token boards, first/then boards, point systems, behavior contracts clearly visible and being used ☐ Environment, structures, and consequences are adjusted frequently based on data ☐ Instructional changes are noted in data records ☐ Student data collection reveals a reduction in challenging behavior	☐ Not evident ☐ Evident	

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Quality Indicator III: Classroom Climate   *T-TESS Dimensions: 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
15. Visual strategies are consistently used to support difficult or unexpected transitions.	2.3, 3.1, 3.3	☐ Situational specific behavior expectation visuals are readily accessible ☐ Visual supports are used in conjunction with verbal reminders of expectations ☐ Data documenting that during surprise transitions students are able to effectively and efficiently move to the new activity and back again	☐ Not evident ☐ Evident	
16. Teachers and paraprofessionals consistently respond to problematic behaviors with strategies that teach alternative and/or replacement behaviors.	1.2, 3.2, 3.3	☐ Instructional changes are noted in data records ☐ Staff can all articulate current strategy ☐ Staff are observed teaching replacement behavior	☐ Not evident ☐ Evident	
17. Strategies are revised based on data and outcomes.	1.2, 2.5	☐ Data tracking visible throughout instruction ☐ Measurable numbers, graphs, and/or trends available on each student ☐ Instructional changes are noted in data records	☐ Not evident ☐ Evident	

Total: _____ of 20*

*Score N/A (not applicable) as "evident" when recording total.

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Quality Indicator IV: Differentiated Instruction   *T-TESS Dimensions: 1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.4*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total

1. Lesson plans aim for Universal Design for Learning (UDL) and incorporate a variety of differentiated instructional and assessment strategies to meet a wide range of student interests, abilities, and needs.	1.1, 1.3, 1.4, 2.4	☐ Students are actively involved in learning through a combination of both:
		  ☐ Interactive small group activities and one-on-one instruction with a teacher or a paraprofessional
		  ☐ Independent task completion for reinforcing skills already learned with support from a teacher or a paraeducator
		☐ The students are doing the work:
		  ☐ Students are attending to meaningful instruction related to grade-level standards
		  ☐ Students are actively participating in hands-on instruction designed according to their individual strengths, interests, and needs
		  ☐ Students are actively engaged through the use of adapted techniques and technology
			☐ Not evident
			☐ Evident	

2. IEP goals and objectives are consistently incorporated in meaningful ways within lesson plans.	1.3, 2.4	☐ Lesson plans reference IEP goals and objectives ☐ Data indicates that students practice their goals in a variety of ways	☐ Not evident ☐ Evident	
3. Visual supports and accommodations (such as checklists, work systems, graphic organizers, etc.) are implemented consistently to promote focus, engagement, and independence during instructional activities.	1.4, 2.2, 2.3, 2.4	☐ Visual supports are referred to often during instruction ☐ Supports and accommodations are noted in lesson plans ☐ Students independently access work systems	☐ Not evident ☐ Evident	
4. Instructional and assistive technology is integrated throughout instruction.	1.1, 1.4, 2.4	☐ Teachers instruct and students respond using technology often during instruction ☐ Technology use is noted in lesson plans ☐ Documentation of AT determinations are in student IEPs	☐ Not evident ☐ Evident	
5. Teachers and paraprofessionals consistently provide specific and frequent feedback to students, including positive reinforcement.	3.2, 3.3	☐ Positive reinforcement is frequent and specific ☐ Feedback on performance is specific to the task ☐ Feedback includes visual, gestures, and verbal	☐ Not evident ☐ Evident	
6. Student sensory needs are met to engage positively with instructional activities.	1.3, 1.4, 2.4	☐ Sensory equipment and areas are available in the classroom ☐ Staff can identify which sensory strategies are used with which students	☐ Not evident ☐ Evident ☐ N/A	
7. Special education students have access to peers without disabilities and general education settings.	4.1, 4.4	☐ Students receiving special education services participate with peers without disabilities in general education settings and in campus special events ☐ Students receiving special education services refer to students without disabilities as their friends ☐ Students without disabilities greet students receiving special education services by name	☐ Not evident ☐ Evident	

Total: _____ of 7*

*Score N/A (not applicable) as "evident" when recording total.

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Quality Indicator V: Social Communication *T-TESS Dimensions: 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
1. Teachers, paraprofessionals, and instructional/related service providers consistently interact with students in ways that each student understands (such as AAC, sign language, visual cue, verbal, etc.).	1.3, 2.3, 2.4	☐ Students have IEP goals that target communication ☐ Alternate forms of communication are present in the classroom – picture symbols, communication boards, communication devices ☐ Staff actively use the same communication systems as their students in conversation and instruction	☐ Not evident ☐ Evident	
2. Teachers, paraprofessionals, and instructional/related service providers consistently explain to students what is about to happen to them before they perform any task related to the student (e.g., "I'm going to put your shoes on now." "This towel might feel wet on your face." "It's time for a snack, I'm going to move your wheelchair to the table.").	2.3, 3.3	☐ Students participate in self-care activities to the maximum extent possible ☐ Visual and verbal preparation for transitions is apparent	☐ Not evident ☐ Evident	
3. Teachers, paraprofessionals, and instructional/related service providers consistently honor communication attempts and interpret student gestures and vocalizations for meaning.	2.3, 2.4	☐ Staff consistently reinforce and encourage student communication ☐ Staff are consistent in the interpretation of meaning, and integrate the use of a personal dictionary which can help new communication partners interpret the student's gestures and sounds more effectively ☐ Staff pairs student gestures or vocalization with verbal recognition, provides meaning, and responds accordingly	☐ Not evident ☐ Evident	
4. Teachers, paraprofessionals, and instructional/related service providers coach other staff and students on how to communicate with each student (such as speak directly to the student - not "through" a staff member, allow time for a response, accept responses in their communication mode, etc.).	2.3, 4.1	☐ Students' conversations with general education teachers and other students (with or without disabilities) are encouraged ☐ Alternate forms of communication (such as picture icons, communication boards, AAC devices) are visually seen in general education settings ☐ Staff actively use the same communication systems as their students in conversation and instruction ☐ Other students actively use the same communication systems in conversations and classroom activities as students that require special supports	☐ Not evident ☐ Evident	
5. Teachers, paraprofessionals, and instructional/related service providers ensure that individual communication systems are available and consistently used across environments for all students who lack expressive language.	2.3, 3.1	☐ Alternate forms of communication (such as picture icons, communication boards, AAC devices) are visually seen across environments ☐ Staff actively use the same communication systems as their students in conversation and instruction	☐ Not evident ☐ Evident	

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Quality Indicator V: Social Communication *T-TESS Dimensions: 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 3.1, 3.3*

	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
6. Teachers consistently create opportunities to promote functional and spontaneous communication throughout the day.	1.4, 2.3, 2.4	☐ Teachers stage opportunities to elicit communication (e.g., placing materials in sight but out of reach) ☐ Open-ended questions are used during instruction ☐ Social opportunities are used to promote communication (such as snack, lunch, playground, etc.) ☐ Communication methods allow students to comment, describe, exclaim, and engage in social conversations — not just answer questions or name items	☐ Not evident ☐ Evident	
7. Teachers, paraprofessionals, and instructional/related service providers consistently use data to plan for systematic integrated instruction on individual student communication goals.	1.2, 2.5	☐ Students have communication goals in their IEPs ☐ Data tracking visible throughout instruction ☐ Measurable numbers, graphs, and/or trends available on each student ☐ Instructional changes are noted in data records	☐ Not evident ☐ Evident	

Total: _____ of 7

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