 

CRITICAL COMPONENTS TOOL FOR SPECIAL EDUCATION PROGRAMS SCREENER

# Date: Team Members:

**Instructions for Administration:**

The *Critical Components Tool for Special Education Programs* (*Critical Components Tool)* is meant to be used in conjunction with a District/Cooperative/School continuous improvement process that reviews multiple measures including a variety of data and other assessment tools. It can be utilized in conjunction with the Illinois Quality Framework as a companion tool to look deeper into the area of special education and special education programming. The *Critical Components Tool* may be utilized in its entirety or the team may select specific domains on which to focus. If the team determines **not** to utilize the *Critical Components Tool* in its **entirety**, below is a screening tool that may assist a team in identifying which domains to prioritize for improvement planning. The **Screener** includes all of the indicators from the *Critical Components Tool* without descriptors*.* Team members will evaluate and determine the current status of implementation for each indicator to assist in selecting domains for further evaluation.

Identify a team to complete the **Screener** for the *Critical Components Tool for Special Education Programs.* This team should include a variety of stakeholders representative of both general and special education. (e.g. administrators, teachers, support personnel, parents, students, a school board member, etc.). This team could be an existing district or building leadership team or an ad hoc team developed for this specific purpose. A team member should be identified as the notetaker to record the ratings for each item and team discussion. A facilitator to support administration of the **Screener** should also be identified.

Complete the **Screener***.* The facilitator will identify each item and ask team members to indicate their individual rating by a show of fingers. (Not implementing = 0, Emerging = 1, Implementing = 2, Exemplary = 3) If everyone is in agreement, the notetaker will record that rating. If team members have varying responses, discussion will be held until a consensus regarding the rating is reached. Discussion will be documented in the notes section.

Upon completion of the **Screener**, the team will review results and prioritize domains for further analysis. The *Critical Components Tool* should be completed for all prioritized domains following the instructions provided with the *Critical Components Tool.*

# Rubric for Evaluation:

The following definitions describe each rating utilized on the *Critical Components Tool for Special Education Programs:*

|  |  |
| --- | --- |
| **Not Implementing (0)** | No evidence of implementation |
| **Emerging (1)** | Inconsistent evidence of implementation |
| **Implementing (2)** | Implementation is occurring but requires ongoing support, professional  learning, and/or further development |
| **Exemplary (3)** | Implementation is occurring consistently in all settings without support and  is a part of the District/Cooperative/School culture |

DISCUSSION NOTES

SCREENER

CRITICAL COMPONENTS TOOL FOR SPECIAL EDUCATION PROGRAMS

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| --- | --- | --- | --- | --- | --- |
| **SCREENER** | | | | | |
| **Indicators** | **Not Implementing** | **Emerging** | **Implementing** | **Exemplary** | **Priority Selection** |
| **LEADERSHIP:** The District/Cooperative/School establishes a culture of shared leadership, teamwork, and collaboration focusing on continuous improvement. |  |  |  |  |  |
| **MULTI-TIERED SYSTEM OF SUPPORTS**: The District/Cooperative/School  implements a multi-tiered system of supports that integrates academic, behavior,  and social-emotional instruction and intervention. |  |  |  |  |  |
| **PROFESSIONAL DEVELOPMENT:** A professional development plan is developed based on the needs of the staff and students and is aligned with the District/  Cooperative/Building continuous improvement plan. |  |  |  |  |  |
| **LEARNING ENVIRONMENT:** The District/Cooperative/School provides high quality, inclusive programs and activities in a positive learning environment. |  |  |  |  |  |
| **ASSESSMENT SYSTEM:** The District/Cooperative/School establishes an assessment system that provides data for instructional planning and program evaluation. |  |  |  |  |  |
| **INSTRUCTIONAL PRACTICES**: Special education personnel provide specially designed instruction using evidence-based practices to ensure the opportunity for participation and progress in the general education curriculum. |  |  |  |  |  |
| **FAMILY AND COMMUNITY PARTNERSHIPS:** The District/Cooperative/School  establishes family and community partnerships that facilitate the development of  students with IEPs**.** |  |  |  |  |  |
| **TRANSITION-SELF-ADVOCACY:** Special Education personnel engage students in self- advocacy, determination of their own educational goals/plans, opportunities  for career development, participation in work-based learning and identification of  necessary adult services and supports. |  |  |  |  |  |
| **HEALTH AND SAFETY:** The District/Cooperative/School plans for the health, safety, and well-being of students with IEPs. |  |  |  |  |  |
| **EDUCATOR QUALITY:** The District/Cooperative/School employs highly qualified, licensed special education personnel that demonstrate expertise in working with  students with IEPs. |  |  |  |  |  |
| **ACCOUNTABILITY:** The District/Cooperative/School is in compliance with federal and state identified indicators/mandates. |  |  |  |  |  |
| **RESOURCE ALLOCATION**: The District/School allocates finances and resources necessary and appropriate for the provision of equitable services for students with IEPs. |  |  |  |  |  |