

# **PIECES: Performance Indicators for Itinerant Early Childhood Education Specialists**

Project *DIRECT*  
(Defining Itinerant Roles for Early Childhood Teachers)  
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## **Introduction**

The roles and responsibilities of an itinerant early childhood special education (ECSE) teacher vary greatly from an ECSE teacher who manages his or her own classroom. While the classroom-based ECSE teacher remains in the classroom and manages the learning environment for a group of children, the itinerant ECSE teacher travels from site to site. She visits for a minimum of 4 hours per month, providing assistance and support to other teachers who work with children with disabilities throughout the week who are on the itinerant ECSE teacher's caseload. Although the itinerant ECSE teacher model is used in Ohio and across the country, there is little support for itinerant ECSE teachers who assume these unique roles. The purpose of this document is to describe roles and responsibilities of itinerant ECSE teachers and to describe indicators of high quality performance.

Odom and his colleagues (1999) defined two primary models of itinerant ECSE service delivery; direct and consultative. The Ohio Department of Education recently (2/2/06) adopted a policy stressing the importance of a consultative model of itinerant ECSE service delivery, one that supports the successful inclusion of young children on Individualized Educational Plans (IEPs) in community-based early childhood programs. This policy can be accessed at

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1158&ContentID=732&Content=27441> .

## **Knowledge and Skills for Itinerant Early Childhood Special Educators**

In order to be effective, an ECSE teacher must have prerequisite knowledge and skills related to the following:

- (a) Principles of early childhood special education and specialized instruction;
- (b) Typical and atypical child development
- (c) Early childhood and early childhood special education curriculum and assessment practices
- (d) Operational and program standards for a range of community-based early childhood programs (i.e. Head Start, Child Care, Title I and Kindergarten).

In addition to the knowledge and skills described above, the Itinerant ECSE teacher also must have skills and knowledge related to the following:

- (e) Consultation and Coaching Strategies
- (f) Collaboration and Problem Solving Techniques
- (g) Leadership and Team Building

Characteristics critical to the itinerant service delivery which cannot be measured directly, but are important to note, include:

- Cultural Sensitivity in interacting with families and staff
- Flexibility in service delivery
- Diplomacy in problem solving
- Creativity in developing the design of intervention plans
- Leadership in working with the IEP team

In addition, readers should note that the knowledge and skills described in this document are not the ONLY competencies needed by early childhood special educators. The Council (CEC) for Exceptional Children's Common Core and Early Childhood Specialty Standards provide a comprehensive overview of the knowledge and skills needed by beginning early childhood special educators. These standards may be accessed at <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/default.htm>.

Finally, the field of early childhood special education (CEC-DEC) has identified a code of ethics that guides the practice of early childhood special educators, including itinerant ECSE teachers. This Code of Ethical Conduct is available [http://www.dec-spced.org/pdf/positionpapers/PositionStatement\\_CodeofEthics.pdf](http://www.dec-spced.org/pdf/positionpapers/PositionStatement_CodeofEthics.pdf).

### **Purpose of This Document**

The purpose of this document is to provide a method of self-assessment for itinerant ECSE teachers. Supervisors also might be interested in using this document to support the performance and professional development of itinerant ECSE teachers they supervise. In addition, this document provides performance-based examples at three levels: Basic, Proficient and Distinguished. Itinerant ECSE teachers who are new to their positions can be expected to operate at the "basic" level of performance, while those with more experience and expertise can be expected to operate at either the "proficient" or "distinguished" levels. We hope this document is useful to those wishing to improve their performance as itinerant ECSE teachers as well as to those who supervise the work of itinerant ECSE teachers.

### **Organization of This Document**

The performance indicators outlined in this document are divided into three parts. Embedded within each part is a series of rubrics designed to help itinerant ECSE teachers and/or their supervisors identify their current or desired skill level. These are described above.

Part A: Focuses on requisite knowledge and skills related to ECSE service delivery and includes:

1. Knowledge of the organizational context of the child's environment
2. The ability to design and implement child-focused interventions that assumes
  - a. Knowledge of typical and atypical child development
  - b. Ability to appropriately use special education intervention strategies
  - c. An understanding of how aspects of the environment affects children's development and learning
  - d. The ability to embed interventions into routines and daily activities
  - e. The ability to monitor the effect of the intervention on children's progress towards meeting IEP goals
  - f. The ability to assess the effectiveness of interventions.

Part B: Focuses on communication skills and specialized knowledge related to coaching and information sharing in order to develop family, professional, and community relationships that support learning in the LRE and includes:

- 1) The ability to build a collaborative team
  - a) The ability to identify and actively include key members of the child's IEP team
  - b) The ability to guide the team to use conflict resolution and problem solving strategies
- 2) The ability to establish and implement a plan for regular communication among team members
  - a) Use of systematic procedures to communicate with team members.
  - b) The ability to document communication events
- 3) Demonstrates appropriate use of specific interpersonal communication skills to establish ongoing relationships with families and providers.
  - a) Adheres to schedule and follows through on requests
  - b) Uses appropriate communication strategies
- 4) Helps others develop skills and use strategies, via a coaching model, that includes the following components:
  - a) Jointly identifying opportunities for coaching and intended outcomes,
  - b) Observing of the partner (teacher or caregiver) skills
  - c) Demonstrating or modeling the targeted skill,
  - d) Observing the partner (teacher or caregiver) use the skill or strategy,
  - e) Providing feedback about the partner's (teacher or caregiver) performance, and
  - f) Continuing through the cycle of observation, demonstration, and feedback until the intended outcome is achieved.
- 5) Provides information to support the child's success in the community-based program.

Part C: The itinerant ECSE teacher uses specialized knowledge to coordinate and facilitate integrated service delivery to support learning in the LRE in the following ways:

1. Coordinates and monitors service delivery
  - a. Coordinates and monitors delivery of services specified on the child's IEP.
  - b. Effectively plans for visits
  - c. Coordinates and completes paperwork as required by federal, state and local guidelines
  - d. Meets mandated timelines for procedural compliance
2. Designs and implements professional development (PD) activities

Each skill area is described using a continuum of rubrics, ranging from "Basic" to "Distinguished." This design allows the reader to use this document for both planning (for program improvement) and self-evaluation purposes.

Following Part C, readers can find a glossary describing basic terms used throughout the document, as well as a list of resources related to inclusion and itinerant ECSE service delivery.

**Part A:**

The Itinerant ECSE teacher uses specialized knowledge and skills to collaborate and consult with parents, educators, related services professionals, administrators and children to support learning in the LRE.

**1) Demonstrates knowledge of the organizational context of the child's environment:**

- a) When helping others to embed interventions, it is essential that the itinerant ECSE teacher understands the context of the early childhood environment.**
  - i) For example, skilled itinerant ECSE teachers understand what routines and activities best lend themselves to embedded interventions.
- b) They are aware of the reality of their partner's (teacher or caregiver) day and make suggestions that are practical and realistic.**
- c) They can also identify the relevant characteristics of a routine or activity and describe its learning potential for children.**
- d) They are familiar with the operational and program standards of community-based programs.**

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
Demonstrates an understanding of the basic activities, routines, and procedures during the time of the itinerant ECSE teacher's scheduled visit.	Demonstrates an understanding of the activities, routines, and procedures of the child's daily/weekly learning environment.	Demonstrates an understanding of the activities, routines, procedures and policies across all of the child's daily/weekly environments.
Comments:		

2)

**Designs and implements child-focused interventions:**

- The itinerant ECSE teacher demonstrates the ability to design and implement intervention strategies that will successfully help children with disabilities reach developmental goals.
- It is essential that the itinerant ECSE teacher have knowledge and skills related to curriculum development and implementation for both typically developing children and children with disabilities.

**a) Demonstrates knowledge of typical and atypical child development:**

- i) (The itinerant ECSE teacher) is familiar with developmental milestones as well as the effects of disabling conditions on children’s development (across all developmental domains).
- ii) (The itinerant ECSE teacher) demonstrates a realistic understanding of children’s capabilities during the preschool period of development as well as across developmental domains.
- iii) (The itinerant ECSE teacher) uses this knowledge to prepare and implement developmentally appropriate activities within which interventions are embedded.
- iv) (The itinerant ECSE teacher) applies knowledge of child development to make appropriate modifications or adaptations to activities.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
Prepares and implements a limited number of developmentally appropriate activities that <b>can</b> be modified or adapted for the child with atypical development.	Consistently prepares and implements a variety of developmentally appropriate activities that can be modified or adapted for the child with atypical development.	Prepares and implements a broad range of developmentally appropriate activities that can easily be modified or adapted for the child with atypical development.
Comments:		

**b) Demonstrates the ability to appropriately use child-focused intervention strategies:**

- i) For example, response-prompting strategies, peer-mediated strategies, and basic reinforcement techniques appropriate to address children’s IEP goals.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
Uses a limited number of intervention strategies that are directly aligned with the skills identified as goals and objectives on the child’s IEP.	Uses a variety of intervention strategies that are directly aligned with the skills identified as goals and objectives on the child’s IEP.	Uses a broad range of multiple intervention strategies that result in progress and mastery of the skills identified as goals and objectives on the child’s IEP.
Comments:		

**c) Demonstrates an understanding of how aspects of the environment affects children’s development and learning:**

- i) The itinerant ECSE teacher assesses the learning environment (e.g., the physical surroundings, the daily schedule, and interactions between adults and children and between child and their peers) to insure that the environment can and will support the child’s development (e.g., use of the Early Childhood Environment Rating Scale (ECERS)).
- ii) Assessing the environment includes observing the child’s participation in routines and activities that occur throughout the day as well as observing the responsibilities of the partner (teacher or caregiver) during those routines or activities (to determine feasibility of adult implementation of intervention strategies).

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
Is aware that dimensions of the environment affect learning and development, and can make basic suggestions for adaptations or modifications.	Can analyze and describe how the environment impacts learning and development, and works with others to modify the environment to meet the needs of the child (and his or her peers).	Can conduct an environmental analysis using an instrument such as the ECERS, and make suggestions to others as to modifications that would support children’s learning and development.
Comments:		

**d) Embeds interventions into routines and daily activities:**

- i) The itinerant ECSE teacher is able to include embedded interventions into routines and activities across the day.
- ii) The interventions are educationally sound and are consistent with the principles of naturalistic instruction (i.e., follows the child lead, addresses functional skills, incorporates systematic interventions, and uses logical/natural consequences).

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
Designs and implements basic embedded interventions during routines and activities that occur during the scheduled time of the itinerant visit.	Designs and implements complex embedded interventions during routines and times that occur during the scheduled time of the itinerant visit.	Designs and helps the partner (teacher or caregiver) implement complex embedded interventions in routines across the day.
Comments:		

**e) Monitors the effect of the interventions on children’s progress towards meeting IEP goals:**

- i) The itinerant ECSE teacher is able to implement sound data monitoring strategies that are sensitive to children’s progress.
- ii) The itinerant ECSE teacher is knowledgeable about a broad range of data monitoring strategies (e.g., time sampling, anecdotal records, frequency counts, etc.) and can apply these appropriately to children’s IEP goals.
- iii) The itinerant ECSE teacher enlists the help of others in data monitoring efforts and provides appropriate support to them in order to ensure success.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>▪ Uses simple data collection strategies to monitor children’s progress.</li> <li>▪ Can explain the strategies to others but does not share responsibility for data collection during the scheduled time of the itinerant visit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a range of data collection strategies that are sensitive to children’s progress and helps others use those strategies as well.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employs a broad range of data collection strategies that are specific to the nature of the targeted skills or behaviors.</li> <li>▪ Helps others become the primary data collectors through collaboratively designing systems that are easy to use and maintain.</li> </ul>
<p>Comments:</p>		

**f) Assesses effectiveness of implemented interventions:**

- i) The itinerant ECSE teacher is able to use data collected to make sound decisions about the success of the intervention and children’s progress in collaboration with others on the team.
  - (1) For example, the itinerant ECSE analyzes the data for patterns and trends and makes decisions based upon it.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>▪ Assesses the effectiveness of the planned interventions and may make some adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly assesses the effectiveness of the planned interventions and makes adjustments as needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly reviews and assesses the effectiveness of planned interventions, in collaboration with the IEP team, and makes adjustments as needed.</li> </ul>
<p>Comments:</p>		

**Part B:**

The itinerant ECSE teacher uses communication skills and specialized knowledge to develop family, professional, and community relationships, which support learning in the LRE.

1) **Builds a collaborative team. The itinerant ECSE teacher is a team leader since her or his associations encompass the home, community-based and LEA programs. She has leadership skills that enable her to build a team that works collaboratively in order to best meet the needs of the child.**

a) **Identifies and actively includes key members of the child’s IEP team:**

- i) As team leader, it is essential that the itinerant ECSE teacher involves and actively includes all of the key stakeholders on the IEP team.
- ii) Skilled itinerant ECSE teachers actively include all stakeholders by working to ensure that team meetings are held when people can attend.
- iii) Skilled itinerant ECSE teachers also help prepare less-knowledgeable team members by providing background information and explaining what is going to happen in the meeting before the meeting.
- iv) Skilled itinerant ECSE teachers make sure that all team members have opportunities to contribute to the discussion by inviting less talkative members to speak or making sure that everyone understands what is being discussed.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"><li>▪ Identifies and involves related service providers listed on the IEP as the only key members of the team.</li></ul>	<ul style="list-style-type: none"><li>▪ Designs and implements complex interventions during routines and times that occur during the schedule time of the itinerant visit.</li></ul>	Contacts and makes sure to actively include all of the child’s stakeholders, as well as service providers listed on the IEP, the partner (teacher or caregiver).
Comments:		

b) **Guides the team to use conflict resolution and problem solving strategies:**

- i) Conflict resolution strategies include skills such as active listening, effective questioning, summarizing another’s comments to clarify intent and meaning, and monitoring discussions so everyone has a chance to voice her or his opinion.
- ii) The problem solving process broadly reflects the following stages:
  - (1) Identification of the problem
  - (2) Determining possible causes of the problem
  - (3) Brainstorming possible strategies to address the problem
  - (4) Choosing and implementing a strategy
  - (5) Evaluating the effectiveness of the chosen strategy

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>▪ Participates in the team’s group process but does not take an active role in resolving conflicts or problem solving among team members.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitates the team’s group process including taking an active role in resolving conflicts and problem solving among team members.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leads the team’s group process including taking a proactive role in resolving conflicts and problem solving among team members.</li> </ul>
<p>Comments:</p>		

2) **Establishes and implements a plan for regular communication among team members**

a) **Uses systematic procedures to communicate with members of the collaborative team:**

- i) The itinerant ECSE teacher recognizes the importance of communication in order to ensure that all team members are receiving important information in a coordinated manner.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>▪ Communicates with members of the collaborative team through a limited number of methods and participates in team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicates with members of the collaborative team through a variety of methods and participates in goal directed team meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicates with members of the collaborative team through a system of communication of various methods and facilitates goal directed team meetings</li> </ul>
<p>Comments:</p>		

b) **Documents communication:**

- i) In addition to fostering effective communication across all team members, the itinerant ECSE teacher also keeps appropriate records of communications in order to document decisions concerning the child's program.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>Maintains records of required communication among team members.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains records of ongoing communication among all team members</li> </ul>	<ul style="list-style-type: none"> <li>Maintains thorough records of ongoing communication among all team members inside and outside of the child's immediate learning environment.</li> </ul>
<p>Comments:</p>		

3) **Demonstrates appropriate use of specific interpersonal communication skills to establish ongoing relationships with families and providers.**

a) **Adheres to schedule and follows through on requests for materials and assistance:**

- i) The itinerant ECSE teacher adheres to the set schedule for visits and provides appropriate notification to all concerned parties if she cannot adhere to the schedule.
- ii) The itinerant ECSE teacher follows through with requests from others in a timely manner.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>Is sensitive to the attitudes and needs of staff and parents regarding inclusion when developing a schedule and procedure for making requests.</li> </ul>	<ul style="list-style-type: none"> <li>Is sensitive to the attitudes and needs of staff and parents regarding inclusion. Adheres to an agreed upon schedule and establishes trust by following through on requests for materials and assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Is sensitive to the attitudes and needs of staff and parents regarding inclusion. Adheres to an agreed upon schedule and establishes trust by following through on requests for materials and assistance in a timely manner.</li> </ul>
<p>Comments:</p>		

b) **Uses appropriate communication strategies:**

The itinerant ECSE teacher uses appropriate communication strategies to facilitate open and effective lines of communication with others:

- i) Creates comfortable atmosphere for discussions
- ii) Body language demonstrates interest in partner (teacher or caregiver)
- iii) Provides partner (teacher or caregiver) with undivided attention
- iv) Provides eye contact
- v) Encourages partner (teacher or caregiver) to talk
- vi) Lets partner (teacher or caregiver) steer or direct conversation

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Establishes two-way communication with families and community based ECE providers by responding to staff and parent concerns in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes open and respectful communication with families and community based ECE providers when opportunities arise and uses some open communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes open and respectful communication with families and community based ECE providers through the intentional use of a variety of communication strategies, which include questioning, summarizing, problem solving and active listening.</li> </ul>
<p>Comments:</p>		

4)

**Helps others develop skills and use strategies via a coaching model that includes the following components:**

- Joint identification of opportunities for coaching and intended outcomes
  - Observing the partner’s (teacher or caregiver) baseline skill level
  - Demonstrating or modeling the targeted skill
  - Observing the partner (teacher or caregiver) use the skill or strategy
  - Providing feedback about the partner (teacher or caregiver) performance
  - Continuing through the cycle of observation, demonstration, and feedback until the intended outcome is achieved.
- a) **Jointly identifies skills that the partner (teacher or caregiver) will acquire, refine or enhance:**
- i) The itinerant ECSE teacher collaborates with the partner (teacher or caregiver) to identify skills or teaching behaviors that can be used to address children’s developmental goals.
  - ii) The itinerant ECSE teacher is able to identify skills or behaviors that the partner (teacher or caregiver) must acquire as opposed to those that are already in the partner’s (teacher or caregiver) repertoire and should be enhanced or refined.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Identifies skills or strategies the partner (teacher or caregiver) could use to address children’s developmental goals based on information already known about the partner (teacher or caregiver).</li> </ul>	<ul style="list-style-type: none"> <li>• Works in partnership with the partner (teacher or caregiver) to identify skills or strategies the partner (teacher or caregiver) could learn or refine that could be used to address children’s developmental goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Works in partnership with the partner (teacher or caregiver) to identify and operationally define skills (e.g., use of an intervention strategy) that the partner (teacher or caregiver) could use to address developmental goals for children.</li> </ul>
<p>Comments:</p>		

**b) Identifies opportunities for the partner (teacher or caregiver) to acquire, refine or enhance skills:**

- i) In partnership with the partner (teacher or caregiver), the itinerant ECSE teacher identifies times and situations during the day in which to help the partner (teacher or caregiver) acquire or practice skills.
- ii) The itinerant ECSE teacher is realistic and pragmatic about implementation of a coaching model and respects the demands on the partner's (teacher or caregiver) time and other responsibilities.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Identifies a learning opportunity during the day in which the partner (teacher or caregiver) could learn to use or refine use of a new skill or strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Along with the partner (teacher or caregiver), identifies a few learning opportunities during which the partner (teacher or caregiver) could learn to use or refine use of a new skill or strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Along with the partner (teacher or caregiver), identifies multiple learning opportunities that vary in terms of context yet are realistic to implement in a formal intervention plan in conjunction with the partner (teacher or caregiver).</li> </ul>
<p>Comments:</p>		

**c) Uses observation to gather information about the partner's (teacher or caregiver) skill level:**

- i) The itinerant ECSE teacher employs systematic observation strategies to gather information about the partner's (teacher or caregiver) use of a skill and documents those observations to share with the partner (teacher or caregiver).

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Observes partner's (teacher or caregiver) use of a skill or strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Observes across multiple instances and takes notes on observations to share with the partner (teacher or caregiver).</li> </ul>	<ul style="list-style-type: none"> <li>• Observes across multiple instances and systematically records observations in a way that will assist the partner (teacher or caregiver) in acquiring or improving her skill.</li> </ul>
<p>Comments:</p>		

d) **Models or demonstrates a skill to the partner (teacher or caregiver):**

- i) The itinerant ECSE teacher uses the information gained through observation to develop strategies for modeling or demonstrating a skill to the partner (teacher or caregiver).
- ii) The itinerant ECSE teacher ensures that the partner (teacher or caregiver) is an active participant in the modeling/demonstrating process by explicitly inviting the partner (teacher or caregiver) to observe them demonstrate correct use of a skill or strategy

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Invites the partner (teacher or caregiver) to observe the itinerant ECSE teacher correctly use the skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Invites the partner (teacher or caregiver) to observe the itinerant ECSE teacher correctly use the skill and discusses the demonstration afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Invites the partner (teacher or caregiver) to observe the itinerant ECSE teacher correctly use the skill, discusses the demonstration afterwards, and provides for additional opportunities to demonstrate the skill.</li> </ul>
<p>Comments:</p>		

e) **Provides feedback about the partner’s (teacher or caregiver) use of a skill or strategy:**

- i) The itinerant ECSE teacher provides feedback (verbal and/or written) that enables the partner (teacher or caregiver) to improve her use of a skill or strategy.
- ii) This feedback is specific and constructive and is provided in a timely manner to promote acquisition or refinement of the targeted skill or strategy.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• After observing the partner (teacher or caregiver) use a skill, provides verbal feedback that is specific and constructive, thus enabling the partner (teacher or caregiver) to learn from the coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>• After observing the partner (teacher or caregiver) use a skill, provides verbal and written feedback that is specific and constructive, thus enabling the partner (teacher or caregiver) to learn from the coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>• After observing the partner (teacher or caregiver) use a skill, provides verbal and written feedback that is specific and constructive and invites the partner (teacher or caregiver) to self-evaluate her use of a skill.</li> </ul>
<p>Comments:</p>		

- f) **Provides information to support the child’s success in the community-based program:**
- i) The itinerant ECSE teacher provides information in multiple forms (e.g., print, media, digital) that is relevant to the child’s success in the program.
  - ii) This information is relevant and useful to team members (i.e., written at appropriate reading level or in a useful format).
  - iii) Information can be related to the child’s condition, intervention strategies to address developmental goals, or community resources.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Shares helpful ideas with team members based on personal knowledge and experience, when asked.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides partners (teacher or caregiver) with helpful information in a variety of useful formats from outside sources when asked to do so, as well as independent of a request.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a broad network of resources found within the school district, community, state and/or beyond that provide support, advocacy and information to meet the teams’ needs.</li> </ul>
<p>Comments:</p>		

**Part C:**

The itinerant ECSE teacher uses specialized knowledge to coordinate and facilitate integrated service delivery to support learning in the LRE.

1) **Coordinates and monitors delivery of services specified in the child's IEP:**

- a) **Through effective monitoring practices, the itinerant ECSE teacher ensures that all services outlined on the child's IEP are being delivered as intended.**
  - i) The itinerant ECSE teacher also works with the team to ensure that services are coordinated and integrated within the child's program.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"><li>• Reviews IEP with partner (teacher or caregiver) and related service providers and coordinates scheduling of services at convenient times.</li></ul>	<ul style="list-style-type: none"><li>• Collaboratively integrates services within child's daily routines, reviews child's progress with team periodically, and makes appropriate adjustments to ensure effective service delivery. .</li></ul>	<ul style="list-style-type: none"><li>• Facilitates regular team communication (e.g., meetings, phone conference) to monitor child's progress and service effectiveness, share expert information, and problem-solve.</li></ul>
Comments:		

b) **Effectively plans for visits:**

- i) The itinerant ECSE teacher develops plans for visits that reflect an efficient use of time and effort for both herself and the partner (teacher or caregiver).
- ii) Plans are developed in collaboration with partner (teacher or caregiver) and the itinerant ECSE teacher works to ensure that the plans can be implemented effectively.
  - (1) For example, if the plan for the visit includes time for the itinerant ECSE teacher and partner (teacher or caregiver) to work on skill development via a coaching method, the itinerant ECSE teacher works with the partner (teacher or caregiver) to ensure that the partner (teacher or caregiver) has uninterrupted time to participate in a coaching session.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Meets with partner (teacher or caregiver) periodically to discuss child’s progress, plan learning activities, provide information and make suggestions for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes consultation visits by identifying visit goals for child/partner/self, preparing for appropriate consultation/coaching activities and arrangements, documenting visit data, and determining interim activities for partner/self.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with partner (teacher or caregiver) on a regular basis to engage in a collaborative and systematic process for planning, reflecting, and problem-solving. Partners make refinements to the process as the consultation relationship develops.</li> </ul>
<p>Comments:</p>		

c) **Coordinates and completes paperwork as required by federal, state and local guidelines:**

- i) The itinerant ECSE teacher has the responsibility of maintaining a record-keeping system that ensures compliance with all relevant guidelines concerning paperwork and documentation.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>Completes and distributes required paperwork related to child’s educational services and develops appropriate components of IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an organized system to maintain documentation of communication, services, and child progress and develops well-designed IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures all team members complete required paperwork related to child’s educational services and provides technical support to colleagues with less experience.</li> </ul>
<p>Comments:</p>		

d) **Meets mandated timelines for procedural compliance:**

- i) The itinerant ECSE teacher provides leadership to the team to ensure that all mandated timelines for procedural compliance are being met.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>Works independently to meet federal and state-mandated timelines for educational procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with team members to meet federal and state-mandated timelines for educational procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Organizes and facilitates a team plan to meet federal and state mandated timelines for educational procedures.</li> </ul>
<p>Comments:</p>		

e) **Designs and implements professional development (PD) activities:**

- i) The itinerant ECSE teacher provides individual and group professional development activities designed to support successful inclusion in community-based programs.
- ii) In addition to meeting the individualized learning needs of team members, the itinerant ECSE teacher works with center-based programs to design and conduct professional development activities including workshops or discussion groups.

<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<ul style="list-style-type: none"> <li>• Provides basic educational information requested by partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Determines partners' preferred learning style(s), provides relevant information from a variety of sources, and links partners to support systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies needs of community program staff related to inclusion and arranges for, or provides, pertinent professional development activities.</li> </ul>
<p>Comments:</p>		

## Resources

- Odom, S., Beckman, P.J., Hanson, M., Horn, E., Lieber, J., Sandall, S., Schwartz, I., & Wolery, R. (2002). *Widening the circle: Including children with disabilities in preschool programs*. New York, NY: Teachers College Press.
- Peck, C., Odom, S., & Bricker, D. (Eds.) (1993). *Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation*. Baltimore, MD: Paul Brookes.
- Buysse, V., & Wesley, P. W. (2005). *Consultation in early childhood settings*. Baltimore, MD: Paul H. Brookes.
- Hanft, B.E., Rush, D.D., & Shelden, M.L. (2004). *Coaching families and colleagues in early childhood*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Harms, T. & Clifford, R. (1998). *The early childhood environmental rating scale—revised*. New York: Teachers College Press.
- McWilliam, R.A. (2005). Recommended practices in interdisciplinary models. In S. Sandall, M.L. Hemmeter, B.J. Smith, & M. McLean (Eds.) *Recommended practices in early intervention/early childhood special education*. (pp. 127-140). Longmont, CO: Sopris West.
- Sandall, S., Hemmeter, M.L., & Smith, B.J. (eds.) (2005). *DEC Recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.