

Quality Indicators of Emotional Support Services and Programs:

A REVIEW PROCESS FOR LEAs

Introduction and Purpose

The *Quality Indicators of Emotional Support Services and Programs* (QIESSP) enables local education agencies (LEAs) to examine the programs and services offered to students with emotional support needs. This document assists teams in examining elements within the following seven domains:

- **Academic Instruction and Support** – standards-aligned instruction with modifications, adaptations, accommodations in the least restrictive environment, with effective instruction
- **Social-Emotional Instruction and Support** – the use of a variety of approaches and skills to meet student needs, with opportunities for practice, feedback, and generalization
- **Behavior Management** – strategies for prevention, intervention, and crisis de-escalation, with a focus on positive, proactive discipline for individuals and groups of students
- **Collaboration and Communication** – the ways that staff, programs, and families communicate and work together in providing successful outcomes for students
- **Evaluation and Assessment** – processes involved in evaluation and reevaluation, documenting and reporting progress toward Individualized Education Program (IEP) goals, grading and report cards, determining ongoing needs and IEP development
- **Post-Secondary Transition** – systems and practices involved in post-high school planning and transition, as well as graduation data
- **Professional Development** – procedures for hiring and retaining qualified individuals to work in the emotional support program

The QIESSP is designed to help LEAs reflect upon the current systems and practices in place for students with emotional support needs. This tool is intended to self-assess the program within the LEA, and is not intended to evaluate individual classrooms, teachers, or staff. In addition, LEAs can use the QIESSP to develop action steps for any and all domains that are identified as needing improvement.



pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Team Composition

The QIESSP Review is a process designed to include the input of multiple stakeholders into the assessment of the special education programs and services offered for students with emotional support needs. It is suggested that the LEA assembles a team of individuals to review and complete the document or domains within the document. Members of that team may include the following:

- Superintendent and Assistant Superintendents
- Special Education Administrators
- Principals
- Special and General Education Teachers
- Behavior Specialists
- School Psychologists
- Counselors
- Related Service Providers
- Paraprofessionals
- Parents

Charlotte Danielson: The Framework for Teaching

Pennsylvania has adopted Charlotte Danielson's *Framework for Teaching* as the overarching vision for effective instruction in the commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

<http://tinyurl.com/jdguwfe>

The seven QIESSP domains have been aligned to the *Framework for Teaching*. Evidence of the alignment to the Framework is indicated by the number and letter from the Danielson domains in the evidence section.

Resources

There are two documents available that utilize the components within the Danielson *Framework for Teaching* to provide possible examples for emotional support teachers and guiding questions for conversations that occur between a principal and teacher. They are provided solely as a resource.

Examples: <http://tinyurl.com/hvoljm5>

Guiding Questions: <http://tinyurl.com/j67wowj>

Administration of the QIESSP

There are several ways a team may consider using the review process. The team may choose to complete the assessment individually, discuss their responses, and come to consensus on the scores for the elements within each of the domains. Alternatively, the team may choose to meet together to complete the assessment, discussing each of the elements within the domains in order to come to consensus. Teams may also choose to divide into subgroups, with each subgroup assessing a different domain and presenting their assessment to the team as a whole.

Scoring the Document

For purposes of self-assessment, each domain can be scored. The assessment scores will assist the team in completing the Program Improvement Plan section of the document.

The scoring rubric for the elements in each of the domains along with guiding questions and indicators of evidence for scoring is as follows:

- In Place = 2
- Partially in Place = 1
- Not in Place = 0

Calculate the total score for each domain by adding the scores for each of the elements within each domain. After calculating the score, determine the percentage for each domain and record it in the action plan found on page 23 (see Figure 1).

Specific Program Elements Checklists

Figure 1. Scoring Sample

Elements	Evidence	Not in Place (0)	Partially in Place (1)	In Place (2)
E.1 Evaluations and reevaluations are conducted in compliance with procedural requirements and timelines, and: • Are comprehensive, utilizing multiple sources of information • Include functional behavioral assessment (if needed) • Tests and other materials are appropriate for students' ages, cultures, and developmental levels • The results are clearly articulated in a written report and shared with team members, as appropriate	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.e, 1.f, 2.a, 2.d, 3.a, 4.b, 4.c, 4.f What is the process and who, by role, are involved in the completion of ER/RR? What various tests, surveys, progress monitoring tools, etc., are used for this process?			2 Interview with administrators Review of sampling of assessments
E.2 Data-based system is used for: • Documenting and reporting progress toward IEP goals • Reporting to students/ parents/guardians • Grading/report cards • Decision making on programming and IEP development	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.d, 1.e, 1.f, 2.d, 3.a, 4.b, 4.c, 4.f What system is in place for monitoring and documenting student progress across programs? How is progress communicated to staff, students and parents?	1 Weekly data collection and review Need for better communication to families		
E.3 Data based decision making and documentation of participation and necessary accommodations for statewide and district-wide standardized assessments are utilized	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.f, 4.b Define the process used to determine participation and necessary accommodations when reflecting on statewide and district-wide assessments. What assessments do you utilize to increase your knowledge of students' needs in order to determine necessary accommodations?	1 Need to identify individual students needs/ accommodations		

Total 4 /6

$$4 \div 6 = .67 \times 100 = 67\%$$

Percent in Place 67%

Specific Program Elements Checklists

A. Academic Instruction and Support

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
A.1 Clear standards-aligned goals for academic achievement are developed for each student	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c What standards are addressed in the IEP? Are the goals written to grade level standards? Provide examples of goals that are aligned to grade level standards. How do you utilize student IEPs and PA Core Standards to develop academic instruction and outcomes? How do you routinely collect data to monitor student progress academically and how do behavioral needs impact learning? How does the data collected impact your daily instruction? How does the data collected support academically related IEP goals? Are progress monitoring data and graphs available?	P			
A.2 Curricular options are available as appropriate: Instruction using general education curricula and materials with supplementary aids and services Adapted and/or supplemental curricula	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c, 1.d, 1.e, 2.a What curricular materials are being used? Are the materials appropriate for the student's age and grade level? How are the accommodations and modifications aligned to the Specially Designed Instruction (SDI) identified in the IEP? What data has been collected to support the use of accommodations and modifications being used? Describe how you adjust expected outcomes.	I, O, P			
A.3 The amount of special education support (i.e., full-time, supplemental, itinerant) is determined by student need	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 3.d, 4.b What support is described in the IEP? Does the actual amount of support match what is identified in the IEP? Where is the support being delivered? Who is delivering the instruction?	P			

A. Academic Instruction and Support *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
A.4 Specially designed instruction (SDI) is consistently provided as per the students' IEPs	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 1.e, 3.c, 3.d, 3.e What SDI is described in the IEP? What process does the team use to determine student-specific SDI? What data is being collected? How is data being used to guide decision making? How is the SDI being delivered? When and where is the SDI being delivered?	O, P			
A.5 Related services are consistently provided as per the students' IEPs.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.d, 4.d What types of service is the student receiving? How often does the student receive services? Where are the services being delivered? Does the student's schedule reflect the services?	O, P			
A.6 Supports are in place for students who receive instruction in the general education setting (e.g., team teaching, paraprofessional)	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.d, 2.b, 2.d, 4.d What supports are in place for the student in the general education setting? Who is providing the services needed to implement the supports? How are teachers collaborating to ensure the supports are in place and being delivered as described in the IEP? How is the implementation and success of the supports being monitored? How does your instruction lead to gains in self-esteem or self-actualization? How do you ensure supports are consistent across all environments? How do you deal with gaps in student learning due to instruction missed during behavioral issues?	O, P			

A. Academic Instruction and Support *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
A.7 Students have access to, and participate in, a full range of content areas (core subjects, related arts, physical education, technical arts), electives, and other activities (field trips, lunch, recess, extracurricular activities, assemblies, etc.) with the same frequency and duration as their general education peers.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c, 1.d Does the student's schedule reflect access and participation in all school activities? How are teachers ensuring that supports are in place so that the student actively participates? Do lesson plans reflect collaboration and purposeful planning among teachers to ensure access and participation? How does your program facilitate students' development of generalized appropriate behavioral skills and behavioral self-regulation skills? How do you handle transitions between activities and areas?	I, O			
A.8 Accommodations (changes how students learn and ways they demonstrate their learning) are in place as needed and appropriate	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.e, 1.f, 2.b, 3.c, 3.d, 3.e Do lesson plans reflect accommodations for students? How are the accommodations being implemented as described in the IEP? What accommodations do you provide based on the student's emotional and behavioral needs?	I, O, P			
A.9 Modifications (changes what students are expected to learn and demonstrate) are in place as needed and appropriate	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.e, 1.f, 2.b, 3.c, 3.d, 3.e Do lesson plans reflect modifications for students? How are the modifications being implemented as described in the IEP? What modifications do you provide based on the student's emotional and behavioral needs?	O, P			

A. Academic Instruction and Support *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
A.10 Flexible grouping – whole group, small group, partnered pairs, and one-to-one options are used as needed to increase learning opportunities	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.e, 3.c, 3.e How do you ensure that students feel physically and emotionally safe? What grouping options are reflected in the lesson plans? How do student groups change depending on the needs of students, the material being taught, the type of lesson, etc.? How do you adjust your classroom expectations based on the emotional and behavioral needs of your students?	O			
A.11 Research-based instructional techniques are used (high levels of meaningful student engagement and high student success rate, multiple opportunities for practice, multiple means of representation) with fidelity.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.e, 1.f, 2.b, 3.c, 3.d, 3.e Do lesson plans reflect accommodations for students? How are the accommodations being implemented as described in the IEP? What accommodations do you provide based on the student's emotional and behavioral needs?	I, O, P			

Total: /22

Percent in Place _____

Specific Program Elements Checklists

B. Social and Emotional Instruction and Support

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
B.1 Instruction and intervention are based on the individual needs of students, as determined by the IEP team	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 1.e, 2.a, 2.b, 2.d, 3.d, 4.b How do you utilize student Functional Behavior Assessment (FBA)/Positive Behavior Support Plan (PBSP) and IEPs to develop behavioral instruction and outcomes? How do you routinely collect data to monitor student progress on behavior goals? How do you promote student self-regulation and self-monitoring of learned social and emotional skills? What would your response be if a negative behavior occurred in the classroom? How do you adapt your instruction to meet the emotional and behavioral needs of your students? How does your instruction and behavioral support plan consider the student's background, culture and emotional/behavioral needs? How do you utilize and promote student engagement within social and emotional lessons? How does the data collected support behaviorally related IEP goals? Are progress monitoring data and graphs available?	I, O, P			
B.2 Evidence-based social-emotional learning curricula and resources are available and implemented with fidelity	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c, 1.d, 1.e, 2.a, 2.d, 3.b, 3.c, 3.d, 3.e, 4.b, 4.f What assessments do you utilize to increase your knowledge of students' behavioral and emotional needs? What evidenced-based social-emotional curricula are you utilizing for instruction? How do you ensure that this curriculum is being implemented with fidelity?	O, P			

B. Social and Emotional Instruction and Support *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
B.3 Targeted and tertiary strategies are utilized and decision making rules are defined.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.e, 2.a, 2.b, 2.c, 2.d, 3.c, 3.e Is a hierarchy of social skills established, assessed and taught? What strategies are being used in Tier 2 and Tier 3 to support the needs of students? What decision making process is in place to move students between the tiers?	I, O, P			
B.4 Opportunities to practice, get feedback, and generalize to other settings exist: Student-to-student interactions Student-to-adult interactions	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.e, 2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 3.e, 4.d Explain your plan to have students self-assess and correct their own behavior. How do you assess and track student behavior? What types of changes have you made in your instruction and classroom management procedures due to the assessments of student behavior? How do you adapt your instruction and positive classroom behavioral system? How do you incorporate student feedback into future lesson plans? How does your program facilitate students' development of generalized appropriate behavioral skills and behavioral self-regulation skills?	O			

B. Social and Emotional Instruction and Support *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
B.5 Emotional Support Program and Services include a variety of approaches to meet the needs of all students requiring such support: - Social skills - Cognitive behavioral interventions - Pragmatic language skills - Problem solving - Conflict resolution - Social awareness strategies - Self-calming/relaxation skills - Perspective taking - Service learning	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.d, 1.e, 2.a, 2.b, 2.d, 3.e How do you identify the individual students' targeted skills for instruction and what behavioral data do you use for decision making? What type of adjustments have you made to the lesson to accommodate students emotional and behavioral needs? How do you empower students to develop effective strategies for self-management? (see skills listed in column 1)	I, O, P			

Total: /10

Percent in Place _____

Specific Program Elements Checklists

C. Behavior Management

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
C.1 Proactive, evidenced-based behavioral interventions and supports are used with fidelity.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 3.e, 4.f Describe your framework to proactively address behavior. What researched-based interventions are in place? How do you ensure fidelity of implementation of interventions?	I, O			
C.2 Physical space and layout are adequate for the number of students and are conducive to a productive learning environment: Safe – dangerous items are not readily accessible Area and/or procedures for addressing dangerous behaviors is present Students and staff feel safe	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.e, 2.c, 2.d, 2.e How do you monitor safety? Do you regularly survey staff and students regarding safety? When designing the classroom environment, how do you take students' needs into consideration? Does the classroom environment match the class population? (Please describe.)	I, O, P			
C.3 Three-to-five positively stated, clear rules and expectations per classroom/school are identified: Rules and expectations are operationally defined for various settings and routines	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 2.a, 2.b, 2.c What behavioral expectations do you have in your classroom to facilitate a positive learning experience? How do you share behavioral expectations with students? How are behavioral expectations implemented and reinforced in your classroom? How are behavioral expectations defined across settings?	I, O, P			

C. Behavior Management *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
C.4 Rules and expectations are explicitly taught to students. Students are given ample opportunities to practice meeting expectations and receive feedback (affirmative and corrective).	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.e, 2.a, 2.b, 2.c, 3.a, 3.c, 4.c How do you teach behavioral expectations and rules? What opportunities for practice do you provide? How do you ensure timely feedback to students on their behavioral and emotional progress and its impact on their learning? What type of acknowledgement system is in place that provides students feedback regarding their behavioral progress?	I, O			
C.5 A continuum of responses are available when students meet expectations: Contingent specific verbal praise Variety of reinforcers (social, tangible, activity-based, attention-based, escape-based) Token economy system Group contingencies	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.e, 2.a, 2.b, 2.c, 2.d, 3.a, 3.c, 3.e, 4.c What is your continuum of responses for increasing preferred behaviors? Student level? Classroom level? School-wide level?	O, P			
C.6 A continuum of responses are available when students fail to meet the expectations: Brief, contingent, and specific corrective feedback Differential reinforcement procedures Behavior contracts Time out from reinforcement (a procedure, not a place)	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.e, 2.a, 2.b, 2.c, 2.d, 3.a, 3.c, 3.e, 4.c What is your continuum of responses for decreasing problem behaviors? Student level? Classroom level? School-wide level?	O, P			

C. Behavior Management *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
C.7 Data related to behavior incidents (including attendance) is carefully tracked and used to inform decisions at both the student level and with regard to services and programs	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.f, 2.b, 2.c, 4.b, 4.f What data system is in place to track student behavioral incidences and attendance? Who is reviewing and analyzing data? How often is data reviewed? What decision rules are in place when analyzing data?	P			
C.8 Procedures are in place for intervention at various stages of a crisis cycle and crisis de-escalation	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 1.e, 2.a, 2.c, 2.d, 2.e What crisis intervention are you using? Is there a crisis team in place? Who are the members of that team? What is the plan for dealing with a crisis situation throughout the various phases of escalation?	P			
C.9 Students are taught self-awareness, self-management, and self-monitoring skills in order to transfer behavior management skills to the students themselves	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 2.a, 2.b, 2.d, 3.a, 3.c, 4.c, How do you empower students to develop effective strategies for self-management? How do you promote student self-regulation and self-monitoring of engaged behavior? How is generalization of skills taught?	I, P			

C. Behavior Management *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
C.10 Each student whose behavior impedes his/her learning or the learning of others has a clear and current Positive Behavior Support Plan (PBSP) developed by the team, based upon a Functional Behavioral Assessment (FBA), and each IEP documents the necessary information: - Measureable annual goal - Antecedent strategies - Replacement behaviors - Consequence strategies for when the student performs the replacement or desired behavior - Consequence strategies for when the student performs the problem or target behavior - Crisis intervention plan (if needed)	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.f, 2.d, 4.b What is the process for ensuring all information regarding student behavior is aligned between the FBA, PBSP and IEP?	P			
C.11 Positive and culturally sensitive staff/student relationships (e.g., staff greeting students positively upon arrival; staff asking about students' personal interests/activities; students approaching staff with questions, for assistance, to share information) are fostered.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.d, 2.a, 2.b, 3.a, 3.b, 4.c What factors in your students' backgrounds do you feel impact their behavior in the classroom? How does your knowledge of the students' background impact your interactions with students?	O, I			

Total: /22

Percent in Place _____

Specific Program Elements Checklists

D. Collaboration and Communication

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
D.1 Policies and procedures of the LEA are in place and are communicated to program staff	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.c, 2.d, 4.d, 4.f What policies and procedures of the LEA are communicated with program staff? How does the LEA ensure compliance with these procedures? How are the policies and procedures communicated? How often? How are the policies and procedures communicated to new staff, substitutes, agency partners, etc. working as part of the program?	I, P			
D.2 Planned, coordinated transition activities are in place: Between grades, buildings, and levels to facilitate smooth adjustments For reintegration to school and general education settings of students from alternative placements or self-contained programs A comprehensive plan is in place for students transitioning back to school after an absence	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 2.c, 3.a, 4.c, 4.f What supports are in place for: Grade-to-grade transitions? Building-to-building transitions? Students transitioning back to school from an alternative placement? Students transitioning into the general education setting from self-contained programs? Students transitioning back to school after an extended absence? What are the policies and procedures in place to ensure these activities occur in a timely fashion? How do you act as a resource for your school and colleagues in the area of behavioral management?	I, P			

D. Collaboration and Communication *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
D.3 Staff communicate and collaborate with each other both orally and in writing regarding: - Schedules - Expectations - Students' progress - Students' needs - Relevant events in students' lives that may affect school performance	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.b, 2.c, 2.d, 4.b, 4.d, 4.f How do program staff communicate and collaborate with each other regarding: - Schedules? - Expectations? - Students' progress? - Students' needs schedules? - Relevant events in students' lives that would affect school performance? - Is there protected time in the schedule for program staff to communicate with one another? - How do you advocate for the needs of your students?	I, P			
D.4 Program staff communicate and collaborate with other school staff, including: - General education teachers - Related arts teachers - Building administrators - Counselors - School psychologists - Related service providers (e.g., OT, PT, speech and language)	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.a, 2.d, 4.b, 4.d, 4.f How do program staff collaborate with: - General education teachers? - Related arts teachers? - Building administrators? - Counselors? - School psychologists? - General education teachers? - Related service providers (e.g. speech, OT, PT)? - Is there protected time in the schedule for program staff to communicate with other school staff? - How do you advocate for the needs of your students?	I, P			

D. Collaboration and Communication *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
D.5 Program staff communicate and collaborate with students, parents, and other family members regarding: - Schedules - Expectations - Students' progress - Students' needs	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.a, 2.b, 2.c, 2.d, 3.a, 4.b, 4.c, 4.f What procedures are in place for program staff to communicate with students about their schedule, expectations, progress, and needs? What procedures are in place for program staff to communicate with parents and other family members about their child's schedule, expectations, progress, and needs? How often is program staff communicating with students and families? What opportunities are provided for students and families to provide feedback to program staff (student and family voice)? How do you advocate for the needs of your students? What information do you provide to students and parents about resources in your school and community?	I, P			
D.6 Program staff communicate and collaborate with community agency personnel, including: - Social service and mental health agency personnel - Businesses, student employers, and job site staff - Law enforcement and juvenile justice staff - Individual service providers, such as therapists and physicians	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.a, 4.f What procedures are in place for program staff to communicate and collaborate with community agency personnel (e.g. social services, mental health agencies, businesses, student employers, law enforcement, juvenile justice, therapist, and physicians)? How often are program staff collaborating and communicating with these various stakeholders? How do you advocate for the needs of your students?	I, P			

D. Collaboration and Communication *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
D.7 Program staff comply with Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) privacy rules	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 4.c, 4.f How often are program staff provided training in FERPA and HIPAA? What is the format of the training (e.g. face to face, online, webinar)? What is the procedure for documenting that all staff have been trained? What procedures are in place to ensure that staff are complying with FERPA and HIPAA?	I, P			

Total: /14

Percent in Place _____

Specific Program Elements Checklists

E. Evaluation and Assessment

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
E.1 Evaluations and reevaluations are conducted in compliance with procedural requirements and timelines, and: - Are comprehensive, utilizing multiple sources of information - Include functional behavioral assessment (if needed) - Tests and other materials are appropriate for students' ages, cultures, and developmental levels - The results are clearly articulated in a written report and shared with team members, as appropriate	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.e, 1.f, 2.a, 2.d, 3.a, 4.b, 4.c, 4.f What is the process and who, by role, are involved in the completion of Evaluation Report/Revaluation Report? What various tests, surveys, progress monitoring tools, etc., are used for this process?	P, I			
E.2 Data-based system is used for: - Documenting and reporting progress toward IEP goals - Reporting to students/ parents/ guardians - Grading/report cards - Decision making on programming and IEP development	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.d, 1.e, 1.f, 2.d, 3.a, 4.b, 4.c, 4.f What system is in place for monitoring and documenting student progress across programs? How is progress communicated to staff, students and parents?	P			
E.3 Data-based decision-making and documentation of participation and necessary accommodations for statewide and district-wide standardized assessments are utilized	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.f, 4.b Define the process used to determine participation and necessary accommodations when reflecting on statewide and district-wide assessments. What assessments do you utilize to increase your knowledge of students' needs in order to determine necessary accommodations?	P			

Total: /6

Percent in Place _____

Specific Program Elements Checklists

F. Post-Secondary Transition

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
F.1 The process of post-secondary transition begins at age 14, and continues through middle and high school	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 3.a, 4.b, 4.c, 4.e Are there transition plans in place? When do transition questions begin to be addressed?	I, P			
F.2 Students are taught positive and productive work ethics linked to Pennsylvania Career Education and Work Standards	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 2.a, 3.a, 3.c How do your lessons lead to positive behavioral growth that impacts post-secondary success? What factors in your students' backgrounds do you feel impact their post-secondary success? How is instruction adapted?	I, P			
F.3 Post-school goals in the areas of education, employment, and when appropriate, independent living are developed based on age-appropriate assessments and are reflected in students' IEPs with corresponding courses of study and measurable annual goals and, when appropriate, short-term objectives	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 1.e, 1.f, 3.d, 4.b What is the process for identifying post-school goals and related coursework in the areas of: Education, Employment and Independent living What age appropriate assessments are being utilized?	I, P			
F.4 Students are taught and expected to use self-determination skills. Transition-aged students are able to lead the discussion at their IEP meeting.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.a, 2.b, 3.a, 3.c Are transition aged students invited, and participating in their own IEPs? Identify the self-determination curriculum/lesson plans.	I			
F.5 Communication and coordination with community agencies for post-high school transition (agency representatives are invited to participate in IEPs for students 14 and older) occurs	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.a, 3.a, 4.c Is there a process for communicating/collaborating with community agencies? (Please describe.)	I, P			

F. Post-Secondary Transition *continued*

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
F.6 High school graduation with a continuum of options (traditional Carnegie units, GED, or completion of the IEP) is a goal for all students	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.d Are graduation goals identified for all students?	I			
F.7 Tiered interventions are provided to students at risk for dropping out of school	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.d, 2.a, 3.a, 4.c Are Universal Screeners used for identifying 'At Risk' students? Are there clear decision making rules in places for moving students between tiers?	I, P			
F.8 Follow-up with students who dropout and with students who graduate is conducted, and data is used to identify program and service strengths and areas for improvement	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 3.a, 4.b, 4.c What processes are in place for follow up data?	I, P			
F.9 A Summary of Academic Achievement and Functional Performance is developed for and shared with graduating students	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.f, 3.a, 4.b Examples/evidence of Summary of Performance records	P			

Total: /18

Percent in Place _____

Specific Program Elements Checklists

G. Professional Development

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
G.1 Topics for staff development are determined by data, by the administration, and by the program staff	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.c, 4.d, 4.e, 4.f What is the system for identifying Professional Development needs of staff? (surveys/observations) What input do you seek to develop your professional skills? What goals have you identified to continue your professional growth?	I, P			
G.2 New staff are provided with an in-depth orientation to the emotional support program and expectations	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 4.d, 4.e, 4.f Is there an induction process that includes initial training for new staff?	I, P			
G.3 Safe Crisis Management Certification is current for all staff	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.d, 4.b, 4.e What crisis management training is provided and how often?	P			

Total: /6

Percent in Place _____

Program Action Plan

Domain/Elements	Percentage	Priority	Action Step(s) with Measurable Outcomes	Person(s) Responsible	Timeline	Action Step(s) Update
Academic Instruction and Support						
Social-Emotional Instruction and Support						
Behavior Management						
Collaboration and Communication						
Evaluation and Assessment						
Post-Secondary Transition						
Professional Development						

Reflection from the meeting: (to be completed after each meeting)

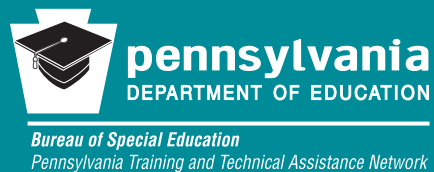
- Did we meet set deadlines? Yes ☐ No ☐
- Did we write action steps with measureable outcomes? Yes ☐ No ☐
- Did we communicate and collaborate through the process? Yes ☐ No ☐
- Are we using a data driven process? Yes ☐ No ☐

Your local intermediate unit and the Pennsylvania Training and Technical Assistance Network (PaTTAN) have resources to assist LEAs in addressing the needs that have been identified as a result of using the QJESSP. You can visit PaTTAN on the web at www.pattan.net.

Adapted from Boreson, L. (2006). *Effective Programs for Students With Emotional Behavioral Disabilities (EBD)*. Ashland, WI: WI Dept. of Public Instruction.

Commonwealth of Pennsylvania

Tom Wolf
Governor



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