



PLC - ECSE

Team

(Early Childhood Special Education)



Norms:

- 1. Probing: Engaging inquiry strategies to explore ideas safely and securely.**
- 2. Putting ideas on the table: Participating fully and clarifying intentions.**
- 3. Pursuing a balance between advocacy and inquiry: Maintaining a balanced stance between meaningful contributor and engaged listener.**

5/10/2021 - Agenda

- ★ Introductions - tell a little about yourself
- ★ 2020-2021 Essential Standards
- ★ Common Formative Assessments
- ★ Data
- ★ Areas for team growth
- ★ Ideas for next year
- ★ Questions!!

Meet the ECSE Team



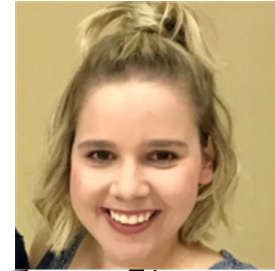
Ms. Jenkins

ECSE - 4



Mrs. Knutson

ECSE - 4



Ms. Wehr

ECSE - 3




Mrs. Pierce

ECSE - 4



Mrs. McKimmey

ECSE - 4



**Essential
Standards**



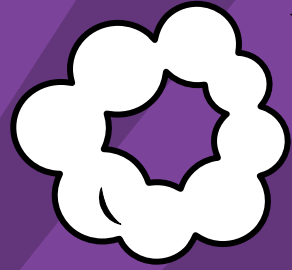
1

**Students will increase
their attention to task.**

Rating Scale:

0. Student is not able to stay in designated area
 1. Stays in designated area
 2. Attends to task with support
 3. Attends to task independently

Students will increase their attention to task.



Materials

- Butterfly template on a $\frac{1}{2}$ sheet of construction paper (Larissa has the template) with colored outline drawn - make sure you have the same colored outlines as paper
- Pre-torn or cut pieces of paper of 4 different colors
- Liquid glue
- Tape if you need to tape the paper to the table

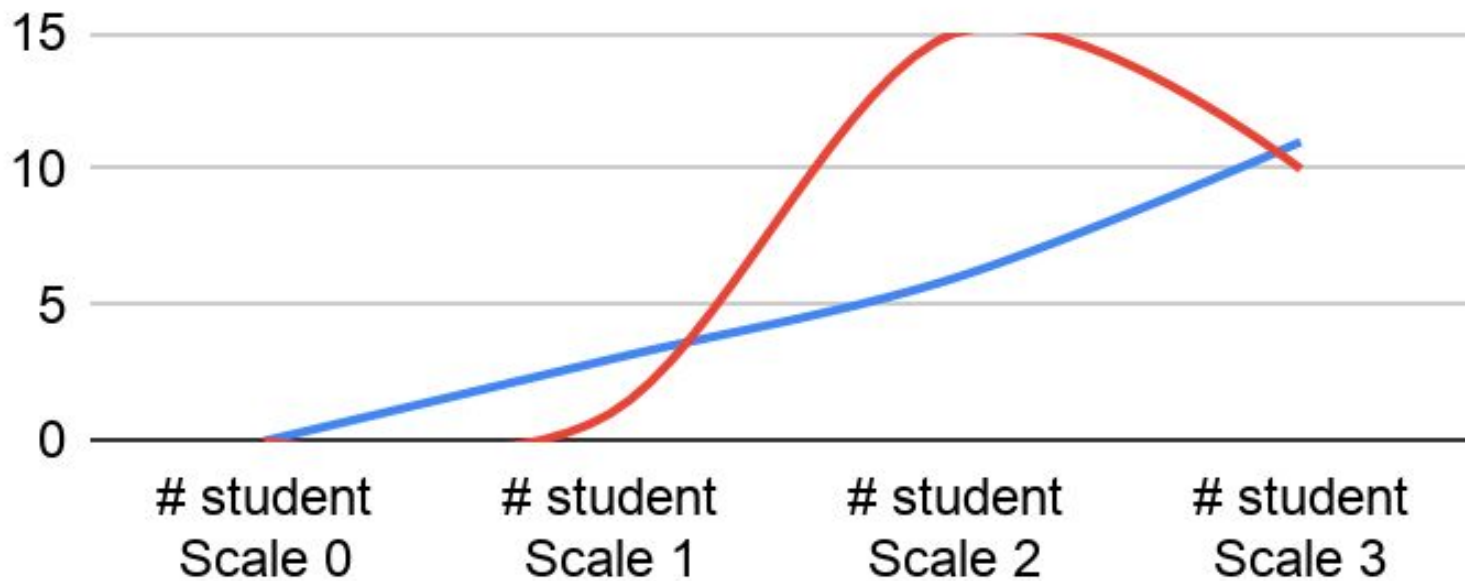
Procedure

- Put butterfly in front of students
- Teacher will model the activity by picking up a piece of torn paper and say "Pick up one piece of paper, look at the color, match it to the same color space on your butterfly (identify your color paper and the color on the butterfly), use one dot of glue to put the paper on the butterfly, do this for all the colors on your butterfly".
- Put colored paper on the table
- "Now your turn"



Baseline (BOY) and Current Growth

— Baseline — Current Growth





2

**Students will increase
independent spontaneous
communicative attempts.
(Data taken from one hour
from the day.)**

Students will increase independent spontaneous communicative attempts. (Data taken from one hour from the day.)



Teacher will break the one hour block into 30 minutes of unstructured time and 30 minutes of a structured time. Data can be broken down in smaller increments of time but no less than 15 minutes. Teacher will count each attempt to communicate but will not count responses to a question.

Beginning of Year

Percentage of Growth	Students
0 - 5 %	14
6 - 10 %	1
11% +	4

End of Year

Percentage of Groth	Students
0 - 5%	2
6 - 10%	0
11% +	24



3

**Students will follow at least 3,
2-step directions regarding
safety and compliance.**

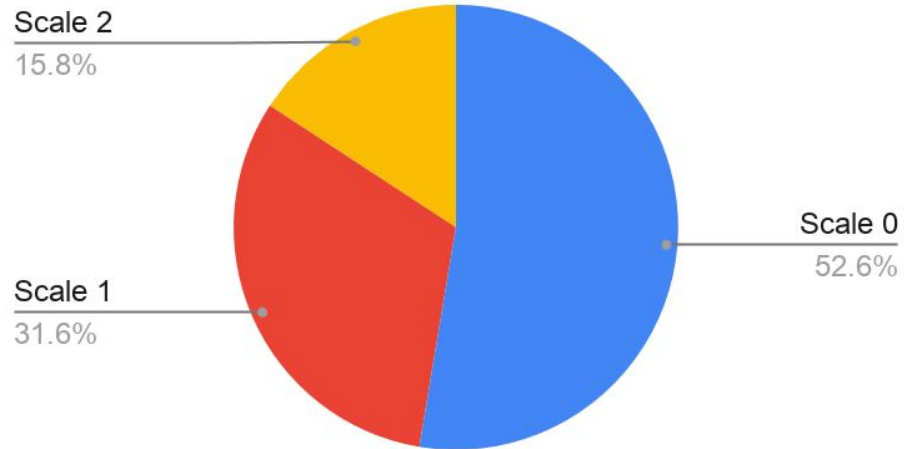
0. No Completed Direction
1. Follows 1, 2-step direction
2. Follows 2, 2-step directions
3. Follows 3, 2-step directions
4. Follows 4, 2-step directions

Students will follow at least 3, 2-step directions regarding safety and compliance.

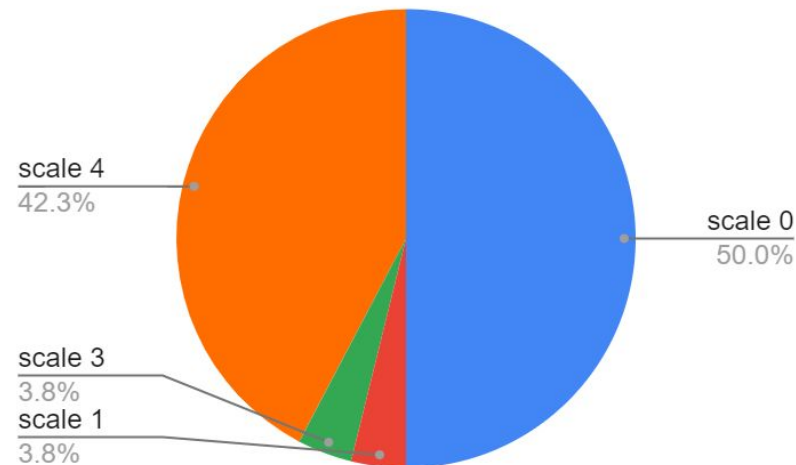
- Pick up the ball and put it under the chair
- Pick up the ball and put it on the table
- Pick up the ball and put it on your head
- Pick up the ball and hand it to me

Teachers will give students one at a time each direction. Credit will be given for all correct responses.

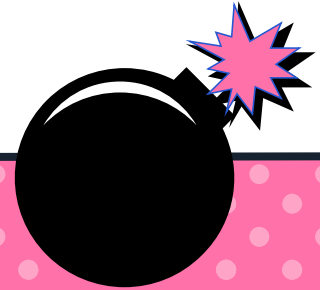
2 Step Directions- Baseline / BOY



2 Step Directions- 6th 6 weeks



**Area's for team
growth?**





**Ideas for
next year.**



Questions