

Washtenaw ISD Early Intervention Staff (v.2020)

Domain 1: Planning and Preparation (20.00%)

1.1 Learning targets are connected to a developmental framework and parent/caregiver priorities as well as to a broader purpose and/or functional Skill - Key Principle #7 Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.

Ineffective

EI demonstrates little understanding of skills and strategies in their own discipline and across developmental domains for children birth to three. Learning targets are rarely connected to a developmental sequence, functional skills, routines, and parent/caregiver concerns. Learning targets/activities are not typically connected to past or future sessions; it is not clear how outcomes/targets connect to a broader and functional skill.

Minimally Effective

EI demonstrates basic knowledge of developmental skills and some strategies in their own discipline and some other areas of development for children birth to three. Learning targets are connected to parent/caregiver concerns, functional skills and appropriately connected to daily routines and developmental sequence. Activities/targets are sometimes linked to past and future sessions. Occasionally targets/outcomes are linked to a broader purpose and functional skills.

Effective

EI demonstrates knowledge of developmental skills and many strategies in their own discipline and all other developmental domains for children birth to 3. Learning targets are connected to developmental milestones, daily routines and parent/caregiver concerns and connected to daily routines. Parent/caregiver are coached to restate the target skill in their own words; and targets are clearly linked to past and future learning. Interventions and embedded learning opportunities are consistently linked to and connect to a broader purpose and functional skills.

Highly Effective

EI demonstrates extensive knowledge of developmental skills and multiple strategies in their own discipline and all other developmental domains. Learning targets are connected to family concerns, functional skills, daily routines and the developmental milestones and parent/caregiver can restate the target in their own words. Interventions and targets consistently build upon each other and are clearly linked to past and future sessions and connect to a broader purpose and functional skills. Parent/caregiver provided information, so they are able to restate the target and explain how it is connected to their desired outcomes.

NOTES

1.2 Demonstrates knowledge and use of resources - Key Principle 2: All families, with the necessary supports and resources, can enhance their children's learning and development.

Ineffective

May not be aware of and/or rarely uses available resources in planning and support of instruction to families.

Minimally Effective

The EI is aware of and demonstrates limited use of available resources in planning and support of instruction to

Effective

The EI is aware of and intentionally and consistently uses available resources, without judgement, in

Highly Effective

EI demonstrates all the competencies in the effective range. In addition, the EI collaborates with team and

Makes assumptions and judgments regarding what resources a family may need. EI lacks understanding of Part C laws and MMSE rules and eligibility guidance. EI rarely uses team members as a resource.

families. EI typically uses resources and guidance documents to support their work. EI is typically responsive to parent needs, but occasionally makes judgments and disregards parent's needs, priorities and interests. EI has limited understanding of Part C laws and MMSE rules and eligibility guidance. EI sometimes uses team members as a resource.

planning support of instruction for families. EI consistently uses guidance and policy documents to support their own work. Provides resource supports for parent strategies and parenting resources without judgment. EI builds on family supports and resources, supporting families informally and formally to meet their needs and interests. EI demonstrates a solid understanding of Part C laws as well as MMSE rules and eligibility guidance. EI regularly uses team members as a resource.

community agencies to access supports, resources and services for their families. EI acts as a resource to other team members. .

NOTES

1.3 Plans and appropriately paces lessons/sessions; by connecting to a clear target, performance task and success criteria - Key Principle 5: IFSP outcomes must be functional and based on children's and families' needs and priorities

Ineffective

The EI rarely develops outcomes and plans for learning activities that are based on parent priorities and are in line with developmental milestones and standards. There is no connection to previous/past learning activities and skills. Targets are vague or focused on remediating developmental deficits. There is rarely communication of the learning target, performance task or success criteria. Parents/ caregivers are not provided with information about how to elicit or measure success of the target or skills.

Minimally Effective

The EI generally develops outcomes and plans learning activities that connect to parent priorities. Some outcomes are still specific to test protocols and remediation of developmental skills. Activities and targets generally build upon each other to support past and future learning. The learning goal is specific and typically communicated; however, the strategies (task) provided to parent/caregiver is unclear and parents do not understand how to work on the skill between sessions. The success criteria is not always typically communicated to caregivers.

Effective

The EI consistently connects activities to past and future sessions, the learning goal is clearly communicated and the activity (performance task) success criteria are identified. The outcomes and intervention are aimed at advancing the children's and families engagement, independence and social relationships. EI writes outcomes and uses measures that make sense to families. Uses the OAT (Outcome Assessment Tool) to measure outcomes. Uses the SHoRe to collect information. Uses routines-based interview, follows evidenced based coaching (joint planning, look and listen, practice, reflection, feedback, joint planning)

Highly Effective

EI demonstrates all competencies in the effective category and uses a variety of methods to support family's understanding of the target, performance task and success criteria. EI provides visuals/pics to remind family of target, steps and criteria. Parents/caregivers provided support in learning to refer to the success criteria and use it to enhance natural learning opportunities that lead to practical improvements in their day to day activities. The EI develops outcomes and learning target collaboratively with parents/caregivers that build upon parent's ideas of targets, activities, strategies they are already using, and parents help determine the success criteria to measure progress.

NOTES

1.4 Demonstrates knowledge of child's individual needs and abilities (e.g. developmental, cultural, behavioral, medical, language, sensory) - Key Practice 6: The family's priorities, needs, and interests are addressed most appropriately by a primary provider who represents and receives team and community support.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>EI has little knowledge of the child's individual needs/abilities and rarely utilizes the data to plan specific strategies for meeting a child's and/or family's unique learning styles and goals. EI doesn't acknowledge the family's beliefs, values and cultural perspectives.</p>	<p>EI has knowledge of family/child's individual needs/abilities and utilizes some of the data in limited ways to plan specific strategies but they are not connected for meeting a child's and/or family's unique learning styles, goals and family routines. EI makes minimal efforts to support a family's beliefs, values and cultural perspectives.</p>	<p>EI constantly analyzes family's/child's individual needs/abilities by talking with family about how children learn through play and practice in their normally occurring routines. EI consistently utilizes the data to plan specific strategies for meeting a child's and or family's unique learning styles and goals. EI keeps abreast of changing circumstances, priorities and needs, interests, strengths and concerns and the EI adapt and supports the family as necessary. EI seeks to understand rather than judge families with different values and practices.</p>	<p>EI demonstrates all the competencies in the effective range. In addition, the EI consistently analyzes data in a variety of ways to plan specific strategies for meeting a child's and/or family's unique learning styles and goals. The EI uses teaming practices with collaboration with other providers, brings in other services and supports as needed that are compatible with family needs.</p>

NOTES

Domain 2: Learning Environment (20.00%)

2.1 Creates a learning environment that promotes optimal learning - Key Principle 1: Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>El rarely creates a learning environment that promotes optimal learning. Routines for collaboration and parent/caregiver contributions are not present. Parent/caregiver are not held accountable for their own learning. El brings toys and materials to the visit.</p>	<p>El generally creates a learning environment that promotes optimal learning. Routines for collaboration and parent/caregiver contributions are present but do not always yield an effective exchange of ideas. Parent/caregiver are held accountable to complete task but not necessarily their learning of skills. Interactions</p>	<p>El consistently creates a learning environment that promotes functional learning opportunities, based on child and family interest in natural learning environments. El uses toys and materials found in the home, helps the family understand how their toys and materials can be used or adapted. Routines for collaboration and</p>	<p>El consistently creates a learning environment that promotes optimal learning such as the majority of the interventions are completed by the parent/caregiver during the sessions. Routines for collaboration and parent/caregiver contributions are evident and effective. Parent/caregiver are coached towards being</p>

between EI and parent/caregiver suggest that the professional's input may be more valued than the family's. EI uses some materials already in the home. Parent status as a learner is sometimes elevated.

parent/caregiver contributions include joint planning and decision making and parent/caregiver contributions are evident and effective. Parent/caregiver are coached to regularly engage with their child during visits. Parent/caregiver contributions are valued. Parent/caregiver and EI interactions indicate that all team members are valued for their input. Parent/caregiver status as a learner is consistently elevated.

accountable for their own learning and taking ownership of learning and support others. Parent/caregiver contributions are valued, and adaptations are made to meet individual needs. Parent/caregiver and EI interactions indicate that all team members are valued for their input. Parent/caregiver status as a learner is elevated in a variety of ways.

NOTES

2.2 Manages session for optimal learning - Key Principle 1: Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts.

Ineffective

EI has difficulty managing the session, behavior, keeping focus, order and transitioning topics or activities. Norms for session are to conduct learning sessions in one environment. Most of activities with child are directed from the EI.

Minimally Effective

EI generally manages the session, behavior, keeping focus, order and transitioning topics or activities. Norms for sessions are to occasionally conduct learning sessions in various environments. Parent/caregiver are coached to participate in some activities directly with the child. Parents have little opportunity to demonstrate strategies or practice strategies (Look and Listen, Action).

Effective

EI consistently manages the sessions effectively, keeping focus, appropriate behavior, order and transitioning topics or activities. Sessions have a predictable routine which includes: exploring previous learning, problem solving, discussing data and responding to family/caregiver's current need or planned activity practicing strategies and planning for activities between sessions. Norms for sessions are to regularly explore different learning environments and activity setting to conduct session in natural environments and routines. Parent/caregiver are coached to collaborate with EI and actively try new strategies with their child as part of the norm.

Highly Effective

EI demonstrates all competencies in the effective category. In addition, the EI asks reflective questions to assist parents in independently solving problems. Parent/caregiver are given opportunity supported by coaching to actively take risks between sessions and collaborate and share with the EI on subsequent visits. Parent/caregiver are coached to take the lead in facilitating the norms. EI adjusts frequency and dosage based on family's needs.

NOTES

Domain 3: Evaluation/Assessment (20.00%)

3.1 Assessments are high quality and provide information about student needs and performance. Evaluations help decide whether a child is eligible for early intervention services - Key Principle #4: The early intervention process from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.

Ineffective

EI uses assessments to evaluate child's learning, but the assessment does not provide information about parent's priorities or child's strengths and needs. Several of the required evaluation components for a Part C eligibility and MMSE (if appropriate) are not evident in the EI's work. (Developmental evaluation, parent/child interaction, functional skills, vision/hearing/medical, multidisciplinary team) MMSE eligibility (additionally requires determining eligibility by looking at all eligibility categories to determine the appropriate eligibility). Doesn't follow Child Find Regulations. EI typically uses only formal assessments to gain information about a child's needs and performance. EI has difficulty using data to make eligibility decisions.

Minimally Effective

EI uses assessments to evaluate child learning; the quality of the assessment provides minimal information about parent/caregiver child's needs. EI sometimes includes the required evaluation components for a Part C eligibility and MMSE (if appropriate) Developmental evaluation, parent/child interaction, functional skills, vision/hearing/medical, multidisciplinary team) MMSE eligibility (additionally requires determining eligibility by looking at all eligibility categories to determine the appropriate eligibility). Occasionally follows Child Find regulations. Eligibility is usually evident from the assessment data. Data from observations and parent report are sometimes used to support eligibility and/or identify ongoing needs and outcomes.

Effective

EI uses a variety of assessment methods to evaluate child's learning; the quality of the assessment provides substantial information about parent/caregiver priorities and child's needs. EI follows all the required evaluation components for a Part C eligibility and MMSE if appropriate (Developmental evaluation, parent/child interaction, functional skills, vision/hearing/medical, multidisciplinary team) MMSE eligibility (additionally requires determining eligibility by looking at all eligibility categories to determine the appropriate eligibility). EI follows Child Find Regulations. EI uses appropriate protocols for identification of Part B eligibility. Evaluations clearly indicate eligibility for early intervention services. Data from observations and parent report are consistently used to support eligibility or ineligibility and identify ongoing needs and outcomes.

Highly Effective

EI demonstrates all competencies listed in the effective category. In addition, dynamic assessment and high-quality data is descriptive and used to support eligibility or ineligibility. The quality of assessment methods provides comprehensive information about parent/caregiver priorities and child's strengths and needs. Information is collected through RBI, SHoRE and outcomes are connected. Functional skills are reflected as well as the formal evaluation. Service frequency is determined through ongoing assessment of the child and family needs and adjusted by flexible scheduling to support the needs of parents/ caregivers and the child in reaching desired outcomes.

NOTES

3.2 Collaborates with caregivers and team members regarding performance expectations and child's progress - Key Principle #6: The family's priorities, needs, and interests are addressed most appropriately by a primary provider who represents and receives team and community support.

Ineffective

Minimally Effective

Effective

Highly Effective

EI does not provide opportunities for parent/caregiver to assess their own learning. EI does not bring data to team members for support. EI does not typically share data with team members.

EI sometimes provides opportunity for caregivers to assess their learning but does not connect progress to the bigger goal; parent/caregivers are given an opportunity at the 6-month review and annual IFSP to provide feedback and determine new outcomes. Team members are sought for support, but data reveals minimal information about what the child is doing or what has been tried at visits.

EI consistently provides opportunity for the caregiver to assess their own learning; connections with/to the target are deepened by regular contributions from other team members; based upon data driven information. Parents/caregivers are coached to provide feedback about child progress at the 6-month review as well as on specific learning targets at each session.

EI demonstrates all the competencies in effective rating. In addition, parents/caregivers are coached to utilize the success criteria tied to outcomes to gauge improvement and to determine new learning outcomes and needed and frequency of visits.

NOTES

3.3 Utilizes assessment data to guide instructional decision making - Key Principle #7: Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.

Ineffective	Minimally Effective	Effective	Highly Effective
EI does not use data to inform instruction and does not have a system to collect and analyze data.	EI uses assessment data in the moment to make modifications in instruction; has a system of recording assessment data but does not use it to inform practice.	EI uses assessment data to modify instruction in the moment and in the future; instructional modifications based on parent/caregiver/caregivers/child's performance, general feedback is provided regarding the learning targets; EI uses a variety of systems to collect, record, and analyze data to modify instruction.	EI uses assessment data to modify lessons in the moment and in the future; instructional modifications based on parent/caregiver/caregivers/child's performance; feedback is targeted and specific to the individual learner. EI has systems in place to record and analyze data to inform daily practices as well as the IFSP outcomes. Data collection is collaborative and makes sense to the family.

Domain 4: Instruction (20.00%)

4.1 Engaging families in learning - Key Principle #4: The early intervention process from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.

Ineffective	Minimally Effective	Effective	Highly Effective
EI does not utilize question types that	EI sometimes utilizes question types	EI utilizes a variety of open-ended	EI demonstrates all of the

engage families and elicit family preferences, ideas or reflections on strategies or their child's skills.

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questions (reflective questions-awareness, analysis, action, alternative) that engage families and elicits family preferences, ideas or reflections on strategies or their child's skills. EI provides clarifications and feedback to further access caregiver thinking. EI utilizes strategies that allow caregivers to implement strategies and reflect on them as they relate to their individual child.

competencies in the effective range. In addition, the parent/caregiver is coached to seek out other relevant people (family, child care) using probe questions to engage them in supporting their child.

NOTES

4.2 Instruction promotes parent/caregiver learning and ownership; scaffolding of strategies leads to parent/caregiver learning and independence - Key Principle 3: The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child's life.

Ineffective

EI rarely aligns parent/caregiver preferences with instruction nor uses the natural environment or daily routines to support learning and caregiver independence. EI rarely use scaffolds that result in caregiver ownership and independence.

Minimally Effective

EI sometimes utilizes family preferences and offers opportunities to embed learning in natural environments and daily routines. EI typically determines how and where these will be used. Some scaffolds are used to support ownership, but these are not typically result in responsibility being turned over to parent/caregivers to promote their child's learning.

Effective

EI consistently utilizes family preferences and solicits ideas from parent/caregiver about how to accomplish the task within their daily routine and natural environments. The EI scaffolds learning, releasing responsibility to the caregiver to support their child's learning by utilizing all components of coaching. Parents/Caregivers are provided coaching that supports them in implementing the strategies between visits.

Highly Effective

EI demonstrates all the competencies in the effective practice. In addition, parents/caregivers are coached so they are able to implement the task between visits and generalize the learning to other routines, environment and activity settings.

NOTES

4.3 Instruction aligns with the child development and programs philosophies (primary service provider) model - Key Principle 1- Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar context.

Ineffective

EI typically uses their own materials

Minimally Effective

EI sometimes uses their own materials

Effective

EI consistently makes intentional and

Highly Effective

EI demonstrates all the competencies

during the visits that do not align with targets or family preferences. Materials are not left for families to use between visits. EI typically only teaches intervention strategies from their own discipline, does not seek co-visits from team members and tends to work directly with the child on visits.

but generally uses materials from the home that align with targets and family preferences. EI teaches a few strategies to parents/caregivers for a few areas of development; will sometimes seek out team members for support with discipline-specific strategies.

individualized decisions about materials used with children, that are aligned with targets and parent preferences. EI teaches caregivers multiple strategies supporting the whole child's development supporting all developmental domains. Team members are regularly sought out for problem solving, teaming, co-visits or feedback.

in effective practice. In addition, EI supports caregivers with implementing the task between visits and generalize the learning to other routines, environments or activity settings.

NOTES

4.4 Demonstrates flexibility and responsiveness for differentiated instruction - Key Principle 2: All families, with the necessary supports and resources can enhance their children's learning and development.

Ineffective

EI does not apply strategies that differentiate for individual learning and support identified strengths and needs.

Minimally Effective

EI uses one strategy (time, space, structure or materials) to differentiate for individual learning and support identified strengths and needs.

Effective

EI uses multiple strategies (time, space, structure and materials) to differentiate for individual learning and to support identified strengths and needs.

Highly Effective

EI uses multiple strategies (time, space, structure and materials) to differentiate for individual learning and supports strengths and needs and provides specific, yet flexible supports within the strategies.

NOTES

Domain 5: Professional Collaboration and Communication (20.00%)

5.1 Collaboration with peers and administrators to improve student and family learning - Key Principle #7: Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations

Ineffective

EI rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice, parent learning or child knowledge and acquisition of skills, social relationships and independence.

Minimally Effective

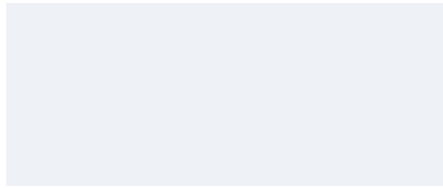
EI sometimes collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, parent learning or child knowledge and acquisition of skills, social

Effective

EI consistently collaborates and engages in inquiry with peers and administrators or the purpose of improving instructional practice, parent learning or child knowledge and acquisition of skills, social

Highly Effective

EI consistently collaborates and engages in inquiry with peers and administrators or the purpose of improving instructional practice, parent learning or child knowledge and acquisition of skills, social



relationships and independence. EI provides minimal contributions to collaborative work.

relationships and independence. EI offers meaningful contributions to collaborative work.

relationships and independence. EI offers meaningful contributions to collaborative work. EI occasionally leads collaborative work and/or EI serves as a mentor for others growth and development.

NOTES

5.2 Communication and collaboration with parent/caregiver - Key Principle #4 The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.

Ineffective

EI's communication with parents/caregivers are limited in type and content.

Minimally Effective

EI communicates with most parent/caregiver are varied in content but EI usually relies on one method for communication.

Effective

EI communications with all parent/caregivers are varied in content (eg outcomes, resources, program components, strategies, community opportunities, progress) and the EI utilizes multiple tools to communicate. Communications are responsive, timely and respectful. EI considers the language needs of parents/caregivers.

Highly Effective

EI demonstrates all of the competencies in the effective range. In addition, the EI effectively engages in the two-way communication and is responsive to parent/caregiver insights.

NOTES

5.3 Communication within the school community about child's progress - Key Principle #7-see A

Ineffective

EI does not adequately maintain child records. EI rarely communicates child/family progress information to relevant individuals with the school community. Rarely follows WISD early intervention guidebook.

Minimally Effective

EI generally maintains child records. EI communicates child/family progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g. test scores only). Generally, follows WISD early intervention guidebook.

Effective

EI consistently maintains accurate and systematic records. EI communicates child progress information “including both successes and challenges” to relevant individuals within primary service provider team, evaluation team and/or transition team in a timely accurate and organized manner. Consistently follows WISD Early Intervention

Highly Effective

EI demonstrates all the competencies in the effective range. In addition, the EI communicates positively about child's/family's successes and challenges to others. EI communications within the primary service provider team, evaluation team and/or transition team lead to growth in the child's progress and/or family outcomes. EI contributes to

Guidebook.

processes in WISD Early Intervention Guidebook.

NOTES

5.4 Support of school, district and state curricula, policies and initiatives - Key Principle #7-see A

Ineffective

EI is unaware of or does not support school district or program policies, district or state/federal requirements. (e.g. WISD EI Binder, MARSE, IDEA Part C). EI violates a district policy or rarely follows district protocols.

Minimally Effective

EI supports and has a general understanding of most of the school, district, program and state/federal requirements. (E.g. WISD EI binder, MARSE, IDEA Part C). EI sometimes follows district policies and implements district protocols.

Effective

EI respectfully and actively supports district and program policies and state/federal requirements. (e.g. WISD EI Binder, MARSE, IDEA Part C). Team member consistently follows district and program policies and implements protocols and state/federal requirements.

Highly Effective

EI demonstrates all the competencies in the effective range. In addition, EI actively seeks opportunities to take on leadership roles in developing and implementing program, district and state initiatives.

NOTES

5.5 Ethics and advocacy - Key Principle #2: All families, with the necessary supports and resources, can enhance their children's learning and development

Ineffective

EI professional role toward team members, supervisors, and families is unfriendly or demeaning, crosses ethical boundaries or is unprofessional.

Minimally Effective

EI's professional role toward team members, supervisors, and families is friendly, ethical and professional and supports learning for all students, including the historically underserved. EI interactions are inconsistent across team members, administration and families. EI sometimes acts to advocate for individual child or family needs.

Effective

EI's professional role toward team members, supervisors, and families is friendly, ethical and professional and supports learning for all students, including the historically underserved. EI consistently advocates for fair and equitable practices for all children and families. EI advocates for fair and equitable practices for all children and families.

Highly Effective

EI demonstrates all the competencies in the effective range. In addition, EI challenges adult attitudes and practices that may be harmful or demeaning to children/families. EI's behavior serves as a model for the team regarding ethical practices and advocacy efforts.

NOTES