COS Process Modules 5 and 6

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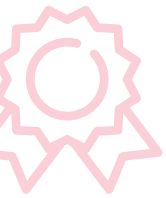mdek12.org

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April 21, 2021

1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens
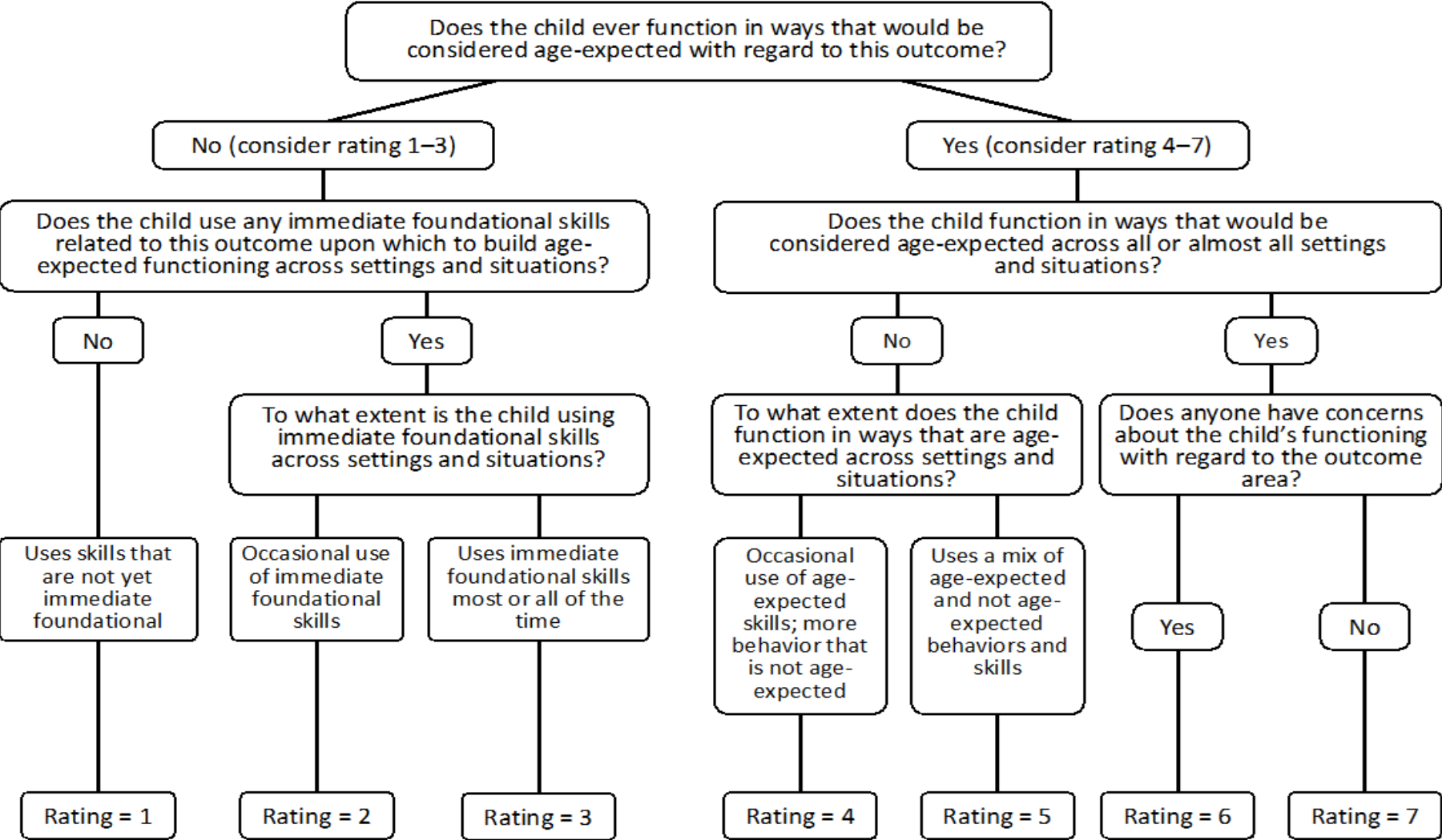
MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3)

Yes (consider rating 4–7)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

No

Yes

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

No

Yes

Uses skills that are not yet immediate foundational

To what extent is the child using immediate foundational skills across settings and situations?

Occasional use of immediate foundational skills

Uses immediate foundational skills most or all of the time

To what extent does the child function in ways that are age-expected across settings and situations?

Occasional use of age-expected skills; more behavior that is not age-expected

Uses a mix of age-expected and not age-expected behaviors and skills

Does anyone have concerns about the child's functioning with regard to the outcome area?

Yes

No

Rating = 1

Rating = 2

Rating = 3

Rating = 4

Rating = 5

Rating = 6

Rating = 7

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Special Considerations

- Ratings are always provided on all three outcomes to give a complete picture of the child's functioning.

- Do not adjust age for prematurity.

- Students with communication delays, particularly articulation, should not be assumed to be rated a 7. Consider how their communication affects their functioning with regard to each of the three outcomes.

- Consider how atypical behaviors affect functioning in each outcome area.

- Ratings should reflect any assistive technology devices the child uses regularly.

- Eligibility determination is independent of the child outcomes rating.

- Team needs a complete picture of the child's functioning across settings and situations.

- Explain the process to the family so they can participate meaningfully.

- Use effective teaming practices.

  - Plan ahead.

  - Have a rich discussion about the child's functioning across skills and settings as related to age expectations.

  - Consider as a team the criteria on the 7-point scale using the decision tree.

  - If team can't reach consensus, leader needs to check for differences in understanding.

- Two required staff members should complete the modules first in a "train the trainer" approach.

- Trainers should go back and train other early childhood special education (and general education) staff members as soon as possible.

- Each module has a PowerPoint you can use in your staff training.

- Use a variation of the "Just For Me" activities for Modules 5 and 6 in your staff training so participants can have some interaction and practice.

Modules 7 and 8 completed by May 5

https://ectacenter.org/eco/pages/cos.asp

Review webinar May 5 at 3:30 pm

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