

# Output 2

## Educational Setting Environment & Pedagogical Climate Observation Scale



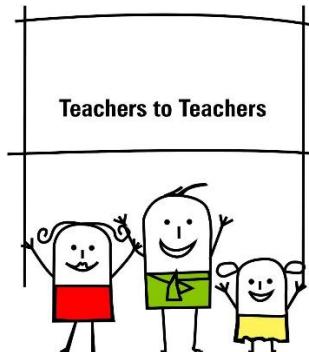
**Designing Curriculum for Pre-school Teachers Who  
Work in Inclusive Classroom Settings  
(Teachers to Teachers)**

# 2018

Erasmus+



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**"TEACHERS-to-TEACHERS'**  
**Designing Curriculum for Pre-school Teachers Who Work in**  
**Inclusive Classroom Settings**

**EDUCATIONAL SETTING ENVIRONMENT AND  
PEDAGOGICAL CLIMATE OBSERVATION SCALE  
(Contract Number: 2016-1-TR01-KA201-034660)**

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O2

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# TABLE OF CONTENT

<b>A</b>	<b>INSTRUCTIONS</b>	<b>4</b>
INSTRUCTIONS		4
<b>B</b>	<b>SCORING SYSTEM</b>	<b>5</b>
SCORING SYSTEM		5
<b>C</b>	<b>EDUCATIONAL SETTING ENVIRONMENT</b>	<b>6</b>
EDUCATIONAL SETTING ENVIRONMENT		6
<b>D</b>	<b>PEDAGOGICAL CLIMATE</b>	<b>7</b>
PEDAGOGICAL CLIMATE		7
<b>E</b>	<b>REFERENCES</b>	<b>15</b>
REFERENCES		15

# A

## INSTRUCTIONS

This scale is an environmental assessment designed to be used by the professionals who work for schools, agencies and professionals. It is also can be used as self-assessment by teachers, program directors, and other administrators.

Items in the scale are organized under the following domains:

Educational Setting Environment	Pedagogical Climate
Safety	Verbal Interactions
Classroom Organization	Teacher Behaviors
Classroom Materials	Curriculum & Instructions

Prior to administration of the Scale:

Anyone wishing to use the scale should examine the details of the scale and the scoring system.

# B

## SCORING SYSTEM

### Scoring System

Prior to administration, please read the entire scale carefully.

Along with the score sheet scores should be based upon the current situation that is observed

When scoring an item, always consider option 1 first and the continue upward until the correct score is obtained

Ratings are assigned in the following manner:

The observer marks 1, if there is no indication at all for the defined item.

The observer marks 2, if there is very little indication for the defined item.

The observer marks 3, if there is some indication for the defined item, but it is not strong evidence for accepting it as perfect.

The observer marks 4, if there is strong indication for the defined item, but still it is not perfect.

The observer marks 5, if there is indication for perfect example of defined item.

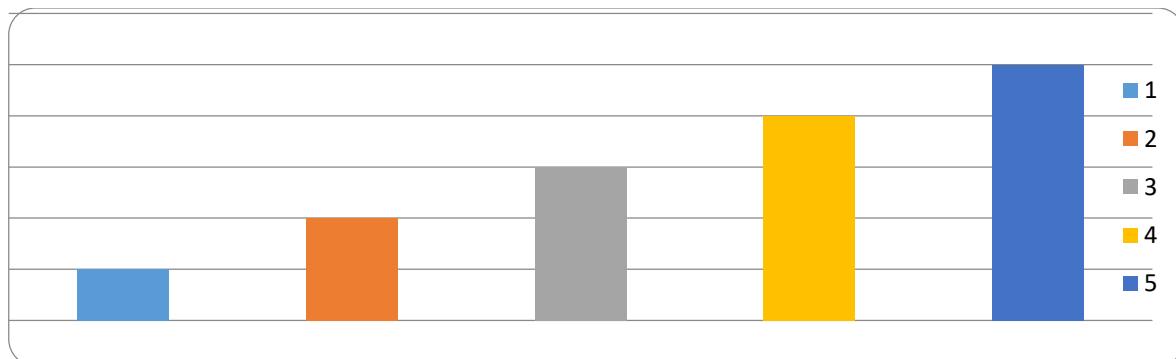
Almost  
no  
evidence  
at all

Little  
evidence,  
far from  
being  
acceptable

Some  
evidence,  
but not  
enough

Considerable  
evidence  
enough

Perfect  
evidence



Please check (✓) the rating you observe related to the item on the table.

# C

## EDUCATIONAL SETTING ENVIRONMENT

### A- EDUCATIONAL SETTING ENVIRONMENT

A-1	Safety	Score	Notes
A-1-1	The furniture in the classroom is mainly clear of hazards.		
A-1-2	Staff is responsible to prevent any safety problems.		
A-1-3	There are classroom safety rules.		
A-1-4	The equipment in the classroom is mainly clear of hazards.		
A-1-5	Staff arranges is the classroom suitable to observe students.		
A-1-6	The Classroom design allows students to access special equipment they need. (e.g., wheelchairs, support walkers).		
A-1-7	The classroom is always hygienic.		
A-1-8	Staff gives importance to maintaining students' own health practices		
A-1-9	The sanitation in the classroom is always maintained.		

A-2	Classroom Organization	Score	Notes
A-2-1	Students have enough space required to be instructed efficiently.		
A-2-2	Students' seats are designed to be easily recognizable by students using color, shapes or pictures. /		
A-2-3	Activity and learning areas are available for everyone.		
A-2-4	Other areas are designed to engage in quiet or leisure activities.		
A-2-5	All areas are designed to be easily recognizable according to their purpose and function by using the relevant tools and equipment.		
A-2-6	Distracting elements in the classroom are cleared.		

A-3	Classroom Materials	Score	Notes
A-3-1	Classroom materials are organized in the way that allows them to reuse appropriately.		
A-3-2	The classroom materials are accessible to students.		
A-3-3	Classroom materials appear developmentally age appropriate.		
A-3-4	All classroom materials are easy to keep clean and good working condition.		
A-3-5	There are enough materials for all students to participate in classroom activities		

# D

# PEDAGOGICAL CLIMATE

## A- PEDAGOGICAL CLIMATE

B-1	Verbal Interaction	Score	Notes
B-1-1	The social language is appropriate to the student, based on age and developmental level (e.g., verbal greeting, sign language). /		
B-1-2	All staff are responsive to children's initiation of communication.		
B-1-3	All staff support communication among children		
B-1-4	Besides staff, individuals out of classroom can also support communication among children.		

B-2	Teacher Behaviors	Score	Notes
B-2-1	All staff ignores inappropriate behavior.		
B-2-2	All staff reinforce students' positive behaviors by defining and praising.		
B-2-3	The feedback given by the staff includes correction of the wrong responses,		
B-2-4	The feedback given by the staff defines the right model		
B-2-5	The feedback given by the staff acknowledges by giving feedback on students' positive behaviors		
B-2-6	Staff reinforces students according to their individuality.		
B-2-7	A staff use natural reinforces.		
B-2-8	Staff instructs students clearly appropriate to the task.		
B-2-9	Staff ensures students to start and maintain the task.		
B-2-10	Staff emphasizes students' care about each other.		

B-3	Curriculum and Instruction	Score	Notes
B-3-1	Staff uses choice-making as an element of instruction in various activities. (e.g., activity choices within the classroom, who to work with, writer type a project).		
B-3-2	Staff uses varied instructional methods. (e.g., teacher-lead, embedded instruction, small and large group activities). /.		
B-3-3	Staff uses purpose appropriate strategies.		
B-3-4	Staff makes use of eye-contact with students.		
B-3-5	Instructions are given in multiple formats (e.g., product sample, written, verbal, pictures). /		
B-3-6	Staff focuses on students' IEP goals.		
B-3-7	The lengths of the sessions are appropriate to maintain students' attention and engagement.		
B-3-8	Controls of the distractions are maximized while instruction is carried out. (e.g., sharpening pencils, another staff coming in and out of classroom).		
B-3-9	Students are located in the best place that they can be most effectively.		
B-3-10	Prompting is provided as much as student level of need.		
B-3-11	Instruction is supported by visual materials.		
B-3-12	Staff maintains effective interaction and communication with		

	everyone throughout the instruction.		
B-3-13	Staff supplies good model to enhance students' social and academic behaviors.		
B-3-14	Curriculum is designed to foster students' social interaction.		

## APPENDIX: Item Explanations & Rubric

### CLASSROOM ENVIRONMENT

#### A-1 Safety

	1	2	3	4	5
A-1-1	__There are more than one furniture that can be hazardous to the students	__There are only one piece of furniture that can be hazardous to the students /	__There are some furniture that could be hazardous, some of them got fixed, but not all of them	__There are some furniture that could be hazardous, but fixed before something happened	__There are no any furniture that can be hazardous to the students /
A-1-2	__There has been no indication that staff were preventive for safety problems/	__ There has been very little indication that the staff were preventive	__ There has been some indication that the staff took some safety measures /	__ There has been indication that the staff took great deal of safety measures	__The staff already took all necessary safety measures
A-1-3	__There is no classroom safety rules at all	__There are very limited number of rules, but not clear to everybody	__There are some rules, but not clear to everybody	__There are some safety rules in the classroom	__There are detailed safety rules, and reminder in the classroom.
A-1-4	__There are more than one equipment that can be hazardous to the students/	__There are only one piece of equipment that can be hazardous to the students	__There are some equipment that could be hazardous, some of them got fixed, but not all of them/	__There are some equipment that could be hazardous, but fixed before something happened	__There are no any equipment that can be hazardous to the students
A-1-5	__There are several blind spots that cannot be observed at all times	__There are one or two spots that are very difficult to observe always	__There is one blind spot, but not very difficult observing the classroom/	__Everywhere in the classroom can be observed with very little modification	__Everywhere in the classroom can be observed at all times
A-1-6	__The classroom design does not allow to access any special equipment /	__The classroom design needs several design changes to access special equipment .	__The classroom design needs some changes to access special equipment / S	__The classroom design can allow to access special equipment with little changes	__The classroom design allows to access any special equipment perfectly
A-1-7	__The classroom does not appear hygienic and the students are not taken care of properly	__The classroom and the students have limited hygiene	The classroom and the students have hygiene but still requires some work	__The classroom and the students have adequate hygiene	__The classroom appears hygiene at all times
A-1-8	__The staff does not give importance to maintaining students' own health practices	__The staff gives very small importance to maintaining students' own health	__The staff gives limited importance to maintaining students' own health practices	__The staff gives importance to maintaining students' own health practices	__The staff gives importance to maintaining students' own health practices

		practices			
A-1-9	<input type="checkbox"/> The classroom does not appear sanitary	<input type="checkbox"/> Limited effort has been spent for sanitation	<input type="checkbox"/> Adequate sanitation is maintained by staff /	<input type="checkbox"/> Sanitation is maintained in the classroom	<input type="checkbox"/> Sanitation is 'consistently' maintained in the classroom

## A-2 Classroom Organization

	1	2	3	4	5
A-2-1	<input type="checkbox"/> Students do not have enough space required to be instructed efficiently. /	<input type="checkbox"/> Students have very small space which is not enough for effective instruction	<input type="checkbox"/> Students have some space but not enough to be instructed efficiently /	<input type="checkbox"/> Students have some space to be instructed	<input type="checkbox"/> Students have enough space required to be instructed efficiently.
A-2-2	<input type="checkbox"/> Students' seats are NOT designed to be easily recognizable by students through the use of color, shapes or pictures.	<input type="checkbox"/> Students' seats are designed to be recognized by the students based on one dimension /	<input type="checkbox"/> Students' seats are designed to be recognized by the students based on two dimensions /	<input type="checkbox"/> Students' seats are designed to be recognized by the students based on several dimensions	<input type="checkbox"/> Students' seats are designed to be easily recognizable by students through the use of color, shapes or pictures.
A-2-3	<input type="checkbox"/> Activity and learning areas are NOT available for everyone.	<input type="checkbox"/> Activity and learning areas are small and not enough for everyone	<input type="checkbox"/> Activity and learning areas are small but available for everyone	<input type="checkbox"/> Activity and learning areas are considerably available for everyone	<input type="checkbox"/> Activity and learning areas are available for everyone.
A-2-4	<input type="checkbox"/> Other areas are NOT designed to engage in quiet or leisure activities /	<input type="checkbox"/> Only small areas are designed to engage in quiet or leisure activities	<input type="checkbox"/> There are areas available but not designed for activities	<input type="checkbox"/> There are areas available for quiet or leisure activities, but not enough	Other areas are designed to engage in quiet or leisure activities
A-2-5	<input type="checkbox"/> All areas are NOT designed to be easily recognizable according to their purpose and function by using the relevant tools and equipment.	<input type="checkbox"/> There is limited indicators to recognize the function of the areas	<input type="checkbox"/> There are some indicators to recognize the function of some areas in the classroom	<input type="checkbox"/> There are some indicators to recognize the function of areas in the classroom	<input type="checkbox"/> All areas are designed to be easily recognizable according to their purpose and function by using the relevant tools and equipment.
A-2-6	<input type="checkbox"/> Distracting elements in the classroom are NOT cleared.	<input type="checkbox"/> Distracting elements in the classroom are cleared very little, and causing serious interruption	<input type="checkbox"/> Distracting elements in the classroom are not cleared, and causing interruption	<input type="checkbox"/> Distracting elements in the classroom are not cleared, but not causing any serious interruption	<input type="checkbox"/> Distracting elements in the classroom are cleared.

## A-3 Classroom Materials

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A-3-1</b>	<input type="checkbox"/> Classroom materials are NOT organized in the way that allows them to reuse appropriately.	<input type="checkbox"/> Classroom materials are organized in the way that allows them to use just sometimes	<input type="checkbox"/> Classroom materials are organized in the way that allows them to use appropriately time to time	<input type="checkbox"/> Classroom materials are organized in the way that not always allows them to use properly.	<input type="checkbox"/> Classroom materials are organized in the way that allows them to reuse appropriately.
<b>A-3-2</b>	<input type="checkbox"/> The classroom materials are NOT accessible to students	<input type="checkbox"/> The classroom materials are not in good condition to be accessed by the students	<input type="checkbox"/> The classroom materials are in working to be accessed by students.	<input type="checkbox"/> The classroom materials are in good condition to be accessed by the students	<input type="checkbox"/> The classroom materials are accessible to students
<b>A-3-3</b>	<input type="checkbox"/> Classroom materials DO NOT appear developmentally age appropriate.	<input type="checkbox"/> Some of the classroom materials appear developmentally age appropriate	<input type="checkbox"/> Classroom materials appear developmentally age appropriate to some level.	<input type="checkbox"/> Most of the classroom materials appear developmentally age appropriate	<input type="checkbox"/> Classroom materials appear developmentally age appropriate.
<b>A-3-4</b>	<input type="checkbox"/> All classroom materials are NOT easy to keep clean and good working condition.	<input type="checkbox"/> Most materials are not clean and in good working condition	<input type="checkbox"/> Some classroom materials are clean and in good working condition	<input type="checkbox"/> Most classroom materials are clean and in good working condition	<input type="checkbox"/> All classroom materials are easy to keep clean and good working condition
<b>A-3-5</b>	<input type="checkbox"/> There are NOT enough materials for all students to participate in classroom activities.	<input type="checkbox"/> There are very limited number of materials can be shared by the students	<input type="checkbox"/> There are some materials can be shared by the students.	<input type="checkbox"/> There are considerable amount of materials can be shared by the students.	<input type="checkbox"/> There are enough materials for all students to participate in classroom activities.

## B- PEDAGOGICAL CLIMATE

### B-1 Verbal Interactions

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>B-1-1</b>	— The social language is NOT appropriate to the student, based on age and developmental level (e.g., verbal greeting, sign language).	—The social language use is either age or developmentally insufficient	— The social language use is insufficient	—The social language is usually appropriate most of the times.	— The social language is appropriate to the student, based on age and developmental level (e.g., verbal greeting, sign language).
<b>B-1-2</b>	Staff does not responsive to children's inititaion of communication	Staff are rarely responsive to children's inititaion of communication	Staff are time to time responsive to children's inititaion of communication	Staff are most of the time responsive to children's inititaion of communication	Staff are all the time responsive to children's inititaion of communication
<b>B-1-3</b>	Staff does not support interaction among children	Staff rarely support interaction among children	Staff rtime to time support interaction among children	Staff rmost of the time support interaction among children	Staff rall the time support interaction among children
<b>B-1-4</b>	Staff does not support communication between children and individual out of the classroom.	Staff rarely support communication between children and individual out of the classroom.	Staff time to time support communication between children and individual out of the classroom.	Staff most of the time support communication between children and individual out of the classroom.	Staff all the time support communication between children and individual out of the classroom.

## B-2 Teacher Behaviors

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>B-2-1</b>	— All staff pays attention to inappropriate behavior.	— All staff pays attention to inappropriate behavior frequently	— Staff pays attention to inappropriate behavior time to time	mostly ignores inappropriate behavior	— All staff ignores inappropriate behavior
<b>B-2-2</b>	— Staff DOES NOT reinforce students' positive behaviors by defining and praising	— Staff reinforces students' positive behaviors without defining and praising	— Staff reinforce students' positive behaviors by defining and praising time to time.	— staff reinforce students' positive behaviors by defining and praising frequently, but not all the time	— All staff reinforce students' positive behaviors by defining and praising.
<b>B-2-3</b>	Staff does not includes correction of the wrong responses in the feedbacks	Staff rarely includes correction of the wrong responses in the feedbacks	Staff time to time includes correction of the wrong responses in the feedbacks	Staff most of the time includes correction of the wrong responses in the feedbacks	Staff all the time includes correction of the wrong responses in the feedbacks
<b>B-2-4</b>	Staff does not defines the right model in the feedbacks	Staff rarely defines the right model in the feedbacks	Staff time to time defines the right model in the feedbacks	Staff most of the time defines the right model in the feedbacks	staff defines the right model in the feedbacks
<b>B-2-5</b>	Staff does not acknowledges by giving feedback on students' positive behaviors	Staff rarely acknowledges by giving feedback on students' positive behaviors	Staff time to time acknowledges by giving feedback on students' positive behaviors	Staff most of the time acknowledges by giving feedback on students' positive behaviors /	Staff acknowledges by giving feedback on students' positive behaviors /
<b>B-2-6</b>	— Staff DOES NOT reinforce students according to their individuality.	— Staff reinforces students according to their a few characteristics	— Staff reinforces students according to their some individual characteristics	— Staff reinforces students according to their individuality frequently	— Staff reinforces students according to their individuality.
<b>B-2-7</b>	— Staff DOES NOT use natural reinforces.	— Staff uses natural reinforces "rarely"	— Staff uses natural reinforces "time-to-time"	— Staff uses natural reinforces "most of the times"	— Staff uses natural reinforces. /
<b>B-2-8</b>	— Staff DOES NOT instruct students clearly appropriate to the task.	— Staff lacks in instructing student clearly appropriate to the task	— Staff instructs students, but requires more effort in instructing appropriate to the task	— Staff instructs students, but requires a little bit more effort in instructing appropriate to the task	— Staff instructs students clearly appropriate to the task
<b>B-2-9</b>	— Staff DOES NOT ensure students to start and maintain the task.	— Staff has very small success in ensuring students to start and maintain the task	— Staff has success in ensuring students to start and maintain the task, but for short time	— Staff has success in ensuring students to start and maintain the task, considerably longer time	— Staff ensures students to start and maintain the task until it finishes
<b>B-2-10</b>	— Staff DOES NOT emphasize students' care about each other	— Staff do some limited work on emphasizing students' care about each other	— Staff do some work on emphasizing students' care about each other, but it has very little effect on the behaviors	— Staff do some work on emphasizing students' care about each other, has some effect but it is not enough	— Staff emphasizes students' care about each other.

**B-3 Curriculum and Instruction**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>B-3-1</b>	<u>Staff DOES NOT use choice-making as an element of instruction in various activities. (e.g., activity choices within the classroom, who to work with, writer type a project).</u>	<u>Staff shows little indication that uses choice-making as an element of instruction in various activities</u>	<u>Staff shows some indication that uses choice-making as an element of instruction in various activities</u>	<u>Staff shows considerable indication that uses choice making as an element of instruction in various activities</u>	<u>Staff uses choice-making as an element of instruction in various activities. (e.g., activity choices within the classroom, who to work with, writer type a project).</u>
<b>B-3-2</b>	<u>Staff DOES NOT use varied instructional methods. (e.g., teacher-lead, embedded instruction, small and large group activities).</u>	<u>Staff shows little indication that uses varied instructional methods.</u>	<u>Staff shows some indication that uses varied instructional methods.</u>	<u>Staff shows considerable indication that uses varied instructional methods.</u>	<u>Staff uses varied instructional methods. (e.g., teacher-lead, embedded instruction, small and large group activities).</u>
<b>B-3-3</b>	<u>Staff DOES NOT use purpose appropriate strategies.</u>	<u>Staff uses purpose appropriate strategies rarely.</u>	<u>Staff uses purpose appropriate strategies sometimes.</u>	<u>Staff uses purpose appropriate strategies frequently.</u>	<u>Staff uses purpose appropriate strategies /</u>
<b>B-3-4</b>	<u>Staff DOES NOT make use of eye-contact with students.</u>	<u>Staff makes use of eye-contact with students rarely.</u>	<u>Staff makes use of eye-contact with students time-to-time.</u>	<u>Staff makes use of eye-contact with students frequently.</u>	<u>Staff makes use of eye-contact with students.</u>
<b>B-3-5</b>	<u>Instructions are NOT given in multiple formats (e.g., product sample, written, verbal, pictures).</u>	<u>Instructions are given in multiple formats rarely</u>	<u>Instructions are sometimes given in multiple formats</u>	<u>Instructions are given in multiple formats frequently</u>	<u>Instructions are given in multiple formats (e.g., product sample, written, verbal, pictures)</u>
<b>B-3-6</b>	<u>Staff DOES NOT focuses on students' IEP goals.</u>	<u>Staff shows little indication of focusing on students' IEP goals.</u>	<u>Staff shows some indication of focusing on students' IEP goals.</u>	<u>Staff shows considerable indication of focusing on students' IEP goals</u>	<u>Staff focuses on students' IEP goals.</u>
<b>B-3-7</b>	<u>The lengths of the sessions are NOT appropriate to maintain students' attention and engagement.</u>	<u>The lengths of the sessions are "too long" to maintain students' attention and engagement.</u>	<u>The lengths of the sessions are "long" to maintain students' attention and engagement.</u>	<u>The lengths of the sessions are somehow appropriate to maintain students' attention and engagement.</u>	<u>The lengths of the sessions are appropriate to maintain students' attention and engagement.</u>
<b>B-3-8</b>	<u>Controls of the distractions are NOT maximized while instruction is carried out. (e.g., sharpening pencils, other staff coming in and out of classroom).</u>	<u>Controls of the distractions are limited while instruction is carried out.</u>	<u>Controls of the distractions are provided to some level while instruction is carried out.</u>	<u>Controls of the distractions are considerably provided while instruction is carried out.</u>	<u>Controls of the distractions are maximized while instruction is carried out. (e.g., sharpening pencils, other staff coming in and out of classroom).</u>
<b>B-3-9</b>	<u>Students are NOT located in the best</u>	<u>Only few of the students are located</u>	<u>Some of the students are located</u>	<u>Most of the students are located</u>	<u>Students are located in the best</u>

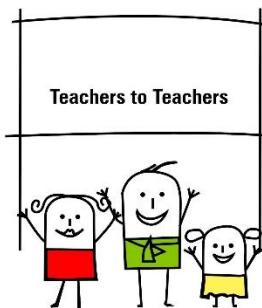
	place that they can be most effectively.	in the best place that they can be most effectively.	in the best place that they can be most effectively.	in the best place that they can be most effectively.	place that they can be most effectively.
<b>B-3-10</b>	<u>Prompting is NOT provided as much as student level of need.</u>	<u>Prompting is rarely provided as much as student level of need.</u>	<u>Prompting is sometime provided as much as student level of need.</u>	<u>Prompting is frequently provided as much as student level of need.</u>	<u>Prompting is provided as much as student level of need.</u>
<b>B-3-11</b>	<u>-Instruction is NOT supported by visual materials.</u>	<u>Instruction is rarely supported by visual materials.</u>	<u>Instruction is sometimes supported by visual materials.</u>	<u>Instruction is frequently supported by visual materials.</u>	<u>Instruction is supported by visual materials.</u>
<b>B-3-12</b>	<u>Staff DOES NOT maintain effective interaction and communication with everyone throughout the instruction.</u>	<u>Staff shows little indication of maintaining effective interaction and communication with everyone throughout the instruction.</u>	<u>Staff shows some indication of maintaining effective interaction and communication with everyone throughout the instruction.</u>	<u>Staff shows considerable indication of maintaining effective interaction and communication with everyone throughout the instruction.</u>	<u>Staff maintains effective interaction and communication with everyone throughout the instruction.</u>
<b>B-3-13</b>	<u>Staff DOES NOT supply good model to enhance students' social and academic behaviors.</u>	<u>Staff supplies almost ineffective model to enhance students' social and academic behaviors.</u>	<u>Staff supplies some model to enhance students' social and academic behaviors.</u>	<u>Staff supplies somehow effective model to enhance students' social and academic behaviors.</u>	<u>Staff supplies good model to enhance students' social and academic behaviors</u>
<b>B-3-14</b>	<u>Curriculum is NOT designed to foster students' social interaction.</u>	<u>Curriculum is designed to foster students' social interaction at the lowest level.</u>	<u>Curriculum is designed to foster students' social interaction at the mid-level.</u>	<u>Curriculum is designed to foster students' social interaction at a high level.</u>	<u>Curriculum is designed to foster students' social interaction.</u>

# E

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