2015 General Education Interventionist Rubric

Domain 1: Purposeful Planning and Preparation

1.01 Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	Displays knowledge of evidence-based practices related to the teaching assignment and/or specialty area.		
	Displays knowledge of performance levels of each student and plans for a variety of appropriate approaches to facilitate their learning.		
	Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching.		
	Develops plans reflecting an understanding of general education curriculum.		

1.02 Utilizes current and appropriate practices and procedures for screening procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Uses the RTI procedures to track student performance.	Administers, scores, analyzes and interprets results of screening protocols accurately.		
	Makes appropriate recommendations with regards to future testing.		
	Communicates results to parents, and other school professionals in a timely manner.		

1.03 Gathers information for appropriate planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Uses all pertinent screening information to plan appropriate instruction.	Gathers and utilizes anecdotal and/or informal assessment data to evaluate or plan.		
	Gathers and utilizes formal test data/academic information/RTI data to evaluate/plan.		
	Utilizes hearing/vision screening and/or other screening information for evaluation and planning purposes.		

1.04 Chooses appropriate evaluation instruments

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Supplements standardized measures with: -classroom observations -curriculum based activities -other educationally relevant measures that are aligned with academic standards.	Faithfully administers tests accurately and according to the directions outlined by the test.		
	Scores data from standardized assessment and other sources accurately.		
	Appropriately analyzes and interprets information from standardized assessment and other measures.		
	Determines the need for additional evaluation/diagnostic information.		

1.05 Plans Lessons appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Lesson plans are valuable and relevant, but also clearly articulate how lesson objectives establish high expectations, and relate to Indiana Standards.	Lesson objectives are valuable and relevant and represent an appropriate level of expectations and student understanding.		
Lesson planning clearly has demonstrated gradual progression from basic skills to more complex skills.	Lesson objectives are clear and permit viable methods of assessment.		
	Lesson objectives are suitable for diverse learner(s).		
	Lesson objectives take into account the varying learning needs of individual students.		

1.06 Prepares Coherent Instruction

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Learning activities are suitable to students and their learning goals.	Integrates all results Materials and resources support the learning goals and engage students in meaningful learning. There is knowledge of adaptation.		
Progression of activities in the instructional session follow an organized and systematic pattern.	Instruction has a clearly defined structure that activities are organized around.		
Materials and resources support the student learning goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	Time allocations are reasonable.		
Instruction establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations for the learning of all students.	Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.		

1.07 Assesses Student Learning for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's: Proposed approach to the assessment is congruent with the Instruction objectives, both in content and process.	The school professional's: Instruction objectives are assessed through the proposed plan.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Assessment criteria and expectations are clear and have been clearly communicated to students.	Assessment criteria and expectations are clear and have been clearly communicated to students.		
Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	Assessment results are used to plan for individuals and groups of students.		

1.08 Prepares coherent instruction/therapy sessions

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's: Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Learning activities are suitable to students and their IEP goals.			
Progression of activities in the instructional/therapy session follow an organized and systematic pattern.	Instruction/Therapy session has a clearly defined structure that activities are organized around.		
Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	Time allocations are reasonable.		
Instruction/therapy session establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations for the learning of all students.	Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.		

1.09 Assesses student learning for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Proposed approach to the assessment is congruent with the Instruction/Therapy objectives, both in content and process.	Instruction/Therapy objectives are assessed through the proposed plan.		
Assessment criteria and expectations are clear and have been clearly communicated to students.	Assessment criteria and expectations are clear and have been clearly communicated to students.		
Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	Assessment results are used to plan for individuals and groups of students.		

Domain 2: Effective Instruction

2.01 Develop student understanding and mastery of lesson objectives

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable	Lesson objective is not measurable or aligned to standards. It is not clear about what students are learning or will be able to do by the end of the lesson
Students can explain what they are learning and why it is important, beyond repeating the stated objective	Directions and procedures Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms	Objective is stated, but not in a student-friendly manner that leads to understanding	There is not a clear connection between the objective and lesson, or teacher fails to make this connection for students
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Importance of the objective is explained so that students understand why they are learning what they are learning	Teacher attempts explanation of importance of objective, but students fail to understand	Teacher fails to discuss importance of objective or there is not be a clear understanding amongst students as to why the objective is important
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	Lesson generally does not build on prior knowledge of students or students fail to make this connection	There is no effort to connect objective to prior knowledge of students
	Lesson is well-organized to move students towards mastery of the objective	Organization of the lesson is not always connected to mastery of the objective	Lesson is disorganized and does not lead to mastery of objective

2.02 Demonstrate and Clearly Communicate Content Knowledge to Students

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Teacher demonstrates content knowledge and delivers content that is factually correct	Teacher delivers content that is factually correct	Teacher delivers content that is factually incorrect
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest	Content is clear, concise and well-organized	Content occasionally lacks clarity and is not as well-organized as it could be	Explanations are unclear or incoherent and fail to build student understanding of key concepts
Explanations spark student excitement and interest in the content	Teacher restates and rephrases instruction in multiple ways to increase understanding	Teacher often fails to restate or rephrase instruction in multiple ways to increase understanding	Teacher continues with planned instruction, even when it is obvious that students are not understanding content
students participate in each others' learning of content through collaboration during the lesson	Teacher emphasizes key points or main ideas in content	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways	Teacher does not emphasize main ideas, and students are often confused about content
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	Teacher uses developmentally appropriate language and explanations	Explanations sometimes lack developmentally appropriate language	Teacher fails to use developmentally appropriate language
	Teacher implements relevant instructional strategies learned via professional development	Teacher does not always implement new and improved instructional strategies learned via professional development	Teacher does not implement new and improved instructional strategies learned via professional development

2.03 Engage students in academic content

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	3/4 or more of students are actively engaged in content at all times and not off-task	Fewer than 3/4 of students are engaged in content and many are off-task	Fewer than 1/2 of students are engaged in content and many are off-task
Teacher provides ways to engage with content that significantly promotes student mastery of the objective	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	Teacher may provide multiple ways of engaging students, but perhaps not	Teacher only provides one way of engaging with content OR teacher provides multiple ways of engaging students that are not aligned to the lesson objective or mastery of content
Teacher provides differentiated ways of engaging with content specific to individual student needs	Teacher attempts to provide differentiated ways of engaging with content specific to individual student needs	Teacher misses opportunities to provide ways of differentiating content for student engagement	Teacher does not differentiate instruction to target different learning modalities
The lesson progresses at an appropriate pace so that students are never disengaged, and students who	Ways of engaging with content reflect different learning modalities or intelligences	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes

		attempt to modify instruction for these students is limited or not always effective	no effort to adjust instruction for these students
finish early have something else meaningful to do			
Teacher effectively integrates technology as a tool to engage students in academic content	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content	ELL and IEP students are not provided with the necessary accommodations to engage in content
	ELL and IEP students have the appropriate accommodations to be engaged in content	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Students do not actively listen and are overtly disinterested in engaging
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)		

2.04 Check for Understanding

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher sometimes checks for understanding of content, but misses several key moments	Teacher rarely or never checks for understanding of content, or misses nearly all key moments
Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding	Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding
Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher uses wait time effectively both after posing a question and before helping students think through a response	Teacher inconsistently provides enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer
	Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	Teacher allows students to "opt-out" of checks for understanding and does not cycle back to these students
	Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments	Teacher rarely or never assesses for mastery at the end of the lesson

2.05 Modify Instruction As Needed

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Teacher anticipates student misunderstandings and preemptively addresses them	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	Teacher attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher responds to misunderstandings with effective scaffolding techniques even if first try is unsuccessful	Teacher primarily responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques
		Teacher persists in using the same group of techniques for responding to a misunderstanding, even when it is not succeeding	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

2.06 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Lesson is accessible and challenging to all students	Lesson is accessible and challenging to almost all students	Lesson is not always accessible or challenging for students	Lesson is not aligned with developmental level of students (may be too challenging or too easy)
Students are able to answer higher-level questions with meaningful responses	Teacher frequently develops higher-level understanding through effective questioning	Some questions used may not be effective in developing higher-level understanding (too complex or confusing)	Teacher rarely uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts
Students pose higher-level questions to the teacher and to each other	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding
Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again until mastery is demonstrated	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts

Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher sometimes encourages students to work hard, but does not persist in efforts to have students keep trying	Teacher does not encourage students to persist through difficult tasks

2.07 Maximize Instructional Time

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
	Students arrive on time and are aware of the consequences of arriving late (unexcused)	Some students consistently arrive late (unexcused) for class without consequences	Students frequently arrive late (unexcused) for class without consequences
	Class starts on time	Class consistently starts a few minutes late	Teacher frequently does not start class on time
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	There is more than a brief period of time when students are left without meaningful work to keep them engaged	There are significant periods of time in which students are not engaged in meaningful work
Students share responsibility for operations and routines and work well together to accomplish these tasks	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher may delegate lesson time inappropriately between parts of the lesson	Teacher wastes significant time between parts of the lesson due to classroom management
All students are on task and follow instructions of teacher without much prompting	Almost all students are on task and follow instructions of teacher without much prompting	Significant prompting from the teacher is necessary for students to follow instructions and remain on task	Even with significant prompting, students frequently do not follow directions and are off-task
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	Disruptive behaviors and off task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

2.08 Create Classroom Culture of Respect and Collaboration

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior
	Students are given opportunities to collaborate and support each other in the learning process	Students are given opportunities to collaborate, but are not always supportive of each other or need significant assistance from the teacher to work together	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher praises positive behavior OR enforces consequences for negative behavior, but not both	Teacher does not praise positive behavior
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Teacher focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher does not address negative behavior

2.09 Set High Expectations for Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Students demonstrate high academic expectations for themselves	Teacher sets high expectations for students of all levels	Teacher may set high expectations for some, but not others	Teacher does not set high expectations for students
Student comments and actions demonstrate that they are excited about their work and understand why it is important	Majority of students are invested in their work and value academic success as evidenced by their effort and quality of their work	Some students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments
Students participate in forming academic goals for themselves and analyzing their progress	Students participate in forming academic goals for themselves		
	The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)	Students are afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers

	Teacher celebrates and praises academic work	Teacher praises the academic work of some, but not others	Teacher does not praise academic work or good behavior

Domain 3: Leadership and Professional Responsibilities

3.01 Maintains accurate records

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Provides service logs that are accurate and updated daily.	Maintains accurate information logs regarding service provision and student progress.		
Documents both Instruction/Therapy and Non-Instruction/Therapy information daily.	Maintains accurate records on Non-Instruction/Therapy information, including parent contacts.		
	Maintains caseload records and other information provided to schools and coop that are accurate and submitted in a timely manner.		

3.02 Provides appropriate supervision of others - May not be applicable to all staff evaluated through this rubric.

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Frequently evaluates the workload of the paraprofessional, behavior coach or assistant and initiates reassignment as indicated.	Expectations are clear and the paraprofessionals, behavior coaches or assistants are assigned for maximum productivity.		
Is creative and flexible in scheduling workloads for paraprofessionals, behavior coaches and/or assistants.	Paraprofessionals, behavior coaches or assistants are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented.		
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct.		

3.03 Communicates with families

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Provides frequent and quality information to parents as appropriate about the Instruction/Therapy program.	Communicates with parents about student's progress on a regular basis and establishes designated time to respond to parent concerns.		
Provides student's materials/examples to their families.	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		
Attempts frequent efforts to engage families in the Instruction/Therapy program are made.	Documents attempts to engage families in the Instruction/Therapy program.		
Seeks new strategies for engagement with student's family.			

3.04 Contributes to the school, district and/or co-op

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Takes initiative and provides leadership in promoting a productive and collegial climate.	Displays support and cooperation characterize relationships with colleagues.		
Volunteers to participate in school committees and/or projects, making a significant contribution by assuming a leadership role.	Upholds all of the policies and procedures of the assigned school.		
	Volunteers to participate in school or committees/projects, and actively participates.		
	Interpersonal conduct with colleagues and supervisors is cordial, collaborative and respectful.		

3.05 Communicates professionally

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Responds to communication and the processing of information within 24 hours on a routine basis.	Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.		
Presents communication that is handled with professionalism and sensitivity.	Responses to inquiries or requests are handled in a timely manner, usually within 48-hours.		

	Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.		
	Communication is clearly written and grammatically correct.		

3.06 Seeks professional growth and learning opportunities to advance own knowledge and skill

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Seeks out opportunities for professional development and applies new knowledge to students.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.		
Earns additional hours and advanced degrees.	Takes responsibility to obtain professional growth needed to maintain licensure.		
Initiates and leads important activities to contribute and enhance professional growth of others.	Informally or indirectly assists colleagues in addressing professional growth needs identified by supervisor.		
Volunteers to mentor or coach others providing meaningful guidance.			

3.07 Completes all case conference set-up responsibilities appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.	Students and/or case conference notices are entered appropriately into the IEP system prior to conference.		
	Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference.		
	Case conferences are set up prior to the expiration date of IEP.		

3.08 Meaningfully participates in case conferences

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Takes the lead when necessary to keep	Brings all appropriate records and		

case conference on track.	documents to case conference.		
Defuses contentious situations during the case conference.	Meaningfully, understandably and efficiently participates in the case conference.		
As chair, runs the meeting efficiently while allowing opportunity for all to participate.	Facilitates parent participation.		
	Assists with completing the IEP as needed.		
	When chairing case conference, follows agenda and all appropriate procedures; signatures collected as needed.		

3.09 Develops IEPS based on individual student needs and are completed using appropriate procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Volunteers to train and assist others in the use of the IEP system.	Goals are measurable and clearly written and based on present levels of performance.		
Volunteers to review and evaluate IEPs.	Services are aligned with goals.		
Provides IEPs that stand up during due process scrutiny.	IEPs recommend appropriate accommodations and their use is clearly defined.		
	Notes clearly and succinctly capture relevant discussions.		
	Components of the IIEP are accurately completed and the document meets the "stranger" test.		

3.10 Carries out all Due Process responsibilities - May not be applicable to all staff evaluated through this rubric.

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Documents and testimony clearly support the school's position if warranted.	Documents required for due process are submitted to Supervisor within required time frame.		
	Documents submitted for due process contain appropriate information.		
	Testimony is factual, clear and without bias.		