

| Competency | | Strength | Moderate Evidence | Some Evidence | Lacking Skill | Inconsistent with Team | Additional Notes |
|--|---|----------|-------------------|---------------|---------------|------------------------|------------------|
|  ORGANIZATION AND TIME MANAGEMENT | Can articulate primary goals for self and team | | | | | | |
| | Keeps organized and managed calendar which is aligned to team priorities and goals | | | | | | |
| | Holds fidelity to calendar and accomplishes what was set for week | | | | | | |
| | "To Do" list is organized, prioritized based on goals, and captures all tasks required to accomplish team goals | | | | | | |
| | Has a functioning management system for phone, email, and other communication and responds in a timely fashion | | | | | | |
|  PROGRESS MONITORING AND DATA | Follows normed school protocols for progress monitoring | | | | | | |
| | Maintains an organized system for all IEP goal progress monitoring | | | | | | |
| | Progress monitoring tools are organized and tools/methods for testing are available for all goals | | | | | | |
| | Strong calendar plan for all elements of progress monitoring for the year including baselines, interim probes, and progress notes | | | | | | |
| | Progress monitoring occurs for all students, all goals, and at minimum every report period | | | | | | |
| | Uses objective testing practices and follows recommended practices/protocols (per normed assessments) for progress monitoring | | | | | | |
|  COMPLIANCE | Uses data to make/adjust individual and group decisions related to student instruction weekly | | | | | | |
| | Calendar/systems reflect final and interim deadlines for all compliance related paperwork and tasks | | | | | | |
| | All files complete with required documents and signatures | | | | | | |
| | Has accountability system for tracking upcoming compliance tasks | | | | | | |
| | Uses strong method for collecting data and input from needed IEP team participants | | | | | | |
| | Adheres to required deadlines and completes what is required in all sections of required documents | | | | | | |
| | Facilitates IEP meetings easily | | | | | | |
| | Ability to speak to special education process/regulations in clear terms with accuracy to parents and other team members | | | | | | |
| | Uses available resources (i.e. state code and regulations) when clarity is needed in the IEP process | | | | | | |
| | Has system for maintaining strong communication to parents throughout IEP process | | | | | | |



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|---|--|----------|-------------------|---------------|---------------|------------------------|------------------|
|  CLASSROOM ENVIRONMENT & MANAGEMENT | Classroom is navigable by all students, tidy, and organized with an efficient routine for maintaining it | | | | | | |
| | Classroom is welcoming to all students (i.e. student names or pictures visible) | | | | | | |
| | Whole class routines reflect in class disability needs and executive functioning needs in particular (i.e. color coded materials organization) | | | | | | |
| | Accurate student friendly schedule posted (individual *and* class as appropriate) | | | | | | |
| | Systems for small group management are visible and clear (posted rotations, timers, assigned seats, etc.) | | | | | | |
| | Sensory and assistive technology materials appropriate to disability are accessible to students | | | | | | |
| | High quality, clear, specific directions including rationale accompanying all tasks | | | | | | |
| | Concrete, specific reinforcement directed at skill development happens approximately every 3 minutes | | | | | | |
| | Best practices used in whole group positive behavioral management and de escalation (i.e. surface behavior strategies) | | | | | | |
| | Student specific positive behavior support plans are complete and in use and student safety plans are in place as needed | | | | | | |
|  INSTRUCTIONAL STRATEGIES | Has comprehensive plan with specific strategies aligned to prescribed special education supports in IEP's and 504's | | | | | | |
| | Supports prescribed in IEP or 504 are in place during instruction for all students requiring them | | | | | | |
| | IEP and 504 supports are well-executed and give access while maintaining rigor in the general education curriculum | | | | | | |
| | Consistent implementation of IEP and 504 supports across all settings | | | | | | |
| | Follows basic structure/program fidelity for all prescribed intervention curricula or specific instructional methods | | | | | | |
| | Consistent, predictable structures in place for observing/assessing fidelity/quality of IEP and 504 supports across settings | | | | | | |
| | Consistent practice of adjusting of IEP and 504 supports for struggling students | | | | | | |
|  ADULT COLLABORATION | Communicates effectively and invests other school team members in the special education supports for students | | | | | | |
| | Supports others, but prioritizes goal aligned work priorities over smaller emergencies/distractions | | | | | | |
| | Treats other team members and families respectfully | | | | | | |
| | Communicates proactively with solutions to supervisors and team when forecasting priority conflicts | | | | | | |
| | Explains complex special education processes in terms that others can comprehend | | | | | | |
| | Amplifies impact by teaching others how to implement student supports and creates systems for team implementation | | | | | | |
| | Creates clarity of who creates/implements IEP and 504 supports for students | | | | | | |
| | Monitors success of implementation of student supports | | | | | | |
| | Consistent, predictable structures in place for communicating IEP and 504 supports to all stakeholders | | | | | | |