

Competency		Strength	Moderate Evidence	Some Evidence	Lacking Skill	Inconsistent with Team	Additional Notes
 <p>ORGANIZATION AND TIME MANAGEMENT</p>	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						
 <p>PROGRESS MONITORING AND DATA</p>	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						
	Uses data to make/adjust individual and group decisions related to student instruction weekly						
 <p>COMPLIANCE</p>	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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Competency		Strength	Moderate Evidence	Some Evidence	Lacking Skill	Inconsistent with Team	Additional Notes
 <p>CLASSROOM ENVIRONMENT & MANAGEMENT</p>	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						
 <p>INSTRUCTIONAL STRATEGIES</p>	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						
 <p>ADULT COLLABORATION</p>	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							