

IEP Monitoring (rev 6.2023)



You may wish to change your printer settings to “landscape” mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATION	BELOW EXPECTATIONS
#1 INDICATOR COMPONENT 5.1 STANDARD 5: SUPPORTING LEARNING USING EFFECTIVE INSTRUCTION	<p>Candidate develops comprehensive long-range individualized instructional plans that are consistent with IEP goals.</p> <p>All lesson plans show evidence of selecting instructional content, resources, and strategies that align to the goals and objectives and respond to cultural, linguistic, and gender differences.</p>	<p>Candidate develops comprehensive long-range individualized instructional plans.</p> <p>Some lesson plans show evidence of selecting instructional content, resources, and strategies that align to the goals and objectives and respond to cultural, linguistic, and gender differences.</p>	<p>Lesson plans do not show evidence of selecting instructional content, resources, and strategies that align to the goals and objectives on the IEP and plans do not provide evidence that they are designed in response to cultural, linguistic, and gender differences.</p>
#2 INDICATOR COMPONENT 5.1 STANDARD 5: SUPPORTING LEARNING USING EFFECTIVE INSTRUCTION	<p>Candidate systematically translates long-range individualized instructional plans into carefully selected shorter-range goals and objectives demonstrating evidence of individual needs, the learning environment, and cultural and linguistic factors. Candidate uses strategies from a variety of theoretical approaches to attain goals and objectives.</p>	<p>Candidate translates long-range individualized instructional plans into carefully selected shorter-range goals and objectives demonstrating evidence of individual needs, the learning environment, and cultural and linguistic factors. Candidate incorporates a limited number of strategies or tends to use</p>	<p>Candidate does not systematically translate long-range individualized instructional plans into carefully selected shorter-range goals and objectives demonstrating evidence of individual needs, the learning environment, and cultural and linguistic factors. Candidate's plans do not provide evidence of an understanding of theoretical perspectives.</p>

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		strategies from only one theoretical perspective.	
#3 INDICATOR COMPONENT 2.1 COMPONENT 2.2. STANDARD 2: UNDERSTANDING AND ADDRESSING EACH INDIVIDUAL'S DEVELOPMENT AND LEARNING NEEDS	Candidate identifies goals that are measurable, meaningful, and able to be monitored. All goals are developmentally appropriate and provide evidence of an understanding of the educational implications of characteristics of various exceptionalities.	Candidate identifies goals that are measurable and meaningful for the student's present level of functioning. Most goals are developmentally appropriate and provide evidence of an understanding of the educational implications of characteristics of various exceptionalities. All goals use measurable and observable terms.	Candidate identifies goals that are measurable, but not meaningful for the student's present level of functioning. Some goals are developmentally inappropriate and provide no evidence of an understanding of the educational implications of characteristics of various exceptionalities.
#4 INDICATOR COMPONENT 2.1 COMPONENT 2.2 STANDARD 2: UNDERSTANDING AND ADDRESSING EACH INDIVIDUAL'S DEVELOPMENT AND LEARNING NEEDS.	Candidates includes the time frame, conditions, the behavior and the criterion for acceptable performance for each goal. Behavior, time frame, and criteria for acceptable performance show the candidate can respond to the needs of individuals with exceptionalities.	Candidates includes the time frame, the behavior and the criterion for acceptable performance for each goal. Behavior, time frame, and criteria for acceptable performance show the candidate can respond to the needs of individuals with exceptionalities.	Candidates includes the behavior and the criterion for acceptable performance for each goal. Acceptable performance reflects a lack of understanding of the learner's development and the needs of individuals with exceptionalities.

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#5 INDICATOR COMPONENT 4.1 STANDARD 4: USING ASSESSMENT TO UNDERSTAND THE LEARNER AND THE LEARNING ENVIRONMENT FOR DATA-BASED DECISION MAKING	<p>Candidates includes the time frame, conditions, the behavior and the criterion for acceptable performance for each goal. Behavior, time frame, and criteria for acceptable performance show the candidate can respond to the needs of individuals with exceptionalities.</p>	<p>Candidates includes the time frame, the behavior and the criterion for acceptable performance for each goal. Behavior, time frame, and criteria for acceptable performance show the candidate can respond to the needs of individuals with exceptionalities.</p>	<p>Candidates includes the behavior and the criterion for acceptable performance for each goal. Acceptable performance reflects a lack of understanding of the learner's development and the needs of individuals with exceptionalities.</p>
#6 INDICATOR COMPONENT 4.1 STANDARD 4: USING ASSESSMENT TO UNDERSTAND THE LEARNER AND THE LEARNING ENVIRONMENT FOR DATA-BASED DECISION MAKING	<p>Candidate includes the evaluation procedures, frequency of evaluation, and identifies the person responsible for monitoring each goal.</p>	<p>Candidate includes the evaluation procedures and frequency of evaluation for each goal.</p>	<p>Candidate includes the evaluation procedures for each goal.</p>
#7 INDICATOR COMPONENT 3.1 COMPONENT 3.2	<p>Candidate includes objectives or benchmarks that are clearly related to national, state, and local curricula. Objectives and</p>	<p>Candidate includes objectives or benchmarks that are somewhat related to national, state, and local curricula. Objectives</p>	<p>Candidate includes objectives or benchmarks that are unrelated to national, state, and local curricula.</p>

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STANDARD 3: DEMONSTRATING SUBJECT MATTER CONTENT AND SPECIALIZED CURRICULAR KNOWLEDGE	benchmarks reflect correct interpretation of assessment results.	and benchmarks reflect correct interpretation of assessment results.	
#8 INDICATOR COMPONENT 7.2 STANDARD 7: COLLABORATING WITH TEAM MEMBERS	Candidate facilitates instructional planning with a broad group of individuals including individuals with disabilities, families, representatives of community agencies, and colleagues. Reflection is detailed uses academic language to describe how collaboration occurred with these individuals.	Candidate facilitates instructional planning in a collaborative context including at least two of the following: individual with exceptionalities, families, professional colleague, personnel from other agencies when appropriate. Reflection contains adequate detail and describes how collaboration occurred with these individuals.	Candidate facilitates instructional planning in a collaborative context including only one of the following: the individual with exceptionalities, families, professional colleagues, or personnel from other agencies when appropriate. Reflection lacks detail or does not include a description of how collaboration occurred.
#9 INDICATOR COMPONENT 4.1 STANDARD 4: USING ASSESSMENT TO UNDERSTAND THE	Candidate conducts several types of informal assessment of learning or achievement. Administers nonbiased informal assessment and interprets	Candidate conducts informal assessment of learning or achievement. Candidate administers nonbiased informal assessments and interprets information	Candidate did not conduct informal assessment of learning or achievement. Candidate provides no evidence of ability to administer or interpret

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LEARNER AND THE LEARNING ENVIRONMENT FOR DATA-BASED DECISION MAKING	information obtained from them accurately.	obtained from the informal assessments accurately.	information obtained from assessments.
#10 INDICATOR COMPONENT 5.1 COMPONENT 5.3 COMPONENT 5.6 STANDARD 5: SUPPORTING LEARNING USING EFFECTIVE INSTRUCTION	<p>Candidate regularly monitors the progress of individuals with exceptional learning needs in general or special education curricula.</p> <p>Candidate provides evidence that interventions were documented and implemented when progress was insufficient as indicated on a graph; or provides evidence that progress was sufficient as indicated on a graph, and instructional change was not warranted.</p>	<p>Candidate regularly monitors the progress of individuals with exceptional learning needs in general or special education curricula.</p> <p>Candidate provides evidence that interventions were documented and implemented when progress was insufficient; or provides evidence that progress was sufficient, and instructional change was not warranted.</p>	<p>Candidate intermittently monitors the progress of individuals with exceptional learning needs in general or special education curricula. No decision-making rules are used. Interventions are implemented with students on an inconsistent basis.</p> <p>Candidate provides insufficient evidence to determine whether any instructional change occurred when student progress is insufficient.</p>
#11 INDICATOR COMPONENT 4.3 STANDARD 4: USING ASSESSMENT TO	Candidate used appropriate technologies to support their assessments. The graph is constructed using appropriate software	Candidate used appropriate technologies to support their assessments. The graph is constructed using	Candidate did not use appropriate technologies to support their assessments. The graph is constructed without using appropriate

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UNDERSTAND THE LEARNER AND THE LEARNING ENVIRONMENT FOR DATA-BASED DECISION MAKING	that allows for planning, managing the teaching and learning environment as well as informal assessment data.	software that allows for planning, managing the teaching and learning environments as well as informal assessment data; however, some data were missing.	software that allows for planning and managing the teaching and learning environment as well as informal assessment data.